2015

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

TEA Student Assessment Division

September 24, 2014

TETN #33017
DISCLAIMER

- These slides have been prepared and approved by the Student Assessment Division of the Texas Education Agency.

- If any slide is amended or revised for use in local or regional trainings, please remove this slide as well as the TEA footer at the bottom of each slide.
SUGGESTED TRAINING FOR REGION, DISTRICT, AND CAMPUS PROFESSIONALS

- It is the intent of TEA’s Student Assessment Division that all resources created to clarify testing and accommodation policies be accessible to educators at the region, district, and campus levels, including classroom teachers.

- This is a comprehensive training but does not take the place of reading the associated documents.

- Relevant district and campus staff will need to read all of the policies and related resources once they are posted on the Accommodations for Students with Disabilities webpage. These documents contain all the details.
AGENDA

- Overview of Changes for the 2015 Calendar Year
- Critical Information About Accommodations for Students With Disabilities
- 2015 Accommodation Policy
- Accommodation Resources
- Contact Information
OVERVIEW OF CHANGES FOR THE 2015 CALENDAR YEAR
MAJOR CHANGES

- STAAR A in, STAAR Modified out
- Addition of new eligibility criteria for oral administration, supplemental aids, math manipulatives
  - Identified with dyslexia or a related disorder per TEC §38.003
- Standardized Oral Administration (SOA) available in additional grades and subjects
- Grade 8 mathematics deleted from calculation devices (calculator required now)
CHANGES TO TEA WEBSITE

• New look to the entire TEA website
• Changes will occur throughout September, but eventually there will be an Accommodations Resources home page with
  • Links to the 2014 and new 2015 Accommodation Triangle for students with disabilities
  • Link to linguistic accommodations for ELLs taking STAAR

• Until the new TEA site is complete, look for accommodation documents on Pearson’s Texas Assessment website, under the manuals tab:
CRITICAL INFORMATION ABOUT ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
A student may be eligible for accommodations on a state assessment if he or she
- receives special education services and meets established eligibility criteria for certain accommodations
- receives Section 504 services and meets established eligibility criteria for certain accommodations
- does not receive special education or Section 504 services but has a disabling condition and meets established eligibility criteria for certain accommodations (i.e., general education)
ACCOMMODATIONS

✓ Should be individualized to address the specific needs of each student

✓ Might be appropriate for classroom use but might not be appropriate or allowed for use on a state assessment

✓ Should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year

✓ Should be documented in the appropriate student paperwork
ACCOMMODATIONS

✗ Are not necessary for every student

✗ Are not changes to the performance criteria or the content

✗ Are not intended to provide an advantage to a student with a disability

✗ Should not be provided to a student without evidence of effectiveness from year to year
CLASSROOM INSTRUCTION VERSUS STATE ASSESSMENT

- Not all accommodations suitable for instruction are allowed during the state assessments.

- WHY?
  - Classroom instruction can be customized to meet the needs of each student.
  - The state assessment is a standardized tool for measuring every student’s learning in a reliable, valid, and secure manner.
  - Certain accommodations used in the classroom would invalidate the content being assessed or compromise the security and integrity of the state assessment.

- BUT...
  - State testing accommodation policies do not limit an educator’s ability to develop individualized materials and techniques to facilitate student learning.
**ROUTINELY USED ACCOMMODATIONS**

- **What does “routinely used” mean?**
  - The student should routinely receive the accommodation during classroom instruction and testing.
  
  - The student has used the accommodation often enough that he or she is comfortable using it on the day of the state assessment.

  - This does not necessarily mean that the accommodation must be used every day during instruction.
INDEPENDENT USE OF ACCOMMODATIONS

- The student should be able to use the accommodation independently, when applicable, during the state assessment.

- For accommodations where independence is applicable, there should be no need for teacher assistance when using the accommodation.
How do I know the accommodation has proven effective in meeting the student’s specific needs?

- Educators should collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports).

- This data will show whether the student still needs the accommodation or whether it is now unnecessary.
Type 1 accommodations are approved locally based on specific eligibility criteria. The decision to provide these accommodations is made by the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team).

Type 2 accommodations require TEA approval to use during a state assessment. The appropriate team of people at the campus level determine whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA.
ACCOMMODATIONS IN EMERGENCY OR UNEXPECTED SITUATIONS

- Follow these steps when unexpected or emergency situations (e.g., broken arm, lost eyeglasses) occur just prior to or on the day of the state assessment.

- **Step 1: No need to contact TEA**
  - Make available test administration procedures and materials allowed for any student.

- **Step 2: No need to contact TEA**
  - Make available Type 1 accommodations. Consideration should be given to accommodations that the student can independently use (e.g., for the student who does not have his/her prescribed eyeglasses, consider use of a projection device or a large-print test booklet prior to considering an oral administration by a test administrator).

- **Step 3: Contact TEA**
  - If the student’s needs cannot be met with Step 1 or 2, consider Type 2 accommodations and contact TEA.
ACCOMMODATIONS IN EMERGENCY OR UNEXPECTED SITUATIONS

- There is no expectation that the student would have routinely received the procedure, material, or accommodation during previous classroom instruction and testing.

- It is recommended that the student (and the test administrator, if applicable) be given the opportunity to practice using the new accommodation prior to testing, if time permits.

- After testing, document any Type 1 or 2 accommodation use on the answer document.

- Consider the situation when interpreting test results.
RECORDING ACCOMMODATIONS ON THE STUDENT’S ANSWER DOCUMENT

- 2015 District and Campus Coordinator Manual

- Campus personnel must be trained in accurately recording accommodations on each student’s answer document or in the Assessment Management System (for online administrations).

- Record the accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing.
RECORDING ACCOMMODATIONS ON THE STUDENT’S ANSWER DOCUMENT

- GA = general accommodation
- BR = braille administration
- LP = large print administration
- OA = oral administration
- XD = extra day
- LA = linguistic accommodation
SPECIAL PAPER REQUEST PROCESS

- This process applies only to STAAR L, STAAR A, and TELPAS reading assessments for grades 2-12, since these are online testing programs.

- A special request can be made to TEA for approval to administer a paper test IF...
  - the use of an accommodation is not feasible or appropriate for an online administration, or
  - the administration of an online test is inappropriate due to a student’s particular disability

- An Accommodation Request Form should NOT be used for these requests, even if the student needs Type 2 accommodations as well.

- The paper administration request document for TELPAS reading assessments for grades 2–12, STAAR L, and STAAR A can be found on the coordinator manual resources webpage.
This section provides a general description of the accommodation.

This section lists the assessments the accommodation may be used on by eligible students.

This section lists the eligibility criteria that must be met in order for the student to use the accommodation on a state assessment.

This section describes who can make accommodation decisions for students, where to document these decisions, and what to record on the answer document.

This section describes the specific examples/types of the accommodation that may be used on the state assessment. Pay careful attention to this list because it is sometimes exhaustive.

This section outlines special instructions and considerations about the accommodation that educators must be aware of when making the decisions to use the accommodation and when administering the assessment with the accommodation.
INDIVIDUALIZED STRUCTURED REMINDERS

- This accommodation is for students needing more structured reminders to stay on task during state testing and can include (but is not limited to)
  - paperclips to divide test into sections
  - structured reminders that are part of a behavior plan
  - personal timers

- Any student (e.g., general ed., special ed., Section 504) can receive this accommodation if he/she meets the eligibility criteria.
  - ... routinely and effectively uses this accommodation...

- Special Consideration
  - General reminders to stay on task, for example taps on the shoulder and reminders to keep working, are allowable for any student.
AMPLIFICATION DEVICES

- This accommodation is for students whose disability affects hearing or focus and can include (but is not limited to)
  - speakers
  - frequency-modulated (FM) system

- Any student (e.g., general ed., special ed., Section 504) may use this accommodation if he/she meets the eligibility criteria.
  - ...routinely and effectively uses this accommodation...
PROJECTION DEVICES

- This accommodation allows for enlarging text, graphics, or the display on a computer monitor and can include (but is not limited to)
  - closed-circuit television (CCTV)
  - LCD projector (for tests administered online)

- **Any student** (e.g., general ed., special ed., Section 504) may use this accommodation if he/she meets the eligibility criteria.
  - ... routinely and effectively uses this accommodation...

- Special considerations
  - Secure test materials cannot be saved in any way. It is a local responsibility to ensure that devices with recording capabilities have that capability disabled.
  - If secure test materials must be photocopied in order to use this accommodation, refer to the Photocopy accommodation policy.
MANIPULATING TEST MATERIALS

- This accommodation allows for the test administrator to physically manipulate materials and equipment for a student and can include (but is not limited to)
  - turning test booklet pages
  - positioning the ruler
  - using the mouse to navigate the pages and operate the tools for an online administration

- Any student (e.g., general ed., special ed., Section 504) may use this accommodation if he/she meets the eligibility criteria.
  - ...routinely and effectively uses this accommodation...
  - ...has a disabling condition that interferes with the physical manipulation of test materials
MANIPULATING TEST MATERIALS

- Special consideration
  - The student must give specific directions about how the test administrator should manipulate the materials or equipment.

- Test administrators must sign the “Oath of Test Security …,” including the bottom section.

- If a student needs his or her responses to test questions (i.e., multiple choice, griddable, short answer reading, writing prompt) transcribed onto an answer document or into the Assessment Management System for online administrations, refer to the Basic Transcribing or Complex Transcribing accommodation policies.
ORAL/SIGNED ADMINISTRATION

- This accommodation applies to
  - The entire mathematics, science, and social studies tests
  - The reading questions on all reading/English tests
  - Any resource materials (e.g., dictionary) or allowable accommodations (e.g., supplemental aids)

- This accommodation NEVER applies to
  - Reading selections
  - Writing selections
  - Writing multiple-choice test questions
Why can’t I read aloud the selections on a reading test?

- Reading aloud the STAAR reading selections at any grade makes the assessment an inappropriate and invalid measure, since no determination about a student’s reading comprehension can be made.

- The purpose of STAAR (based on the curriculum/TEKS) is to assess the degree to which students understand what they read; it is not intended to be a measure of listening comprehension, which is distinctly different from reading comprehension.

- For this reason, students are required to read the selections independently on STAAR reading tests.
Why can’t I read aloud selections and questions on a writing test?

- There are practical considerations unique to the writing test that make reading aloud the writing selections and answer choices by a human reader problematic.

- For example, misspelled words and missing punctuation make it difficult for a human reader to read the test aloud in a standardized way that ensures the TEKS content standards are being validly assessed.

- In actuality, if the test administrator reads aloud a misspelled word or an awkward sentence, the student is cued to the correct answer.
A student may use this accommodation if he or she
- routinely and effectively uses this accommodation during classroom instruction and testing, and

- meets at least one of the following:

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Section 504</th>
<th>General Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>identified with dyslexia or a related disorder per TEC §38.003</td>
<td>identified with dyslexia or a related disorder per TEC §38.003</td>
<td>identified with dyslexia or a related disorder per TEC §38.003</td>
</tr>
<tr>
<td>evidence of reading difficulties</td>
<td>evidence of reading difficulties</td>
<td></td>
</tr>
</tbody>
</table>
For students receiving special education or Section 504 services, what does the eligibility criteria “evidence of reading difficulties” mean?

- A problem with reading
  - The problem could be caused by a learning disability in reading.
  - The problem could be caused by other conditions, for example:
    - ADHD
    - Emotional or behavioral disability
    - Processing or memory issue

- The ARD or Section 504 committee decides if the student exhibits evidence of a reading difficulty.
ORAL/SIGNED ADMINISTRATION EXAMPLES/TYPES

• Oral Administration of Paper Tests, Braille Tests, and EOC Online Tests
  • Test administrators must be trained in the procedures specific to an oral administration. General guidelines for providing an oral administration and specific instructions for reading aloud various types of test questions can be found in the “Oral/Signed Administration” appendix of the appropriate test administrator manual.

• Oral administration can include different levels of reading support for each eligible student. The test administrator may
  • read parts of the test questions and answer choices at student request
  • read all test questions and answer choices throughout the test

• Document the level of reading support the student needs in the appropriate student paperwork. A student can request a change to the level of reading support provided during testing only if this option is documented.
ORAL/SIGNED ADMINISTRATION EXAMPLES/TYPES

• Standardized Oral Administration (SOA)
  • SOA is available in the following grades and subjects for students eligible for an Oral Administration:
    • grade 4 reading and mathematics
    • grade 5 science
    • grade 6 reading and mathematics
    • grade 7 reading and mathematics
    • grade 8 science and social studies

  • The online tool through which SOA is delivered allows a student to independently select and change his or her level of reading support during the test administration. SOA should only be administered to an eligible student for whom the appropriateness of this type of oral administration has been discussed and documented.

  • It is recommended that students complete the STAAR SOA online tutorial (SOA webpage) prior to test administration. This tutorial allows students to become familiar with the tools available to them during the online SOA test session.
• **Text-to-Speech Function in STAAR L**
  - The embedded text-to-speech tool in STAAR L reads aloud individual words as a student clicks on them. If this type of reading support is sufficient, students who meet the eligibility requirements for STAAR L do not have to be eligible for an oral administration as well.

  - However, because the purpose of the tool is to help students decode words in English, the tool does not read aloud numbers, symbols, equations, or multiple words at a time. Therefore, if a student needs all of the test questions and answer choices throughout the test read aloud, he or she must be eligible for oral administration as an accommodation.

  - It is important to note that a test administrator may provide a signed administration of STAAR L if needed.

  - It is recommended that students complete the applicable online tutorial (STAAR L webpage) prior to test administration. This tutorial allows students to become familiar with the tools available to them during the online STAAR L test session.
Text-to-Speech Function in STAAR A
- Students who meet the eligibility requirements for STAAR A do not have to be eligible for an oral administration. This is an embedded accommodation within STAAR A.

- The online tool through which STAAR A is delivered allows a student to independently select various levels of reading support during the test administration.

- It is important to note that a test administrator may provide a signed administration of STAAR A if needed.

- It is recommended that students complete the applicable online tutorial (STAAR A webpage) prior to test administration. This tutorial allows students to become familiar with the tools available to them during the online STAAR A test session.
Special consideration

- Test administrators must sign the “Oath of Test Security ...,” including the bottom section.

- It is the responsibility of the district/campus to determine the most appropriate way to group students in order to provide a proper test administration.

- For STAAR L, ELLs might qualify for reading assistance as a linguistic accommodation. If an ELL taking STAAR L has a disability and meets the eligibility criteria, the student might also qualify for an oral administration.
• Special consideration
  • If providing an oral administration to a student taking a braille test, refer to the document titled “General Instructions for Administering Braille State Assessments,” located on the Accommodations for Students with Disabilities webpage.

• If conducting a signed administration to students who are deaf or hard of hearing, test administrators should also read the specific guidelines for signing test content included in the document titled “General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing,” located on the Accommodation for Students With Disabilities webpage.
This accommodation provides a student with a disability with various types of spelling assistance, including (but not limited to):

- frequently misspelled word list
- spell check function on a word processor
- speech-to-text software

Any student who receives special education or Section 504 services may use this accommodation for written compositions and short answer reading questions if he/she meets the eligibility criteria.

☐ ... routinely, independently, and effectively uses this accommodation...
☐ ...capable of organizing and developing ideas... understands the basic function and use of written language... but has a disability that is so severe that he or she cannot apply basic spelling rules and/or word patterns...
SPELLING ASSISTANCE

• Special consideration
  • Dictionaries are a required part of standard test administration procedures (and not considered a testing accommodation) for some state assessments. For more information, refer to the STAAR Dictionary Policy on the STAAR Resources webpage. For these assessments, any spelling assistance listed in the Examples/Types section may be provided, along with the required dictionary, to a student who meets the eligibility criteria.

  • If a student needs his or her typed response transcribed onto an answer document or into the Assessment Management System for online administrations, refer to the Basic Transcribing accommodation policy.

  • Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. When using technology-based accommodations (e.g., speech-to-text, text-to-speech), students are NOT permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities are not allowable.
This accommodation allows for the use of manipulatives (i.e., concrete objects or pictures of concrete objects) on mathematics assessments. ONLY the list of manipulatives below may be used (specific guidance about each is in accommodation document).

- money
- clocks
- base-ten blocks
- counters
- algebra tiles
- fraction pieces
- geometric figures
- translucent (tracing) paper
MATHEMATICS MANIPULATIVES

- Any student who receives special education services or receives Section 504 services as a student identified with dyslexia or a related disorder per TEC §38.003, may use this accommodation if he/she meets the eligibility criteria.

  - ... routinely, independently, and effectively uses this accommodation...

  - Meets one of the following:
    - ...disability that affects memory retrieval, focus, or organization...
    - ...Visual Impairment (VI)
This accommodation provides an alternate method of computation for a student with a disability who is unable to effectively use paper-and-pencil methods. ONLY the list of devices below may be used (specific guidance about each type is in accommodation document).

- four-function calculator
- scientific calculator
- graphing calculator
- large-key calculator
- abacus or Cranmer modified abacus
- audio-graphing calculator
- speech-output calculator
Any student who receives special education or Section 504 services may use this accommodation if he/she meets the eligibility criteria.

- ... routinely, independently, and effectively uses this accommodation...

- Meets one of the following for the applicable grade:

<table>
<thead>
<tr>
<th>Grades 3 and 4</th>
<th>Grades 5 through 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>...physical disability...and cannot effectively use other allowable materials</td>
<td>...physical disability...and cannot effectively use other allowable materials</td>
</tr>
<tr>
<td>...impairment in vision...and cannot effectively use other allowable materials</td>
<td>...impairment in vision...and cannot effectively use other allowable materials</td>
</tr>
<tr>
<td></td>
<td>...disability that affects mathematics calculations... even after intensive instruction and remediation...</td>
</tr>
</tbody>
</table>

Grade 8 is listed because of grade 8 science. Grade 8 mathematics does not apply since a calculator is required.
What is considered “a disability that affects mathematics calculation?”

- A problem adding, subtracting, multiplying, and dividing using paper and pencil
- The problem could be caused by a learning disability in mathematics. The problem could be caused by other conditions
  - ADHD
  - Emotional or behavioral disability
  - Processing or memory issue
- The ARD or Section 504 committee decides if the student’s disability causes him or her to have a problem calculating with pencil and paper.
CALCULATION DEVICES

- Why is a calculation device not allowed for grade 3 and 4 students who have disabilities that affect mathematics calculation?

- Students in grades 3 and 4 may use a calculator if they meet eligibility criteria; however, having a “disability that affects mathematics calculation” is not one of those criterion.

- The state curriculum (TEKS) at grades 3 and 4 include student expectations that focus on students learning the algorithms for adding, subtracting, multiplying, and dividing.

- The state assessments at these grades include test questions that measure calculation skills.

- It is important that students in grades 3 and 4 are given the time to learn these skills.
Special considerations

- Calculators used as an accommodation must adhere to the guidelines set forth in the STAAR Calculator Policy.

- Calculators are a required part of standard test administration procedures (and not considered a testing accommodation) for some state assessments. See the STAAR Calculator Policy.

- For any of assessments that require a scientific or graphing calculator, a simpler calculator can be provided along with the required calculator to a student receiving special education or Section 504 services.

- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. When using technology-based accommodations (e.g., calculator), students are NOT permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities are not allowable.
BASIC TRAN ScribING

- This accommodation allows a test administrator to transfer student responses to the answer document or in the Assessment Management System for online administrations in these situations ONLY.
  - Student writes or circles responses in the test booklet for multiple-choice or griddable questions.

- Student points to responses in the test booklet or on the computer screen for multiple-choice questions.

- Student dictates or signs responses for multiple-choice questions, griddable questions, or short-answer reading questions.

- Student writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for multiple-choice questions, griddable questions, short-answer reading questions, or the writing prompts.

- Student uses speech-to-text software to indicate responses for multiple-choice questions, griddable questions, short-answer reading questions, or the writing prompts.
BASIC TRANSCRIBING

- **Any student** (e.g., general ed., special ed., Section 504) may use this accommodation if he/she meets the eligibility criteria.

  - Routine and effectively uses this accommodation...

- Meets one of the following:
  - Impairment in vision that necessitates the use of braille or large print test materials
  - Disabling condition that prevents him or her from independently and effectively recording responses...
BASIC TRANSCRIBING

- Special Considerations
  - Test administrators should be trained in all transcription procedures located in this accommodation policy document and understand the boundaries of the assistance being provided.
  
  - Test administrators must sign the “Oath of Test Security …,” including the bottom section.
  
  - When transcribing a student’s responses to griddable questions, the “Transcribing Griddable Questions“ student document must be printed and provided to each student who does not use his or her answer document so that the student is aware of the maximum number of boxes available for an answer to a griddable question.

  - Any student responses typed or handwritten on scratch paper must be destroyed after testing. All voice recordings must be erased or destroyed after testing.
BASIC TRANSCRIBING

• Special Considerations
  • The test administrator must indicate to the student the space allowed for his or her written compositions or short-answer reading responses so that they will fit into the spaces provided when transcribed.
    • Approximately 1,750 typed characters (including spaces) equals 26 lines of handwritten text.
    • Approximately 675 typed characters (including spaces) equals 10 lines of handwritten text.
  • Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this accommodation.
  • Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. When using technology-based accommodations (e.g., speech-to-text, word processor), students are NOT permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities are not allowable.
BASIC TRANSCRIBING

- If applicable, also refer to the
  - Other accommodation policy if a student needs the test administrator to write for other reasons (e.g., make notes in the test booklet)

- Complex Transcribing accommodation policy for information about the test administrator transcribing a student’s dictated or signed responses to the writing prompts (grades 4 and 7, English I and II only)

- Mathematics Scribe accommodation policy for information about the test administrator recording a student’s dictated math scratch work

- Spelling Assistance accommodation policy if a student needs access to spell check, word predictor, or other special features

- Manipulating Test Materials accommodation policy if a student needs assistance physically manipulating test materials or equipment

- General Instructions for Administering Braille State Assessments, Large-Print State Assessments, or State Assessments to Students Who are Deaf or Hard of Hearing
SUPPLEMENTAL AIDS

- This accommodation allows a student with a disability access to paper-based resources that assist with recalling information. ONLY the following types of supplemental aids may be used (specific guidance about each aid is in accommodation document).
  - Mnemonic devices
  - Blank graphic organizers
  - Certain types of mathematics charts
  - Certain types of mathematics, science, and social studies graphics
  - Grammar and mechanics rules
SUPPLEMENTAL AIDS

- Any student who receives special education services or receives Section 504 services as a student identified with dyslexia or a related disorder per TEC §38.003, may use this accommodation if he/she meets the eligibility criteria.

- ... routinely, independently, and effectively uses this accommodation...

- ...disability that affects memory retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information ...despite multiple opportunities to learn...
SUPPLEMENTAL AIDS

- Special Considerations
  - Examples of allowable and non-allowable supplemental aids are available in a training PowerPoint on the Accommodations for Students with Disabilities webpage.

- Supplemental aids can be provided in the language that is most appropriate for the student.

- Supplemental aids, like all accommodations, should be individualized for each student. It is not appropriate to provide all students the exact same set of supplemental aids.
**EXTRA TIME (SAME DAY)**

- Any student (e.g., general ed., special ed., Section 504) may use this accommodation if he/she meets the eligibility criteria.

  - ...routinely and effectively uses this accommodation...

  - ...unable to effectively use other accommodations or any allowable test administration procedures or materials (Accommodations for Students with Disabilities webpage) to address this need, and

  - Meets one of the following:
    - ...impairment in vision...
    - ...identified with dyslexia or related disorder per TEC §38.003
    - ...receiving special education services and has evidence of reading difficulties...
    - ...behavioral or emotional disabling condition that affects attention and/or focus
    - ...physical disability or medical condition that requires a significant amount of time for treatment and/or recovery
    - ...identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible
EXTRA TIME (SAME DAY)

- Special considerations
  - Extra time testing sessions for grades 3–8 and EOC should start at the beginning of the school day and may go until the end of the regularly scheduled school day.
  - Extra time testing sessions must never extend beyond a typical 7-hour school day for any one student. Schools that do not have typical 7-hour schedules should contact TEA for guidance.
  - Specific eligibility criteria for extra time as a linguistic accommodation are found in the document titled “Linguistic Accommodations for ELLs Participating in the STAAR Program,” located on the Accommodation Resources webpage.
This accommodation allows for state-provided large-print test materials.

Any student (e.g., general ed., special ed., Section 504) may use this accommodation if he/she meets the eligibility criteria.

- routinely and effectively uses this accommodation...
- Meets one of the following:
  - impairment in vision...
  - disability that affects... accuracy in tracking ...
  - physical disability...
• Special Considerations
  • The ordering process of large-print materials will be closely monitored to ensure districts are ordering only for those students who meet the eligibility criteria.
  • Student responses must be transcribed onto an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing accommodation policies.

• Helpful resources to refer to:
  • “General Instructions for Administering Large-Print State Assessments”
  • “Font and Point Sizes Matrices”
  • Coordinator manual resources webpage for more information about the special request process for a paper administration of any online test.

• If a student needs a test booklet in a larger print size than offered in the large-print test materials provided by the state, refer to the Photocopying Test Materials accommodation policy.
This accommodation allows for the use of a dictionary to assist with comprehension of unfamiliar words and/or spelling. ONLY the following types of dictionaries may be used (more specific guidance about each is in accommodation document).

- standard/general dictionary in English or Spanish
- dictionary/thesaurus combination
- electronic dictionary
- bilingual dictionary
- ESL dictionary
- picture dictionary
- sign language dictionary
Any student who receives special education or Section 504 services may use this accommodation for grades 3-5 reading tests and the grade 4 writing test if he/she meets the eligibility criteria.

- ... routinely, independently, and effectively uses this accommodation...

- Meets one of the following
  - For use on a reading test... disability that affects memory retrieval and/or decoding skills
  - For use on a writing test... capable of organizing and developing ideas... understands the basic function and use of written language... but has a disability that is so severe that he or she cannot apply basic spelling rules and/or word patterns...
Special Considerations

Dictionaries are a required part of standard test administration procedures (and not considered a testing accommodation) for some state assessments. Refer to the STAAR Dictionary Policy, located on the STAAR Resources webpage.

If a student in grade 6 or above needs a dictionary not listed in this policy, contact TEA’s Accommodations Task Force.

Teacher-made or student-made dictionaries are not allowed.
Special Considerations

- Information about the use of dictionaries as a linguistic accommodation can be found in the document titled “Linguistic Accommodations for ELLs Participating in the STAAR Program” on the Linguistic Accommodations for ELLs taking STAAR webpage.

- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. When using technology-based accommodations (e.g., electronic dictionary), students are NOT permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities are not allowable.
BRAILLE

· This accommodation allows for state-provided brailed test materials for a student receiving special education or Section 504 services as a student with a Visual Impairment and who routinely uses braille materials in the classroom.
  · contracted braille test materials
  · uncontracted braille test materials

· This accommodation applies only to STAAR.
Special Considerations

Student responses on braille tests must be transcribed onto an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing accommodation policies.

Review the document “General Instructions for Administering Braille State Assessments”

Specific Braille Instructions (SBI) supplement the test administrator manuals. They are shipped with the individual braille kits and posted online at http://www.TexasAssessment.com.

Test administrators must review the SBIs prior to test day to ensure that the test is administered properly. Testing irregularities could result if the SBIs are not used.
COMPLEX TRANSCRIBING

- Applies ONLY to Grade 4 written composition
  - Grade 7 written composition
  - English I written composition
  - English II written composition

- This accommodation allows a test administrator to record onto an answer document or in the Assessment Management System for STAAR A, a student’s dictated or signed responses to the writing prompts when a student with a disability is unable to accomplish this task independently.
COMPLEX TRANSCIBING

- An Accommodation Request Form may be submitted to TEA (with an attached student writing sample if appropriate) if the student meets the following eligibility criteria.

- ...routinely and effectively uses this accommodation...

- ...unable to effectively use Basic Transcribing..., and

- Meets one of the following:
  - ...impairment in vision that necessitates the use of braille or large-print test materials
  - ...physically disabling condition that prevents him or her from independently and effectively recording responses...
Special Considerations

Complex Transcribing is intended for students who are physically unable to produce a written response. This accommodation is not intended for students who have spelling deficits or poor handwriting.

Approved Accommodation Request Forms are returned to the district with very specific guidelines about how to transcribe the student’s responses to the writing prompts, including how to indicate the student’s spelling, punctuation, and capitalization. A test administrator who transcribes for a student must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.

Test administrators must sign the “Oath of Test Security...,” including the bottom section.

Any scratch paper must be destroyed after testing.
MATHEMATICS Scribe

- Applies ONLY to mathematics and science tests

- This accommodation allows a test administrator to record a student’s dictated scratch work and computations when a disabling condition prevents the student from accomplishing this task independently.

- The test administrator may write the student’s dictated scratch work and computations onto
  - scratch paper
  - chalkboard
  - white board
  - student’s test booklet
MATHEMATICS Scribe

- An Accommodation Request Form may be submitted to TEA (with an attached student writing sample if appropriate) if the student meets the following eligibility criteria.

- ...routinely and effectively uses this accommodation...

- ...is unable to effectively use test administration procedures or materials allowed for any student (e.g., various sizes or types of scratch paper/another workspace) or other accommodations (e.g., calculator) to address this need, and

- Meets one of the following:
  - ...impairment in vision that necessitates the use of braille or large-print test materials
  - ...physically disabling condition that prevents him or her from independently and effectively recording scratch work/computations...
• Special Considerations
  • Allowable test administration procedures and materials referred to in the "Student Eligibility Criteria" section of this document can be found on the Accommodations webpage.

  • Approved Accommodation Request Forms are returned to the district with very specific guidelines about how to carry out this accommodation. A test administrator who serves as a Math Scribe must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.

  • Test administrators must sign the “Oath of Test Security...,” including the bottom section.

  • Any scratch paper must be destroyed after testing.
PHOTOCOPYING TEST MATERIALS

- This accommodation allows for test materials to be photocopied for eligible students by a trained test administrator who has signed the “Oath of Test Security…,” including the bottom section.

- An Accommodation Request Form may be submitted to TEA if the student receives special education services and meets the following eligibility criteria.
  - ... routinely receives this accommodation during classroom instruction and testing...
  - ...unable to effectively use other accommodations or any allowable test administration procedures or materials (Accommodations for Students with Disabilities webpage) to address this need, and
  - Meets one of the following:
    - ...impairment in vision and requires test materials in a size larger than the state-supplied large-print test materials
    - ...physical disability that prevents him or her from effectively manipulating test materials printed on both sides of the paper and/or turning the pages in a test booklet
PHOTOCOPYING TEST MATERIALS

- Special Considerations
  - Allowable test administration procedures and materials referred to in the "Student Eligibility Criteria" section of this document can be found on the Accommodations webpage.

- Approved Accommodation Request Forms are returned to the district with very specific guidelines about how to carry out this accommodation. A test administrator who photocopies secure test material must be trained in these guidelines.

- For more information about the special request process for a paper administration of any online test, go to the coordinator manual resources webpage.
PHOTOCOPYING TEST MATERIALS

- Documents that can be Photocopied without an Accommodation Request
  - test administration directions
  - blank answer documents
  - state-supplied mathematics graph paper
  - state-supplied reference materials for grade 8 science and Algebra I
EXTRA DAY

- An Accommodation Request Form may be submitted to TEA if the student meets the following eligibility criteria.
  - ...routinely and effectively uses this accommodation...
  - ...unable to effectively use other accommodations or any allowable test administration procedures or materials (Accommodations for Students with Disabilities webpage) to address this need, and
  - Meets one of the following
    - ...severe impairment in vision...including students who take the braille test...
    - ...severe behavioral or emotional disabling condition... unable to continue working for a prolonged period of time or during certain times of the day
    - ...severe physical disability or medical condition that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina
    - ...identified with an autism spectrum disorder... unable to complete the assessment in one day due to severe behavioral and/or emotional reactions that cannot be appropriately managed without an additional day of testing
EXTRA DAY

- Special considerations
  - This accommodation allows for one extra day to test.
    - Each day of testing must not extend beyond 7 hours.

- TEA will provide additional procedures specific to the requested accommodation with any approved Accommodation Request Form.

- Allowable test administration procedures and materials referred to in the "Student Eligibility Criteria" section of this document can be found on the Accommodations webpage.
Accommodations that fall into this category are only for students with disabilities who have unique needs that are not specifically addressed in the Accommodation Triangle.

- Not intended to provide additional supplemental aids not listed as allowable
- Not intended for students who fail to meet established eligibility criteria

- Standard accommodations: do not invalidate test results

- Nonstandard accommodations: invalidate what is being assessed
An Accommodation Request Form may be submitted to TEA if the student meets the following eligibility criteria.

- ...routinely, independently, and effectively (if applicable) receives this accommodation during classroom instruction and testing...
- ...unable to effectively use other accommodations or any allowable test administration procedures or materials (Accommodations for Students with Disabilities webpage) to address this need, and
- the district testing coordinator has been advised by a member of TEA's Accommodations Task Force that the accommodation fits into the category of Other
ACCOMMODATION RESOURCES
ACCOMMODATION REQUEST PROCESS FOR TYPE 2 ACCOMMODATIONS

- This training document is located on the Accommodations for Students with Disabilities webpage.

- Only Type 2 accommodations require the submission of an Accommodation Request Form to TEA. Do not submit an Accommodation Request Form if the student does not meet the specific eligibility criteria.
  - Complex Transcribing
  - Photocopying Test Materials
  - Extra Day
  - Mathematics Scribe
  - Other
ACCOMMODATION REQUEST PROCESS FOR TYPE 2 ACCOMMODATIONS

- When completing the online Accommodation Request Form, be prepared to provide specific, detailed information about the reason the student needs the accommodation
  - Work samples
  - Other accommodations or allowable procedures and materials that have been tried unsuccessfully
  - Evidence indicating requested accommodation is successful meeting student’s needs
  - Specific characteristics/symptoms of student’s condition and level of severity

- **DO NOT** include confidential student information (request will be deleted and you will be asked to resubmit)
  - student’s first and last name
  - Social Security number
  - pages from an IEP
  - medical documents
ACCOMMODATION REQUEST PROCESS FOR TYPE 2 ACCOMMODATIONS

- The district testing coordinator is the primary contact person for schools when questions arise.

- Any educator may fill out the necessary information (depending on district policy); however, the district testing coordinator must “sign” the Accommodation Request Form in order for the request to be reviewed by TEA.

- The district/campus testing coordinator MUST ensure that the test administrator receives special training to administer an assessment with an approved accommodation if special guidelines accompany the approved request.
ACCOMMODATION REQUEST PROCESS FOR TYPE 2 ACCOMMODATIONS

• Accommodation requests must be approved by TEA before a student can use the accommodation on a state assessment. Documentation in the appropriate paperwork should be “pending TEA approval.”

• Accommodation Request Forms must be received by TEA at least one week prior to testing. Late requests will NOT be processed unless circumstances involving the student change after the deadline.
  • See the 2015 Online Accommodation Request Submission Deadlines document also located on the Accommodations for Students with Disabilities website

• As stated in the TEA decision email, the expiration date for all approved Type 2 accommodations is December 31st of the year the request was approved.
The online accommodation request form opens in January 2015. You may begin submitting 2015 requests at this time.
Test administrators MUST receive training prior to administering a braille STAAR assessment.

If a student needs a braille test for a testing program other than STAAR, contact TEA’s Student Assessment Division to discuss options.

Specific Braille Instructions (SBIs):

Braille tests are shipped with SBIs and they are also available two weeks prior to testing on Pearson website: http://www.texasassessment.com/braille/sbi/

After the braille shipment arrives, but prior to the day of testing, test administrators MUST read the SBIs to determine which materials or procedures a student may need for testing.
GENERAL INSTRUCTIONS FOR ADMINISTERING BRAILLE STATE ASSESSMENTS

- SBIs provide test administrators with the following type of information
  - Which test questions have been altered
  - Picture descriptions of graphics that can be read aloud if student requests
  - Directions on which information to read aloud to students
    - Example: Whether special symbols or braille codes are used on test
  - List of manipulatives student will need during test
    - Examples: Braille ruler, three-dimensional geometric figures
  - Instructions on how to transcribe the student’s responses onto the answer document
GENERAL INSTRUCTIONS FOR ADMINISTERING LARGE-PRINT STATE ASSESSMENTS

- Test administrators MUST receive training in the procedures and special instruction in this document prior to testing.

- It is important that test administrators be given their test administration materials in time to prepare for testing, especially if additional accommodations are needed.

- The “Transcribing Griddable Questions” student document MUST be provided to each student who does not use his or her answer document so that the student is aware of the maximum number of boxes available for an answer to a griddable question.
GENERAL INSTRUCTIONS FOR ADMINISTERING LARGE-PRINT STATE ASSESSMENTS

- If a student has a visual impairment and needs printed materials in a size larger than the state-supplied large-print materials, refer to the Photocopying Test Materials accommodation policy.
- Font and point size matrices for all testing programs located on Accommodations for Students with Disabilities webpage

- STAAR L, STAAR A, and TELPAS reading tests are administered online. However, if a student is not able to access an online assessment even with appropriate technology-based accommodations, a request for a large print paper test may be submitted to TEA. For more information about the special request process for a paper administration of any online test, go to the coordinator manual resources webpage.
GENERAL INSTRUCTIONS FOR ADMINISTERING STATE ASSESSMENTS TO STUDENTS WHO ARE DEAF OR HARD OF HEARING

- Test administrators MUST receive training in the procedures and special instruction in this document prior to testing. Information about the following topics can be found in this document.
  - Who may serve as test administrators
  - Testing accommodations, including how to provide a signed administration of test content to eligible students

- Refer to the Oral Administration accommodation policy for information about eligibility for a signed administration.
  - This includes special instructions for students taking STAAR L and STAAR A.
ALLOWABLE TEST ADMINISTRATION PROCEDURES AND MATERIALS

• Certain procedures and materials are allowed for any student who needs them and is taking a state assessment.

• A list of allowable procedures and materials is located in the District and Campus Coordinator Manual as well as the Accommodations for Students with Disabilities webpage.
TAKS ACCOMMODATIONS

• All information about the TAKS program is published in the manual, Directions for District Coordinators, Campus Coordinators and Test Administrators on the TAKS Resources webpage.

• If a student needs an accommodation not listed as allowable in this manual, contact a member of TEA’s Accommodations Task Force at 512-463-9536.
The district testing coordinator is the primary contact when questions arise.

- TEA’s Student Assessment Division: Accommodation Task Force
  - 512-463-9536

- Accommodations Email
  - Test.accommodations@tea.state.tx.us