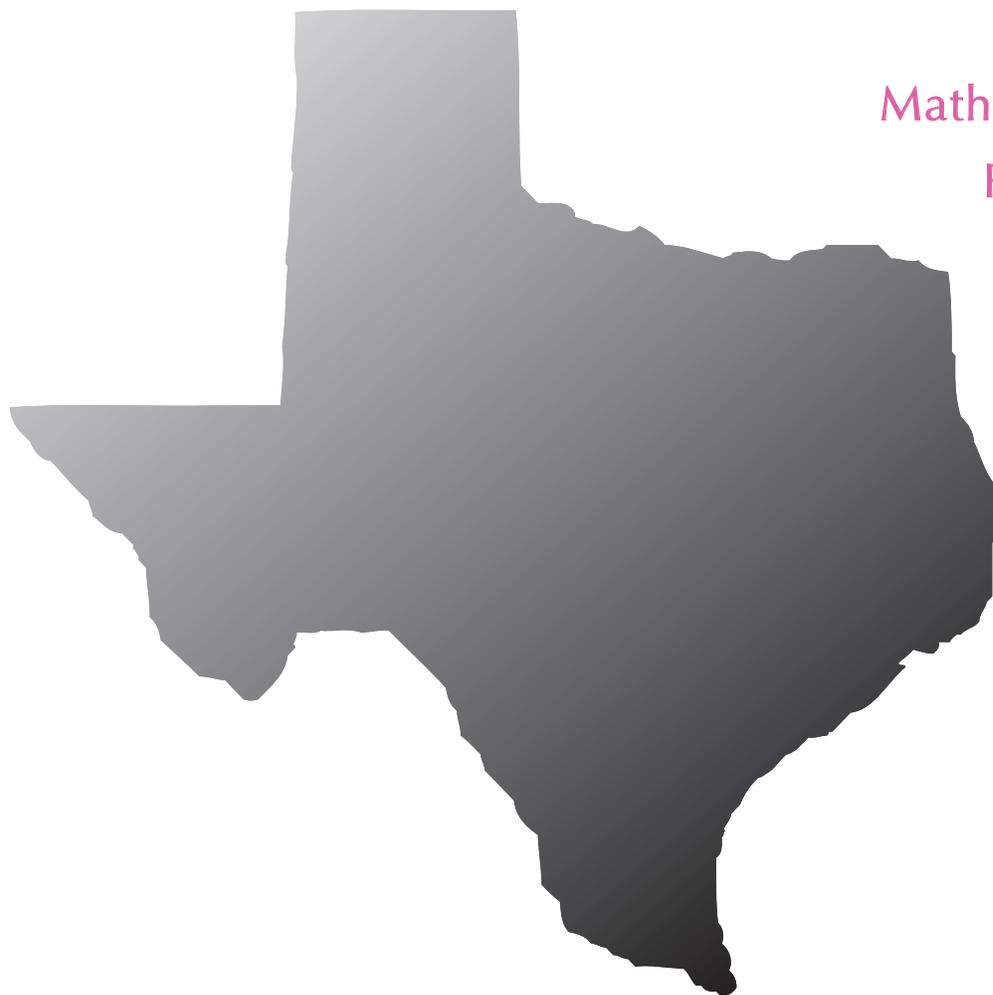


Grade 7

# TEST ADMINISTRATION DIRECTIONS

# 2009

Writing  
Mathematics  
Reading



Texas Assessment of Knowledge and Skills

TEST ADMINISTRATION  
DIRECTIONS—WRITING

TEST ADMINISTRATION  
DIRECTIONS—MATHEMATICS

TEST ADMINISTRATION  
DIRECTIONS—READING

APPENDICES

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

# CONTENTS

---

Calendar of Events—2009 TAKS Grade 7 Testing . . . . .	iii
Summary of Responsibilities . . . . .	iv

## Test Administration Directions

Completing Student Identification Information . . . . .	3
Administration Directions—Writing . . . . .	6
Administration Directions—Mathematics . . . . .	14
Administration Directions—Reading . . . . .	21

## Appendix A

Oral Administration . . . . .	29
-------------------------------	----

## Appendix B

Administration-Specific Security Oath . . . . .	41
-------------------------------------------------	----

Test Administrator Checklist . . . . .	back cover
----------------------------------------	------------



# CALENDAR OF EVENTS—2009

## TAKS GRADE 7 TESTING\*

EVENTS		TEST ADMINISTRATION	
		MARCH	APRIL
Test administrator training sessions		By 2/27	By 4/27
Test administrations	Writing	3/3	—
	Mathematics	—	4/28
	Reading	—	4/29
	Reading with Dyslexia Bundled Accommodations	—	4/29–4/30

\* TAKS includes TAKS (Accommodated).

---

# SUMMARY OF RESPONSIBILITIES

## TEST ADMINISTRATOR

---

### Prepare for test administration

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

### Conduct test administration

- 6) Ensure proper testing procedures.
- 7) Administer each subject-area test.

### Return test materials

- 8) Return test materials to the campus coordinator and sign administration-specific security oath.

**These test administration directions are intended to be used in conjunction with the *2009 TAKS General Test Administrator Manual*. Maintain test security and confidentiality at all times. Report any irregularities to your campus testing coordinator immediately.**

# Test Administration Directions

**Completing  
Student  
Identification  
Information**

PAGE **3**

**Administration  
Directions—  
Writing**

PAGE **6**

**Administration  
Directions—  
Mathematics**

PAGE **14**

**Administration  
Directions—  
Reading**

PAGE **21**



# COMPLETING STUDENT IDENTIFICATION INFORMATION

---

If you have students in your testing group for whom no answer document has been prepared, they should grid the student identification information before testing begins, following the directions below. If all your students have a precoded answer document, proceed to the test administration directions for writing on page 6, mathematics on page 14, or reading on page 21.

Read aloud the material printed in **bold** type and preceded by the word “**SAY.**” The material in *italics* is information meant for you and should not be read aloud to students.

**SAY** Today you will be taking the Texas Assessment of Knowledge and Skills, or TAKS, test. Before you take the test, we are going to fill out the front of the answer document that you will use. It is important that you pay attention and follow directions. Use only a No. 2 pencil to mark your answer document. If you do not have a No. 2 pencil, please raise your hand.

*Give a pencil to each student who needs one.*

**SAY** I am going to give each of you an answer document. Do not write on it until I ask you to do so.

*Give an answer document to each student. When every student has an answer document, continue.*

**SAY** Find the words “LAST-NAME” at the top of your answer document. Print your last name in the row of boxes in this section, starting with the first box on the left. Print only one letter in a box. If there are not enough boxes for all the letters in your last name, print as many letters of your last name as you can. If you have any questions, please raise your hand.

*Check that students are printing their last names in the appropriate section, one letter to a box. When all students are ready, continue.*

**SAY** Find the section labeled “FIRST-NAME.” Print your first name in the row of boxes in this section. Print only one letter in a box. If there are not enough boxes for all the letters in your first name, print as many letters as you can.

When you are finished, find the column labeled “MI” to the right of the section where you printed your first name. In this box, print the first letter of your middle name. If you do not have a middle name, do not print anything in this box.

*Check that students are printing their first names and middle initials in the appropriate places. When all students are ready, continue.*

**SAY** Below the boxes where you printed your name are columns of circles with letters in them. In the first column find the circle with the first letter of your

last name. Fill in that circle. Make sure that the mark you make is dark and neat. Be sure to fill in the circle completely. If you make a mistake, completely erase the mark you made and fill in the correct circle. Now do the same thing for the rest of the letters in your last name.

*Check to see that students are gridding the letters correctly. If a student is having difficulty, it may be necessary to help him or her fill in the first few columns. Every attempt should be made to keep students from feeling frustrated by the task and to ensure that the information is accurate. When all students are ready, continue.*

**SAY** Some of you may not have used all the boxes to print your last name. Directly under each of these boxes is a circle without a letter in it. For each empty box following your last name, fill in an empty circle below it.

*When all students are ready, continue.*

**SAY** Now fill in the circles for your first name and middle initial the same way you did for your last name. If you do not have a middle initial, fill in the empty circle in the “MI” column.

*Monitor students as they grid their first names and middle initials. When all students are ready, continue.*

**SAY** At the bottom of your answer document, print the name of our school district in the space under the words “DISTRICT-NAME.” I will print the name of our school district on the board for you.

*Print your school district’s name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.*

**SAY** Now print the name of our campus in the space under the words “CAMPUS-NAME.” I will print the name of our campus on the board for you.

*Print your campus name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.*

**SAY** Now find the section marked “SEX CODE.” If you are a male, fill in the circle next to the “M.” If you are a female, fill in the circle next to the “F.”

*When all students are ready, continue.*

**SAY** Now find the section labeled “DATE-OF-BIRTH.” In the space labeled “MONTH,” fill in the circle next to the month in which you were born.

*Before continuing, draw the following example on the board.*

DAY		YEAR	
0	3	9	6

**SAY**

**Print the day of your birth and the last two digits of the year in which you were born in the boxes labeled “DAY” and “YEAR.” If you were born before the tenth day of the month, you will need to put a zero in front of the day of your birth, as shown in the example that I have drawn on the board. Now fill in the circles below the numbers you have printed. If you have any questions, please raise your hand. When you finish, put your pencil down.**

*Monitor students to ensure that they are filling in this information correctly. Then refer to the specific directions for each test administration.*

*Writing.....Page 6*

*Mathematics.....Page 14*

*Reading.....Page 21*

## ADMINISTRATION DIRECTIONS—WRITING

The TAKS and TAKS (Accommodated) tests are untimed. Give students all the time they need to respond to each test item.

**Students must use a No. 2 pencil to mark their answer documents.** They are not allowed to use scratch paper but instead may write in their test booklets if necessary.

Students must have access to an English-language dictionary and thesaurus when taking the written composition section of the TAKS grade 7 writing test. There must be at least one dictionary for every five students testing. It is also recommended that there be one thesaurus for every five students, if possible. Students are also permitted to use a combination dictionary/thesaurus. Students may **not** use dictionaries or other reference materials when taking the revising and editing section of the writing test. The use of foreign language reference materials is **NOT** permitted, but an English as a second language (ESL) dictionary, which uses simple English and pictures to define words, may be provided for limited English proficient (LEP) students taking TAKS or TAKS (Accommodated) tests only when reference materials must be provided. Students taking a braille version of a test may use electronic dictionaries and thesauruses only when reference materials must be provided.

If any of the students do not have a precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 3.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- answer documents (Make sure that each student receives the document with his or her name on it.)

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word “**SAY.**” You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

**SAY**            **Today you will be taking the writing test of the Texas Assessment of Knowledge and Skills, or TAKS. Now I am going to give each of you a test booklet. When you get your booklet, do not open it or write on it until I ask you to do so. Also, do not pull off the seal on the edge of your booklet until I ask you to do so.**

*Give a test booklet to each student.*

*Students must write their first and last names on their test booklets and complete the “TEST BOOKLET #” field on their answer documents at this time. Directions for completing this information follow.*

**SAY**            **Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.**

*When all students have finished, continue.*

**SAY** On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.

*Hold up one of your students' test booklets and point to the security number on the back.*

**SAY** Now find the words “TEST BOOKLET #” at the top of your answer document.

*Point to “TEST BOOKLET #” on the answer document given to you for demonstration purposes. When all students have located this item, continue.*

**SAY** Copy the nine-digit number from the back of your test booklet into the boxes beside the words “TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.

*Monitor students closely while they copy the security numbers. When all students have finished, continue.*

*Directions for breaking the first seal on the writing test follow. Monitor students carefully while they are breaking the first seal to prevent test booklets from being damaged and seals from being broken prematurely.*

**SAY** Look at your test booklet. It has two sections. Each section is closed by a seal on the right side. Find the first sealed section, which is the written composition section.

*Pick up one of your students' test booklets and, without breaking the first seal, demonstrate as you read the following.*

**SAY** Use either your hand or the eraser of your pencil to break the seal on the written composition section along its edge. If you have any questions or need any help, please raise your hand.

*Assist any student who may be having difficulty. When all students are ready, continue.*

**SAY** The test booklet consists of two parts: a written composition section followed by a revising and editing section. In the written composition section, you will write a composition. In the revising and editing section, you will answer a series of multiple-choice questions.

**At this time I will read the directions for the first section: written composition. Dictionaries and thesauruses are allowed for this section. After I explain the writing task in the first part of the test booklet, I will read the directions for the second section of the test: revising and editing. Dictionaries and thesauruses are not allowed for the second section.**

**Now open your test booklet. The writing prompt is in a box at the top of the page. Read the prompt to yourself. If you would like me to read it to you, please raise your hand.**

*Only at the request of a student may the writing prompt be read aloud or signed. Using the student’s test booklet, read aloud the writing prompt to that student. You must read the prompt word for word without making any changes, additions, or suggestions. You may read the prompt more than once. No elaboration on the prompt may be provided. You must not translate the writing prompt or any of this information into another language (except sign language).*

*When all students are ready, continue.*

**SAY**        **Are there any questions?**

*Answer all questions. When all students are ready, continue.*

**SAY**        **Now look at the blank pages in your test booklet.**

*Pick up one of your student’s test booklets and show students the prewriting pages.*

**SAY**        **You may use these blank pages to “think out” and plan your composition. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be.**

**Now open your answer document to page 3 and find the words “TAKS WRITTEN COMPOSITION.” When you are ready to write your composition, be sure to write on pages 3 and 4, which are the two pages with lines.**

*Show students the lined pages in the answer document.*

**SAY**        **Your composition does not have to completely fill these two lined pages; however, it must not be longer than the two pages. Do not write outside the boxes on the two lined pages.**

**Be sure to write neatly so that others can read your writing. You may either print or write in cursive, whichever is easier for you. Remember that you must write in English, and you must use a No. 2 pencil. If you need another pencil before you finish writing, please raise your hand. Are there any questions?**

*Answer all questions. When all students are ready, continue.*

**SAY**        **Be sure to write your composition on pages 3 and 4 of your answer document.**

**You will have all the time you need to write your composition. You may read over your work and check for mistakes. Be sure to erase any stray marks that you may have made accidentally on your answer document.**

**When you have finished the written composition section, close your test booklet and raise your hand. If you have a dictionary or a thesaurus, I will collect it at that time. When your dictionary or thesaurus has been collected, you may break the second seal on your test booklet and begin answering questions in the revising and editing section. Are there any questions?**

*Answer all questions. When all students are ready, continue.*

**SAY**

Now turn to the last page of the written composition section in your test booklet. At this time I will read the directions for the second sealed section of the test: revising and editing. Dictionaries and thesauruses may not be used in this second section. Follow along as I read aloud the directions at the top of the page.

“Read the introduction and the passage that follows. Then read each question and fill in the correct answer on page 2 of your answer document.”

Notice that in the passage there is a number before each sentence. These numbers will help you find the sentence or sentences you will need to answer the questions that follow.

Open your answer document to page 2 and find the section marked “REVISING AND EDITING.” In a box directly below these words, there are some rows of circles labeled “S-1” and “S-2.” Does everyone see where these are? This is where you will mark your answers for the sample questions.

*Using your answer document, point to this box.*

**SAY**

Now read the sample passage and mark your answers for questions S-1 and S-2 on your answer document.

*The sample passage and items that appear in students’ booklets are shown on the next page.*

## Revising and Editing Sample

### DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on page 2 of your answer document.

*Jesse wrote this paper for his science class. He has asked you to help him decide how to correct and improve it. Read Jesse's paper. Then answer the questions that follow.*

### The Mystery of Migration

(1) Scientists have learned many facts about the animals that live on our planet. (2) However, one thing remains quiet puzzling. (3) How does the process of migration work? (4) Scientists know that animals migrate to find food. (5) They also migrate to give birth. (6) Humpback whales, for example, usually live in the icy waters of the Arctic and the Antarctic, but when it comes time to have their babies, they move to the warmer waters near the equator.

**S-1** What change, if any, should be made in sentence 2?

- A** Delete the comma after *However*
- B** Change *remains* to **remain**
- C** Change *quiet* to **quite**
- D** Make no change

**S-2** What is the BEST way to combine sentences 4 and 5?

- F** Scientists know that animals migrate to find food, they also migrate to give birth.
- G** Scientists know that to find food and migrate, animals give birth.
- H** Scientists know this, animals migrate to find food and give birth.
- J** Scientists know that animals migrate to find food or give birth.

*Check to make sure that students have found the correct page in their test booklets and are marking their answers in the right place on their answer documents. When all students are ready, continue.*

**SAY** Has everybody finished the sample questions?

Now we will go over the answers you chose. The answer to S-1 is choice C. Sentence 2, “However, one thing remains quiet puzzling,” should be changed to read “quite puzzling.” The word *quiet* was the wrong word. Therefore, the answer to S-1 is “Change *quiet* to *quite*.” Does anyone have any questions about how to record an answer on the answer document?

*Answer all questions. When all students are ready, continue.*

**SAY** Did everyone make a dark, neat mark in the circle?

*When all students are ready, continue.*

**SAY** The answer to S-2 is choice J. The way sentences 4 and 5 are written is repetitive. The best way to combine sentences 4 and 5 is “Scientists know that animals migrate to find food or give birth.” Does anyone have any questions about how to record an answer on the answer document?

*Answer all questions. When all students are ready, continue.*

**SAY** You are going to read the rest of the passages and answer the questions by yourself. You will see questions like those in the samples, as well as other kinds of questions. I cannot help you answer any test questions. I will be able to help you only with questions about the directions. Be sure to mark only one answer for each question on your answer document. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently.

You will have all the time you need to answer the questions in the revising and editing section. You may check your answers in the section after you have finished. Be sure to erase any stray marks that you might have accidentally made on your answer document. You may also go back to the first section to work some more on your composition. However, you may not use a dictionary or thesaurus again.

When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer documents and test booklets. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?

*You are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”*

*When all students are ready, continue.*

**SAY**      **If there are no more questions, turn back to the first section of your test booklet. Remember that you will work on your composition first.**

**You may begin.**

*Make sure that all compositions are written on the lined pages in the answer document.*

*Be sure to give students all the time they need to complete the test. While the students are working, move around the room to see that they are following directions and recording all their answers in the appropriate section of the answer document.*

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

*Remember that you may give students brief breaks in the testing room, if necessary. Refer to Activity 6 in the General Test Administrator Manual for more information about breaks.*

*If at any point a student’s test booklet or answer document becomes unusable, obtain a replacement from your campus coordinator. Instruct the student to start at the exact point where he or she stopped in the unusable answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the new answer document. Transcription must be done in No. 2 pencil. Refer to Activity 6 of the General Test Administrator Manual for further directions regarding transcription.*

*All unusable answer documents must be marked “VOID” in large, bold letters across the front and returned to the campus coordinator.*

*Place each student’s answer document inside his or her test booklet when you collect it. If you notice that a student’s multiple-choice answers and/or composition are not recorded on the answer document, say to the student, “**You have not recorded all of your answers on the answer document. Please go back and fill in your answer document now.**” The testing materials should then be returned so that the student may record his or her responses. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses.*

*Make sure that the name of each student is written on his or her booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.*

*Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.*

*For each student’s answer document, test administrators or other campus personnel must complete the TEST TAKEN INFO field to indicate whether the student tested using a TAKS or TAKS (Accommodated) form of the grade 7 writing test. You will also need to complete the SCORE CODE field for each student’s writing test. Use only a No. 2 pencil.*

*If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 7 writing test, you must grid this information in the ACCOMMODATIONS field of the answer document.*

*See Activity 2 in the General Test Administrator Manual for detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.*

*Return your test materials to the campus coordinator after the test session has been completed. (For instructions, see Activity 8 in the General Test Administrator Manual.) He or she will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.*

*At no time should you erase stray marks or darken answer-choice circles on students’ answer documents.*

**UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME. TESTING PERSONNEL MUST NOT DUPLICATE WRITTEN COMPOSITIONS WITHOUT SPECIFIC AUTHORIZATION.**

# ADMINISTRATION DIRECTIONS—MATHEMATICS

The TAKS and TAKS (Accommodated) tests are untimed. Give students all the time they need to respond to each test item.



**Students who will be taking the TAKS reading test with dyslexia bundled accommodations MUST use Form 1 of the TAKS mathematics test.**

**Students must use a No. 2 pencil to mark their answer documents.** They are not allowed to use scratch paper or write on the separate mathematics chart. Students may write in their test booklets to work problems or perform calculations. Students taking TAKS at grade 7 may **NOT** use calculators. Calculators are allowed for the TAKS (Accommodated) mathematics test at grade 7 if the appropriate conditions are met. An Accommodation Request Form is not required. See the *2008–2009 Accommodations Manual* for more information.

If any of the students do not have a precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 3.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- answer documents (Make sure that each student receives the document with his or her name on it.)

## ORAL ADMINISTRATION IN MATHEMATICS

**If you have been directed to read the mathematics test questions and answer choices aloud to an eligible student, refer to Appendix A for additional instructions.**

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word “**SAY.**” You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

**SAY**            **Today you will be taking the mathematics test of the Texas Assessment of Knowledge and Skills, or TAKS. Now I am going to give each of you a test booklet and a mathematics chart. When you get your booklet, do not open it or write on it until I ask you to do so. Also, do not write on the mathematics chart. Do not pull off the seal on the edge of your booklet until I ask you to do so.**

*Give a test booklet and a mathematics chart to each student.*

*Students must write their first and last names on the test booklets and complete the “MATH TEST BOOKLET #” field on their answer documents at this time. Directions for completing this information follow.*

**SAY**        **Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.**

*When all students have finished, continue.*

**SAY**        **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

*Hold up one of your students’ test booklets and point to the security number on the back.*

**SAY**        **Now find the words “MATH TEST BOOKLET #” at the top of your answer document.**

*Point to “MATH TEST BOOKLET #” on the answer document given to you for demonstration purposes. When all students have located this section, continue.*

**SAY**        **Copy the nine-digit number from the back of your test booklet into the boxes beside the words “MATH TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.**

*Monitor students closely while they copy the security number. When all students have finished, continue.*

*Directions for breaking the seal on the mathematics test follow. Monitor students carefully while they are breaking this seal to prevent test booklets from being damaged and seals from being broken prematurely.*

**SAY**        **Look at your test booklet. Find the first section, which is the mathematics test. It is closed by a seal on the right side.**

*Pick up one of your students’ test booklets and, without breaking the seal, demonstrate as you read the following.*

**SAY**        **Use either your hand or the eraser of your pencil to break the seal on the mathematics test along its edge. If you have any questions or need any help, please raise your hand.**

*Assist any student who may be having difficulty. When all students are ready, continue.*

**SAY**        **Look at the mathematics chart in your test booklet. You may use this chart or your separate mathematics chart when you are solving problems.**

*Show students the separate mathematics chart.*

**SAY**        **Notice that the mathematics chart in your test booklet does not have rulers on the edges. Your separate mathematics chart has a metric ruler on its left edge**

and a customary ruler on the right. You should use these rulers if questions ask you to measure. Remember, do not write on your separate mathematics chart.

We are going to answer two sample questions and practice marking answers before you begin working on your mathematics test.

Turn over your answer document and find the word “MATHEMATICS” at the top. Directly below the word “MATHEMATICS,” there is a row of circles labeled “SAMPLE A” and a grid labeled “SAMPLE B.” Does everyone see where these are? This is where you will mark your answers for the sample questions.

*Using your answer document, point to this section.*

**SAY**

To answer a multiple-choice question, fill in a circle on your answer document. Mark only one circle for each multiple-choice question. Mark your answers very carefully and make your marks dark and neat. If you find that you want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.

To answer a question with a grid, such as SAMPLE B, you will need to write your answer in the boxes above the circles. Then fill in the correct circle below each number.

You may work problems using the blank spaces in your test booklet. You are not allowed to write on the separate mathematics chart.

Now open your test booklet and find the word “DIRECTIONS” at the top of the page. Look at the directions above SAMPLE A and follow along as I read them aloud.

“Read each question. Then fill in the correct answer on your answer document. If a correct answer is not here, mark the letter for ‘Not here.’”

After you read the mathematics samples, mark the answers you choose for SAMPLE A and SAMPLE B on your answer document. Now you may read the samples and answer the questions.

*SAMPLES A and B are shown on the next page.*

**DIRECTIONS**

Read each question. Then fill in the correct answer on your answer document. If a correct answer is not here, mark the letter for “Not here.”

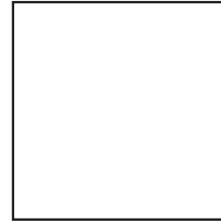
**SAMPLE A**

Find the greatest common factor of 12 and 18.

- A 3
- B 6
- C 9
- D Not here

**SAMPLE B**

Find the perimeter of this square rug in meters.



3.2 m

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

		1	2	.	8	
0	0	0	0		0	0
1	1	<input checked="" type="radio"/>	1		1	1
2	2	2	<input checked="" type="radio"/>		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		<input checked="" type="radio"/>	8
9	9	9	9		9	9

Check to make sure that students have found the correct page in their test booklets and are marking their answers in the right place on their answer documents. When all students are ready, continue.

**SAY** Now we will go over the answers you chose. The answer to SAMPLE A is choice B. The digit “6” is the greatest common factor of 12 and 18. Does anyone have any questions about how to record an answer on the answer document?

*Answer all questions before continuing.*

**SAY** Did everyone make a dark, neat mark in the circle?

*When all students are ready, continue.*

**SAY** The answer to SAMPLE B is “12.8.” For this type of question, you need to write your answer in the boxes above the circles. Then fill in the correct circle below each number. Fill in the circles below “12.8” now if you have not already done so. To answer questions like this, you may need to use all the spaces or only some of them. You do not need to fill in the circles below unused spaces or fill in the space under the decimal point. It is acceptable, although not necessary, to bubble in the zeros before the 1 or after the 8. These zeros will not affect the value of the correct answer.

**Does anyone have any questions about how to grid in answers on the answer document?**

*Make sure that students understand how to grid their answers correctly. When all students are ready, continue.*

**SAY**

**You will now complete the mathematics test by yourself. You will see questions like those shown in the samples, as well as other kinds of questions. I cannot help you answer any mathematics questions. I will be able to help you only with questions about the directions. Be sure to mark only one answer for each question on your answer document. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you are not allowed to write on the separate mathematics chart. You may work problems in your test booklet or on the graph paper at the end of the mathematics section. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently.**

**You will have all the time you need to complete the mathematics test. Stop when you come to the last page of the mathematics test. You may check your answers after you have finished, but do not open or work in any other section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document. Stay in your seat and raise your hand when you have finished looking over your work. I will come to your desk to collect your answer document, test booklet, and mathematics chart. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still taking the test. Are there any questions?**

*You are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”*

*When all students are ready, continue.*

*TAKS (Accommodated) students **must** be informed that they will not use all the bubbles in the mathematics section of the answer document. If your test session includes only TAKS (Accommodated) students, you may communicate this information to the entire group. If your test session includes both TAKS and TAKS (Accommodated) students, go to each TAKS (Accommodated) student separately and communicate the following information:*

**SAY**

**Remember, you will stop when you come to the last question on the mathematics test. This means that you will not use the last column of bubbles in the mathematics section of your answer document.**

*When all students are ready, continue.*

**SAY****If there are no more questions, then you may begin.**

*Be sure to give students all the time they need to complete the test. While the students are working, move around the room to see that they are following directions and recording all their answers in the appropriate section of the answer document.*

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

*Remember that you may give students brief breaks in the testing room, if necessary. Refer to Activity 6 in the General Test Administrator Manual for more information about breaks.*

*If at any point a student's test booklet or answer document becomes unusable, obtain a replacement from your campus coordinator. Make sure that the replacement booklet has the same form number as the booklet it replaces. Instruct the student to start at the exact point where he or she stopped in the unusable answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write "Transcribed by (NAME) because (REASON)" at the top of the new answer document. Transcription must be done in No. 2 pencil.*

*All unusable answer documents must be marked "VOID" in large, bold letters across the front and returned to the campus coordinator.*

*Place each student's answer document and mathematics chart inside his or her test booklet when you collect it. If you notice that a student's answers are not marked on the answer document, say to the student, **"You have not recorded all of your answers on the answer document. Please go back and mark your answers on it now."** The testing materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses.*

*Make sure that the name of each student is written on his or her test booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.*

*Destroy any mathematics charts that have been written on inadvertently. The remaining charts may be used as instructional tools.*

*Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.*

*For each student’s answer document, test administrators or other campus personnel must complete the TEST TAKEN INFO field to indicate whether the student tested using a TAKS or TAKS (Accommodated) form of the grade 7 mathematics test. If the student used a TAKS form, you must also enter and grid the FORM # in the TEST TAKEN INFO field. Complete the SCORE CODE field for each student’s mathematics test. Use only a No. 2 pencil.*

*If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 7 mathematics test, you must grid this information in the ACCOMMODATIONS field of the answer document.*

*See Activity 2 in the General Test Administrator Manual for detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.*

*Return your test materials to the campus coordinator after the test session has been completed. (For instructions, see Activity 8 in the General Test Administrator Manual.) He or she will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.*

*At no time should you erase stray marks or darken answer-choice circles on students’ answer documents.*

**UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF  
SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.**

# ADMINISTRATION DIRECTIONS—READING

The TAKS and TAKS (Accommodated) tests are untimed. Give students all the time they need to respond to each test item.

**Students must use a No. 2 pencil to mark their answer documents.** They are **not** allowed to use scratch paper but instead may write in their test booklets if necessary. Students may not use reference materials.

If any of the students do not have a precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 3.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- answer documents (Make sure that each student receives the document with his or her name on it.)

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word “**SAY.**” You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

**SAY**            **Today you will be taking the reading test of the Texas Assessment of Knowledge and Skills, or TAKS. Now I am going to give each of you a test booklet. Make sure you get the booklet with your name on it. When you get your booklet, do not open or write on it until I ask you to do so.**

*Give each student his or her test booklet. Make sure that each student receives the booklet with his or her name on it. You may have students who did not test on the previous day of testing due to absence or students who used a different form for the mathematics test. For example, a student who took the TAKS (Accommodated) mathematics test would need a new test booklet to take the TAKS reading test. These students must write their first and last names on their test booklets and complete the **READING TEST BOOKLET #** field on their answer documents. Directions for completing this information are reprinted below in pink print. If all students have already completed this information, proceed to the end of the pink print and begin reading.*

**SAY**            **Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.**

*When all students have finished, continue.*

**SAY**            **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

*Hold up one of your students’ test booklets and point to the security number on the back.*

**SAY** Now find the words “READING TEST BOOKLET #” at the top of your answer document.

*Point to “READING TEST BOOKLET #” on the answer document given to you for demonstration purposes. When all students have located this section, continue.*

**SAY** Copy the nine-digit number from the back of your test booklet into the boxes beside the words “READING TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. This may or may not be the same number you recorded yesterday. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.

*If a student is using the same test booklet for the reading test that he or she used for the mathematics test, then the test booklet number will be the same as the mathematics test booklet number. The test booklet numbers will only differ if a student takes a TAKS (Accommodated) mathematics or reading test.*

*Monitor students closely while they copy the security number. When all students have finished, continue.*

*Directions for breaking the seal on the reading test follow. Monitor students carefully while they are breaking this seal to prevent test booklets from being damaged and seals from being broken prematurely.*

**SAY** Look at your test booklet. Find the second section, which is the reading test. It is closed by a seal on the right side.

*Pick up one of your students’ test booklets and, without breaking the seal, demonstrate as you read the following.*

**SAY** Use either your hand or the eraser of your pencil to break the seal on the reading test along its edge. If you have any questions or need any help, please raise your hand.

*Assist any student who may be having difficulty. When all students are ready, continue.*

**SAY** You are about to answer some reading questions. To answer a question, fill in a circle on your answer document. Mark only one circle for each question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice. You may write in your test booklet if you would like to make notes.

**Now turn over your answer document and find the word “READING.” Below the word “READING” there are rows of circles. Does everyone see where these are? This is where you will mark your answers.**

*Using your answer document, point to the rows of circles where the students mark their answers.*

**SAY** Now you will complete the reading test by yourself. I cannot help you answer any test questions. I will be able to help you only with questions about the directions. Be sure to mark only one answer for each question on your answer

document. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you wish to make notes. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently.

You will have all the time you need to complete the test. Stop when you come to the last page of the test. You may check your answers after you have finished, but do not work in any other section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document. Stay in your seat and raise your hand when you have finished looking over your work. I will come to your desk to collect your answer document and test booklet. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still taking the test. Are there any questions?

*You are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”*

*When all students are ready, continue.*

*TAKS (Accommodated) students **must** be informed that they will not use all the bubbles in the reading section of the answer document. If your test session includes only TAKS (Accommodated) students, you may communicate this information to the entire group. If your test session includes both TAKS and TAKS (Accommodated) students, go to each TAKS (Accommodated) student separately and communicate the following information:*

**SAY**

**Remember, you will stop when you come to the last page of the reading test. This means that you will not use the last column of bubbles in the reading section of your answer document.**

*When all students are ready, continue.*

**SAY**

**If there are no more questions, then turn to the first page in the reading section of your test booklet. Read the directions at the top of the page before you start to read the selections and mark your answers. You may begin.**

*Be sure to give students all the time they need to complete the test. While the students are working, move around the room to see that they are following directions and recording all their answers in the appropriate section of the answer document.*

*Test administrators must be actively engaged while students are working on the test, moving about the room so they can be more aware of students’ actions. Test administrators should confirm that students are working only on the subject-area test being administered that day and that they do not have materials available that are not allowed, such as ballpoint pens or cell phones. Students should also be reminded periodically, either as a*

group or individually, to record their responses on the answer document. However, test administrators may not view or discuss individual test items or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

Remember that you may give students brief breaks in the testing room, if necessary. Refer to Activity 6 in the General Test Administrator Manual for more information about breaks.

If at any point a student’s test booklet or answer document becomes unusable, obtain a replacement from your campus coordinator. Make sure that the replacement booklet has the same form number as the booklet it replaces. Instruct the student to start at the exact point where he or she stopped in the unusable answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the new answer document. Transcription must be done in No. 2 pencil.

All unusable answer documents must be marked “VOID” in large, bold letters across the front and returned to the campus coordinator.

Place each student’s answer document inside his or her test booklet when you collect it. If you notice that a student’s answers are not marked on the answer document, say to the student, **“You have not recorded all of your answers on the answer document. Please go back and mark your answers on it now.”** The testing materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses.

Make sure that the name of each student is written on his or her test booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.

Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

For each student’s answer document, test administrators or other campus personnel must complete the TEST TAKEN INFO field to indicate whether the student tested using a TAKS or TAKS (Accommodated) form of the grade 7 reading test. If the student used a TAKS form, you must also enter and grid the FORM # in the TEST TAKEN INFO field. Complete the SCORE CODE field for each student’s reading test. Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 7 reading test, you must grid this information in the ACCOMMODATIONS field of the answer document.

*See Activity 2 in the General Test Administrator Manual for detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.*

*Return your test materials to the campus coordinator after the test session has been completed. (For instructions, see Activity 8 in the General Test Administrator Manual.) He or she will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box or the appropriate day.*

*At no time should you erase stray marks or darken answer-choice circles on students’ answer documents.*

**UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF  
SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.**



# Appendix A



# ORAL ADMINISTRATION

---

These instructions provide information concerning the reading aloud of the TAKS and TAKS (Accommodated) grade 7 mathematics test questions and answer choices to eligible students. Before implementing this oral administration, read these instructions as well as the standard administration directions. These instructions may be duplicated as necessary.

Oral administration encompasses different levels of reading support for each student. This may include reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety (test questions and answer choices). It is the responsibility of the appropriate committee to document the level of oral administration support needed. A student whose committee has determined that student choice is appropriate may ask you at any time to change the level of oral administration being provided. For example, the student may ask that you read only words or numbers as needed. Oral administration at any level of support is allowed on the TAKS and TAKS (Accommodated) mathematics tests for students who are eligible for an oral administration.

Students who receive any type of oral administration may need to be tested individually so that other students will not be disrupted or distracted. However, a test may be orally administered to a small group if there are not enough test administrators available for individual administrations. It is the responsibility of the school to determine the most appropriate way to administer each assessment to students who are receiving different levels of oral administration.

You should follow the standard administration directions beginning on page 3. When reading the administration directions to the student(s), you should read the sample items in the same manner as you will read the test items.

You should keep the following points in mind when reading aloud the mathematics test:

- You will need a test booklet from which to read the test questions and answer choices. Form 1 must be used for the test administrator's test booklet as well as the student's test booklet for all subject-area tests. **NOTE:** There is only one form of TAKS (Accommodated).
- All security measures outlined in the *General Test Administrator Manual* must be followed. Test administrators who give an oral administration of a test are required to sign a separate section of the administration-specific security oath.
- Each word, phrase, and/or sentence in the questions and set of answer choices may be read as many times as necessary.
- Test items and answer choices must not be rephrased.
- Voice inflection must be kept neutral during the reading of test questions and answer choices, although words that are boldfaced, italicized, or printed entirely in capital letters must be emphasized.
- Nonverbal assistance may not be provided to students.

When the student finishes the test, you must indicate that the student received an oral administration by filling in the “OA” (Oral Administration) bubble for mathematics in the ACCOMMODATIONS field on the front of the answer document. This field should be marked for students who received any level of oral administration. If this field is marked, the oral administration will be noted on the student’s Confidential Student Report. You should then follow the instructions in Activity 8 in the *General Test Administrator Manual* for returning the test materials to the campus coordinator. The information on the following pages gives guidelines for reading aloud various types of test items. Sample items reflect content assessed at grades 7 and 8.

**A grade 7 oral administration is available only for the TAKS and TAKS (Accommodated) mathematics test—not for the reading or writing tests.**

**After an oral administration, no discussion or scoring of test items is allowed at any time.**

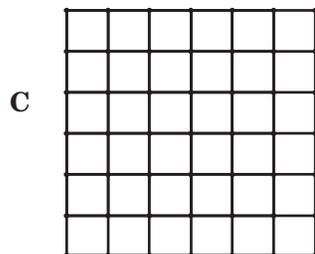
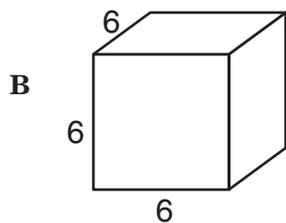
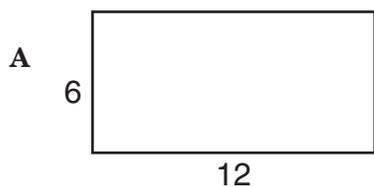
## TYPE A

Do not read aloud answer choices that are pictures or geometric figures. Instead, after reading the test question, say to the student, “Look at the pictures (figures, graphs) and mark your answer.”

## EXAMPLES\*

---

- 1 Which of these best represents  $6^2$ ? [Look at the pictures and mark your answer.]



\*Sample items reflect content assessed at grades 7 and 8.

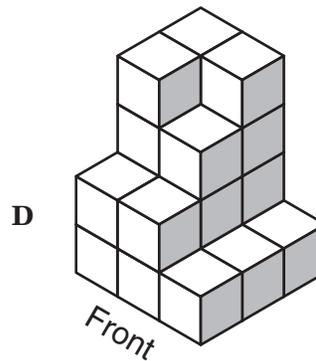
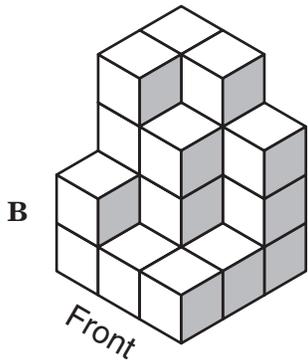
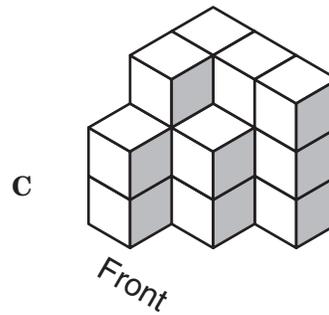
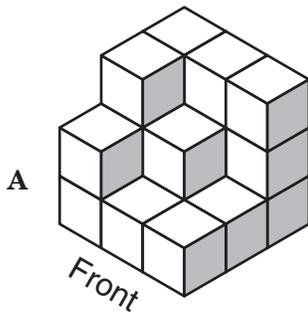
## TYPE A (Continued)

- 2 The drawing shows the top view of a solid figure made of stacked cubes. The numbers in the squares identify the number of cubes in each stack.

4	4	3
4	3	1
2	1	1

Front

Which drawing shows a 3-dimensional view of this solid figure? [Look at the figures and mark your answer.]



## TYPE B

If an item contains a table, graph, diagram, or picture that includes words or numbers, say to the student, “Take a few moments to look at the graph (table, diagram, picture) and tell me whether you would like me to read any of the numbers or words for you. Then let me know when you are ready to go on.”

## EXAMPLES\*

- 1 Coach Reyna recorded the times of six of her runners in the 100-meter dash. The results are shown below.  
**[Take a few moments to look at the table and tell me whether you would like me to read any of the numbers or words for you. Then let me know when you are ready to go on.]**

Runner	Time (seconds)
L. Chávez	11.92
M. Hines	11.34
S. Williams	12.01
J. Smith	12.15
P. Madison	11.82
T. Montes	11.34

What is the range of the times and the median time for these six runners?

- A** Range = 0.58 s  
Median = 12.08 s
- B** Range = 0.58 s  
Median = 11.34 s
- C** Range = 0.81 s  
Median = 11.76 s
- D** Range = 0.81 s  
Median = 11.87 s

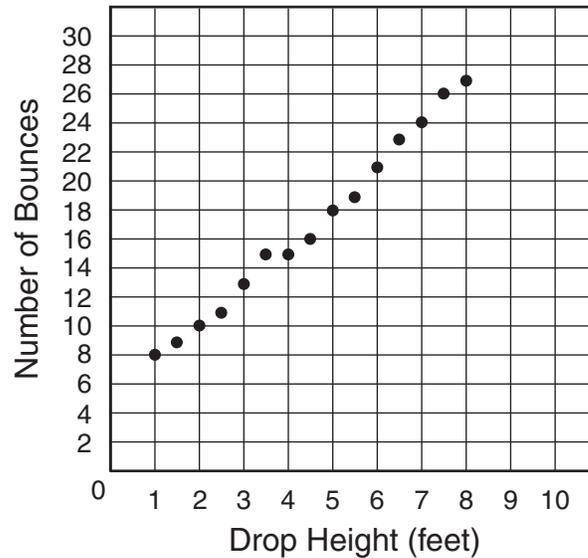
\*Sample items reflect content assessed at grades 7 and 8.

## TYPE B (Continued)

- 2 For a class presentation, Reggie dropped a rubber ball from different heights and recorded the number of bounces made by the ball before it came to rest. The data are displayed in the scatterplot below.

[Take a few moments to look at the graph and tell me whether you would like me to read any of the numbers or words for you. Then let me know when you are ready to go on.]

Bounces of a Rubber Ball



Based on the data in this scatterplot, predict the number of bounces that the ball will make if Reggie drops it from a height of 10 feet.

- A Between 27 and 30
- B Between 30 and 34
- C Between 34 and 39
- D Between 39 and 45

## TYPE C

When reading words or numbers from a graph or table, be careful not to aid the student in interpreting or analyzing the information on the graph or table, since the ability to interpret and analyze is part of what is being tested. Decipher only words and numbers for the student.

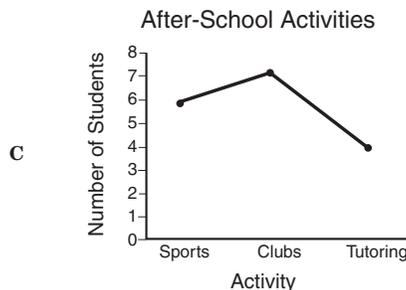
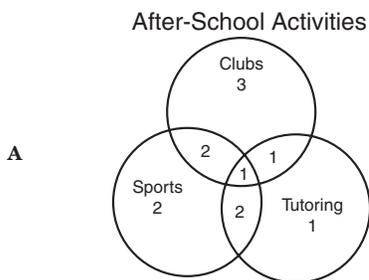
### EXAMPLE\*

- 1 Star Junior High offers sports, clubs, and tutoring after school. Darnell surveyed 12 students to find out how many of these activities each student participated in. The results of the survey are shown in the table.

After-School Activities

Name	Activity		
	Sports	Clubs	Tutoring
Bob	✓		
Mary		✓	
Dan		✓	
Julio	✓	✓	
Cathy	✓		✓
Sara		✓	✓
Cindy	✓	✓	✓
Margarita		✓	
Ed	✓		
Maria	✓	✓	
George			✓
Shanda	✓		✓

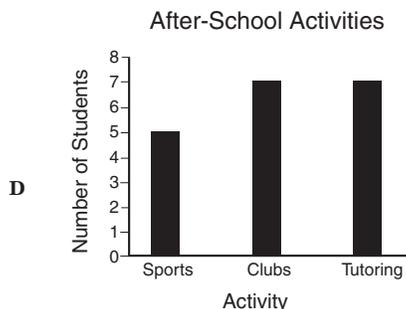
Which graphic display best represents the data in the table?



B

After-School Activities

Activity	Number of Students
Sports only	2
Clubs only	2
Tutoring only	1
Sports and clubs only	2
Sports and tutoring only	1
Clubs and tutoring only	1
Sports, clubs, and tutoring	3



[For example, if a student says, “I don’t understand what this says,” point to the word and say, “This word says *Tutoring*.”]

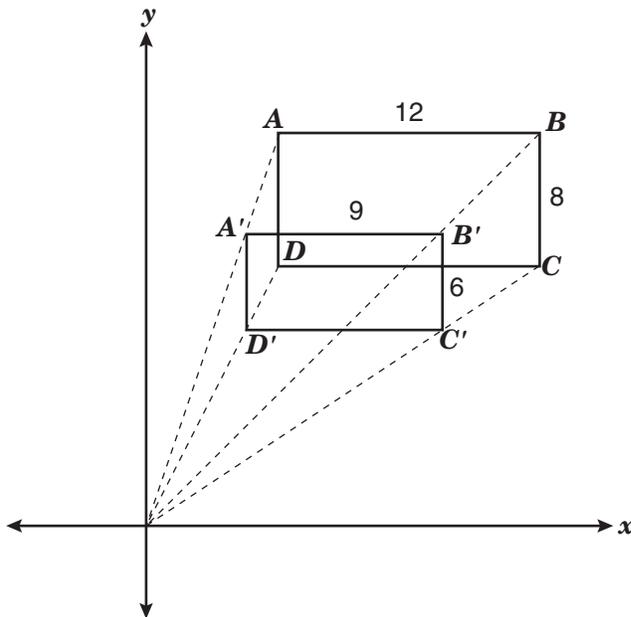
\*Sample items reflect content assessed at grades 7 and 8.

## TYPE D

Read mathematical symbols and representations in the way the student hears them in his or her daily instruction.

## EXAMPLES\*

- 1 The graph shows that rectangle  $A'B'C'D'$  is a dilation of rectangle  $ABCD$ .



What is the scale factor used to create rectangle  $A'B'C'D'$ ?

- A  $\frac{1}{2}$
- B  $\frac{2}{3}$
- C  $\frac{3}{4}$
- D  $\frac{4}{3}$

[For example, this may be read as "A prime, B prime, C prime, D prime."]

\*Sample items reflect content assessed at grades 7 and 8.

## TYPE D (Continued)

2 Which point on the number line best represents  $\sqrt{6}$ ?



- A W
- B X
- C Y
- D Z

[For example, this may be read as “the square root of 6.”]



# Appendix B





State of Texas  
County of \_\_\_\_\_

Texas Education Agency  
2009 Student Assessment Program

## Oath of Test Security and Confidentiality for Test Administrator (Administration Specific)

Please indicate the applicable administration (check one):

March     April     May     June     July     October

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

Initials                      Date

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

I have received training on testing procedures specific to the administration indicated above. If conducting an oral administration, I have received training on testing procedures specific to an oral administration; and

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

I have read and understand the test administrator manuals governing this administration, and I understand my responsibilities concerning the administration of this test.

### **Section 1: FOR ALL TEST ADMINISTRATORS**

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

\_\_\_\_\_  
Signature of Test Administrator                      Printed Name of Test Administrator                      County-District Number

\_\_\_\_\_  
District Name                      Campus Name                      Area Code/Telephone #

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

### **Section 2: FOR ALL TEST ADMINISTRATORS**

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

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

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

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

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

\_\_\_\_\_ I have not copied any part of the test.

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

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

**Test administrators must sign an oath for each test administration.**





State of Texas  
County of \_\_\_\_\_

Texas Education Agency  
2009 Student Assessment Program

## Oath of Test Security and Confidentiality for Test Administrator (Administration Specific)

Please indicate the applicable administration (check one):

March     April     May     June     July     October

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

Initials                  Date

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

I have received training on testing procedures specific to the administration indicated above. If conducting an oral administration, I have received training on testing procedures specific to an oral administration; and

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

I have read and understand the test administrator manuals governing this administration, and I understand my responsibilities concerning the administration of this test.

### **Section 1: FOR ALL TEST ADMINISTRATORS**

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

\_\_\_\_\_  
Signature of Test Administrator                  Printed Name of Test Administrator                  County-District Number

\_\_\_\_\_  
District Name                                  Campus Name                                  Area Code/Telephone #

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

### **Section 2: FOR ALL TEST ADMINISTRATORS**

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

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

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

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

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

\_\_\_\_\_ I have not copied any part of the test.

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

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

**Test administrators must sign an oath for each test administration.**



State of Texas  
County of \_\_\_\_\_

Texas Education Agency  
2009 Student Assessment Program

## Oath of Test Security and Confidentiality for Test Administrator (Administration Specific)

Please indicate the applicable administration (check one):

March     April     May     June     July     October

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

Initials                  Date

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

I have received training on testing procedures specific to the administration indicated above. If conducting an oral administration, I have received training on testing procedures specific to an oral administration; and

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

I have read and understand the test administrator manuals governing this administration, and I understand my responsibilities concerning the administration of this test.

### **Section 1: FOR ALL TEST ADMINISTRATORS**

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

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

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

\_\_\_\_\_  
County-District Number

\_\_\_\_\_  
District Name

\_\_\_\_\_  
Campus Name

\_\_\_\_\_  
Area Code/Telephone #

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

### **Section 2: FOR ALL TEST ADMINISTRATORS**

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

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

\_\_\_\_\_  
Date

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

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

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

\_\_\_\_\_ I have not copied any part of the test.

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

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

\_\_\_\_\_  
Date

**Test administrators must sign an oath for each test administration.**





# TEST ADMINISTRATOR CHECKLIST

---

## Prepare for test administration

	March	April
1) Prepare for and attend test administrator training session; review and sign test administrator security oath.	_____	_____
2) Help campus coordinator prepare answer documents for test administration.	_____	_____
3) Verify precoded answer documents.	_____	_____
4) Hand-grid blank answer documents.	_____	_____
5) Prepare test materials for distribution.	_____	_____

## Conduct test administration

6) Ensure proper testing procedures.	_____	_____
7) Administer each subject-area test.	_____	_____

## Return test materials

8) Return test materials to the campus coordinator and sign administration-specific oath.	_____	_____
-------------------------------------------------------------------------------------------	-------	-------

**These test administration directions are intended to be used in conjunction with the 2009 TAKS General Test Administrator Manual. Maintain test security and confidentiality at all times. Report any irregularities to your campus testing coordinator immediately.**