2018-2019 STAAR Accessibility Updates
SEPTEMBER 2018 | TETN #597 | STUDENT ASSESSMENT DIVISION
Disclaimer

- These slides have been prepared by the Student Assessment Division of the Texas Education Agency.
- If any of the slides are changed for local use, please remove the TEA header.
- This training is not intended to replace the review of required manuals and additional information on the TEA website.
Agenda

- Accessibility Within the STAAR Program
- Technology Use Guidelines and Updates
- Accommodation Request Process
- Special Administration Request Process
- Accommodations for Special Situations
- Online Tutorials and Practice
- New Online for 2019
- Resources
For students taking the STAAR grade 4 writing test online, typing the response is an allowable accessibility feature for any grade 4 student who needs the assistance.

Scientific and graphing calculators may not be used as a calculation aid for grades 3-7 math and science.

Beginning with the spring 2019 administrations, oral administration of revising passages and items on paper STAAR and STAAR Spanish writing tests (including the writing portion of the English I, English II, and English III tests) is allowable.

The eligibility for English learners (ELs) to receive an oral administration has changed to read, “The student is a current EL and takes a STAAR test in English.”
Dictionary applications added to the STAAR Dictionary Policy and allowable for all students taking a reading or writing test.

Additional online Personal Needs and Preferences (PNPs) and tools available in spring 2019: refreshable braille, signed videos, basic calculator, Spanish with embedded supports, and dictionary tool.

Only Unified English Braille (UEB) (contracted and uncontracted) available for STAAR braille tests.

STAAR with Embedded Supports Paper Administration Guides include braille instructions. Separate Specific Braille Instructions (SBIs) for content and language supports is no longer needed.
Accessibility Within the STAAR Program
Ensuring that each student can interact appropriately with the content, presentation, and response mode of the test.

Assessments should allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, non-tested language, or the type of response needed to answer the questions being barriers.

In order to meet this goal, various features and supports are made available on paper and online tests to students who use the same or similar supports during classroom instruction.
Every year in the fall, the Accommodation Resources webpage is updated with policy documents and training materials that apply to the state assessments for the current school year.
Accommodation Resources Webpage

Home / Student Testing and Accountability / Testing / Student Assessment Overview

2018-2019 Accessibility

Student Assessment Home | Student Assessment Directory | Contact Student Assessment

TEA accessibility policies may apply to any student taking STAAR or TELPAS depending on his or her needs and whether or not the student meets the eligibility criteria. If applicable, these policies are divided into 3 main categories. Within each category are links to policy documents that provide more specific information.

To view or print out the accessibility policies as one file, use the following link: 2018-2019 Accessibility Policies.

1. Accessibility Features: These are procedures and materials that are allowed for any student who needs them.

2. Designated Supports: These are locally-approved supports for students who meet eligibility criteria.
   - Basic Transcribing
   - Braille
   - Calculation Aids
   - Content and Language Supports
     - Content and Language Supports Guidelines
   - Extra Time
   - Individualized Structured Reminders
   - Large Print
   - Manipulating Test Materials
   - Mathematics Manipulatives
   - Oral/Sign Language Administration
   - Spelling Assistance
   - Supplemental Aids

3. Designated Supports Requiring TEA Approval: These supports require the submission and approval using the Accommodation Request Process below:
   - Complex Transcribing
   - Extra Day
   - Mathematics Scribe
   - Other
The 2018-2019 accessibility policy documents should be used for all STAAR and TELPAS in the 2018-2019 school year beginning with the 2018 STAAR December assessments.

• **NOTE:** The OA/Signed Administration policy update that allows a test administrator to read aloud the revising sections of paper assessments will begin with the spring 2019 administrations.

  ➢ This means that for the writing sections of the December 2018 English I and English II paper tests, the revising passages, test questions and answer choices can **NOT** be read aloud by the test administrator.

  ➢ Beginning with the spring 2019 STAAR and STAAR Spanish administrations, the revising passages and questions in a paper test booklet for writing (including the writing portion of the English I, English II, and English III tests) may be read aloud to eligible students. The revising section of the test will be indicated with a title page so that the test administrator knows what they may read aloud. Test administrators may **NOT** read aloud any part of the editing section on a writing test.
Accessibility Features

- Can be found in the *District and Campus Coordinator Resources* and the Accommodations Resources webpage

- Available to any student who regularly benefits from the use of these procedures or materials during instruction

- No need to document use of Accessibility Features in student paperwork, the answer document, or in the Texas Assessment Management System.

- A student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test is maintained.

- A student cannot be required to use them during testing.

- Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials.
Accessibility Features

- Signing test administration directions
- Translating test administration directions
- Bilingual dictionary (word-to-word translations; no definitions or examples) for mathematics, science, and social studies assessments
  - Bilingual dictionary applications on a tablet, laptop, or desktop are not allowable as an Accessibility Feature
- Read test aloud to self (e.g., PVC pipe, recording device)
- Reading aloud or signing the expository or persuasive writing prompt
- Reading assistance on the grade 3 mathematics test
- Scratch paper (or any medium that can be erased or destroyed)
- Color overlays or online color setting
- Blank place markers or online guideline tool
- Magnifying devices or online zoom feature
Accessibility Features

- Highlighters (including online tool), colored pencils, or crayons
- Tools to minimize distractions or to help maintain focus (e.g., stress ball, headphones, instrumental music)
- Individual or small-group administrations
- Reminding students to stay on task
- Online sticky notes tool
- Use of amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- Use of projection devices (e.g., closed-circuit televisions [CCTVs] or liquid crystal display [LCD] projectors for online tests)

**New in 2019:**
- Typing a student’s response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently
STAAR Grade 4 Writing Online

Typing a student’s response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:

- Eligibility for Basic Transcribing does NOT need to be determined; however, the procedures for Basic Transcribing MUST be adhered to. The Basic Transcribing policy document can be found on TEA’s Accommodation Resources webpage.

- Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.
Locally-Approved Designated Supports

- These include twelve supports that may be made available to students who meet eligibility criteria.
- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria and are documented in the appropriate paperwork.
- Each document is organized the same way
  - Description of Accommodation
  - Assessments
  - Student Eligibility Criteria
  - Authority for Decision and Required Documentation
  - Examples/Types
  - Special Instructions/Considerations
Locally-Approved Designated Supports

2. **Designated Supports**: These are locally-approved supports for students who meet eligibility criteria.

- Basic Transcribing
- Braille
- Calculation Aids
- Content and Language Supports
  - Content and Language Supports Guidelines
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids
Basic Transcribing

A student may receive this support if served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team.

• If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.

Eligibility is routinely and effectively uses the support in classroom instruction and testing.

If the student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt, please refer to our Technology Use Guidelines document.

Changes for 2019:

The student dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does NOT apply to math calculations or responses to the written composition).
A student may receive this support if served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.

- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

Eligibility is routinely and effectively uses the support in classroom instruction and testing.

Specific information about administering braille tests is available in the General Instructions for Administering Braille State Assessments document, located on the TEA’s Accommodation Resources webpage.

For Braille administrations, there is no need submit an Accommodation Request Form to request "Extra Day". (Included in "General Instructions for Administering Braille State Assessments" (PDF).
Braille/Refreshable Braille

Changes for 2019:

- For students who take a braille test and are also eligible for Content and Language Supports, a request for a paper version of STAAR with Embedded Supports should be submitted to TEA.

- Accommodations specific to braille test takers will be provided in the STAAR with Embedded Supports Paper Administration Guide accommodation tables and identified for the test administrator as “Braille Instructions ONLY.” Samples of how these accommodations will appear will be provided in the non-secure front matter of the STAAR with Embedded Supports Paper Administration Guide.

- Online screen reader support for refreshable braille displays will be available in Spring 2019 in reading/language arts and social studies assessments.

- The state will provide both contracted and uncontracted braille test materials in UEB ONLY (begins with the December 2018 administration).
A student may receive this support if served by an ARD or Section 504 committee.

- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

Grade specific eligibility must be met for a student who receives Section 504 or special education services and routinely and effectively uses the support in classroom instruction and testing.

Calculators used by eligible students must adhere to the guidelines set forth in the STAAR Calculator Policy on the STAAR Resources webpage.
Calculation Aids

Changes for 2019:

- Scientific and graphing calculators are no longer listed as allowable Example/Types for 2018-2019.

- Beginning with the spring 2019 administrations of math and science for STAAR and STAAR Spanish, the basic calculator will be offered as an embedded PNP support on the STAAR online assessment for students who meet the eligibility in grades 3-7. For questions about the functions allowed on a basic calculator, refer to the calculator tool in the online 2018 STAAR with embedded support released tests at grade 8 science and biology.

Examples/Types

- Basic handheld calculator or calculator application, including large-key or speech-output
- Basic calculator available as an online embedded support on STAAR
- Abacus or Cranmer modified abacus
- 0-9 addition grid without special number (e.g., even numbers) indicated
- Grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated
Content and Language Supports

- A student may receive this support if served by an ARD committee, Section 504 committee, or LPAC committee.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
- A student is eligible for this support if the ARD committee, Section 504 committee, or LPAC committee determines he/she uses the support routinely and effectively in classroom instruction and testing.
- Students for whom the LPAC recommends the use of these supports for any reading or writing assessment, may not be considered for reclassification at the end of the school year.

New for 2019:
- STAAR Spanish online available with text-to-speech (TTS), Content and Language Supports, Spelling Assistance, basic calculator, and dictionary tool.
- STAAR Spanish with embedded supports paper version available through the Special Paper Administration Process.
Content and Language Supports

Content and Language Supports include:

- Pop-ups
- Rollovers
- Prereads
- Supplementary Materials

Available online on STAAR and STAAR Spanish as a PNP

- Not available for Algebra II or English III
A student may receive this support if served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team.

- If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

A student is eligible for this support if the student routinely and effectively uses the support in classroom instruction and testing, is UNABLE to effectively use any accessibility features or other designated supports to address this need, AND meets at least one another specific criteria listed on the Extra Time (Same Day) Policy document located on the Accommodation Resources webpage.

A student should be allowed to continue testing until the end of the regularly scheduled school day, but cannot be required to continue testing until that time. A student should be allowed to leave the testing room when he or she has completed the test.

Students for whom the LPAC recommends the use of this support for any reading or writing assessment, may not be considered for reclassification at the end of the school year.
Individualized Structured Reminders

- A student may receive this support if served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team.
  - If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

- Eligibility is routinely and effectively uses the support in classroom instruction and testing
- Paperclips or adhesive notes can be used to divide the test into sections
- More-frequent or less-frequent reminders of time left to test than required in the standard administration procedures
- Personal timer or clock set to remind a student to move on to the next question, page, or section or to remind a student to stop at pre-established times during the test
A student may receive this support if served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team.
- If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

A student is eligible for this support if the student routinely and effectively uses large-print materials during classroom instruction and classroom testing AND meets at least one another specific criteria listed on the Large Print Policy document located on the Accommodation Resources webpage.

Instructions for Photocopying Larger than Large-Print sized test materials for this purpose ONLY is provided in the General Instructions for Administering Large-Print Assessments document. A request to photocopy for any other reason requires an “Other” Accommodation Request Form submission to TEA.
Manipulating Test Materials

A student may receive this support if served by an ARD committee, Section 504 committee, LPAC committee, RTI committee, or student assistance team.

- If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

Eligibility is routinely and effectively uses the support in classroom instruction and testing.

If a student needs his or her responses to test questions (i.e., multiple choice, griddable, writing prompt) transcribed onto an answer document or into the STAAR online testing platform, refer to the Basic Transcribering or Complex Transcribering policies.

**Change for 2019:**

- Recording notes in the margins per student directions has been moved to the Basic Transcribing policy.
Mathematics Manipulatives

- A student may receive this support if served by an ARD committee, Section 504 committee, LPAC committee, RTI committee, or student assistance team.
  - If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
- Eligibility is routinely and effectively uses the support in classroom instruction and testing
Oral/Signed Administration

- A student may receive this support if served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team.
  - If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

- A student is eligible for this support if the student routinely and effectively uses the support in classroom instruction and testing AND meets at least one another specific criteria listed on the Oral/Signed Administration Policy document located on the Accommodation Resources webpage.

- Evidence of reading difficulties can be caused by various reasons, including (but not limited) to a
  - learning disability in reading
  - ADD/ADHD
  - behavioral or emotional problem
  - processing or memory issue

- This designated support allows test material to be read aloud, or signed, to a student. In addition, an online oral/signed administration is administered via text-to-speech (TTS) or via American Sign Language (ASL) videos.

- Students for whom the LPAC recommends the use of this support for any reading or writing assessment, may not be considered for reclassification at the end of the school year.
Oral/Signed Administration

Change for 2019:
- Student Eligibility Criteria has been clarified for ELs who take the English version of STAAR:
  - “The student is a current EL and takes the English version of STAAR.”
  - NOTE: A student who is taking a Spanish test may still receive an oral administration if they meet one of the other eligibility criteria.

New for 2019:
- ASL videos as an online PNP option for STAAR
- For STAAR Spanish online TTS is offered as a tool for oral reading support
- For STAAR and STAAR Spanish paper assessments, the revising passages, revising test questions and answer choices, and embedded supports can be read aloud.
- Beginning with the spring 2019 administrations, the revising passages and test questions on paper STAAR and STAAR Spanish writing tests (including the writing portion of the English I, English II, and English III tests) can be read aloud.
A student may receive this support if served by an ARD committee or Section 504 committee.
- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

Eligibility must be met for a student who receives Section 504 or special education services and routinely and effectively uses the support in classroom instruction and testing.

A student should be capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) **BUT** has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.
Spelling Assistance

- Available as an online embedded PNP support on STAAR writing (composition ONLY) if a student routinely uses a similar tool and is familiar with how the spelling tool functions during classroom instruction or assessments.

**New for 2019:**
- Available on the STAAR Spanish online as an embedded PNP support for grade 4 writing.
A student may receive this support if served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team.

- If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

Eligibility is routinely and effectively uses the support in classroom instruction and testing

Supplemental aids should be individualized and should not be confused with common study aids used by students who are not struggling academically.
When covering the walls an instructional environment should be maintained during testing windows. It is not necessary to conceal or remove instructional or reference materials in the testing area, classrooms, or hallways unless they could provide a direct source of answers or assists a student for the subject-area assessment being administered.

This policy is different from the Supplemental Aids designated support policy because supplemental aids are intended for students requiring support individualized and made available specifically for them.
Guidelines and examples/types of aids are provided in the Supplemental Aids policy document for districts to use when making decisions at the local level. TEA cannot make decisions on specific supplemental aids used for an individual student.

- 2018-2019 Allowable Supplemental Aid PowerPoint will be available soon for additional questions about what’s allowed.
Designated Supports Requiring TEA Approval

- These include supports that may be made available to students who have a TEA-approved accommodation request form.

- First, eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria, and then an Accommodation Request Form is sent to TEA for determination.

- Each designated support policy document located on the Accommodations Resources webpage contains a Student Eligibility Criteria section and an Authority for Decision and Required Documentation section.
3. **Designated Supports Requiring TEA Approval**: These supports require the submission and approval using the Accommodation Request Process below.

- Complex Transcribing
- Extra Day
- Mathematics Scribe
- Other
Complex Transcribing

- A student may receive this support if served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.
  - If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

- Submit an Accommodation Request Form to TEA if the student meets the specified Student Eligibility Criteria listed on the Complex Transcribing Policy document, which includes, “is UNABLE to effectively use Basic Transcribing” to address the support needed.

- TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to transcribe the student’s responses to the writing prompts.
  - TEA provides the procedures for Complex Transcribing on the Accommodation Resources webpage for use in emergency or unexpected situations and for TELPAS.
  - For grades 2–12 TELPAS writing, an Accommodation Request Form does not need to be submitted for a student that meets the eligibility criteria for Complex Transcribing.

- 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.
A student may receive this support if served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.

• If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
• If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

Submit an Accommodation Request Form to TEA if the student meets the specified Student Eligibility Criteria listed on the Extra Day Policy document which includes, "is UNABLE to effectively use any accessibility features or locally approved designed supports" to address the student’s need.

Receiving an extra day to complete the test is a designated support intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form.

Students will only be permitted to test over two regularly scheduled, consecutive school days. Each day of testing must not extend beyond seven hours.

TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to carry out this designated support.

TEA provides the procedures for Extra Day on the Accommodation Resources webpage for use in emergency or unexpected situations.

For students who take a braille test and require an extra day, refer to the “General Instructions for Administering Braille State Assessments.” TEA approval is not required.
A student may receive this support if served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.
- If the student is not receiving special education or Section 504 services the decision should be based on academic struggle in the specific area even after intensive instruction and remediation.
- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

Submit an Accommodation Request Form to TEA if the student meets the specified Student Eligibility Criteria listed on the Mathematics Scribe Policy document which includes, “is UNABLE effectively use any accessibility features or locally approved designed supports” to address the student’s need.

The role of the mathematics scribe is to record the student’s dictated scratch work and computations exactly as the student indicates.

TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to carry out this designated support.

A test administrator who serves as a mathematics scribe must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.

TEA provides the procedures for Mathematics Scribe on the Accommodation Resources webpage for use in emergency or unexpected situations.
An Other TEA-approved designated support is only for students who have unique needs that are not specifically addressed in any accessibility feature or locally-approved designated support.

If a student requires double-sided test materials photocopied into single-sided sheets because they have a physical disability, or have a disability that necessitates test materials be presented in a printed format other than a test booklet in order to prevent severe behaviors that could interfere with completion of the test, an Accommodation Request Form (ARF) for Other should be submitted to TEA. These cases should be rare.

The district testing coordinator can submit Other requests via the online Accommodation Request Form without contacting TEA first.
# Accommodation Codes: STAAR Paper Tests

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<th>STAAR Paper Accommodation</th>
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<td>ASL Videos</td>
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<td>Braille</td>
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<td>Calculator</td>
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<td>Designated Support(s)</td>
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<td>Extra Day</td>
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<td>Large Print</td>
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<td>Oral/Signed Administration</td>
<td>OA</td>
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<td>Refreshable Braille</td>
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<tr>
<td>Spelling Assistance</td>
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## Accommodation Codes:
**STAAR with Embedded Supports/Braille Paper Tests**

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### Accommodation Codes: STAAR with Embedded Supports Online Tests

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<td>ASL Videos</td>
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<td>Large Print</td>
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<td>Oral/Signed Administration (via Text-to-Speech)</td>
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<td>Refreshable Braille</td>
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<td>Spelling Assistance</td>
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Technology Guidelines

- Districts are required to have procedures in place to prevent the use of personal electronic devices during test administrations.
- When districts are using allowed or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), the following guidelines for test security and validity must be followed to review the technology prior to its use in an assessment.
  - Appropriate review requires knowledge of both state curriculum (Texas Essential Knowledge and Skills) for the specific grade level and subject, as well as the capabilities and functions of the device or software to be used during the assessment.
  - Some technology may be useful during a daily academic setting but cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed.
  - District or campus personnel must conduct additional reviews of technology, including technology-based accommodations, after an upgrade or update to determine if it continues to meet TEA guidelines for use during a state assessment.
For a device or software to be considered appropriate for state assessment use, it must:

- be set in a mode that locks the user into a specific software program;
- block the user from accessing functionality that may violate test security, such as
  - the ability to send secure test content (e.g., messages, captured images, videos);
  - the ability to send or receive any person-to-person communication about secure test content (e.g., chat, video);
  - or the ability to save secure test content.

Technology Use Guidelines Presentation
- 2018-2019 updates coming soon
Technology Updates- Dictionary Policy

- It is important for LPACs to consider the degree to which an EL relies on a dictionary during language arts instruction or testing when making reclassification decisions at the end of the year.

New for 2019:
- Dictionary applications on a tablet, laptop, or desktop allowable for all students taking a reading or writing test.
- All technology use guidelines must be followed
- Disable features during testing (e.g., access to the camera; browsing capability; access to email, text, social media, or games; ability to view videos, animations, or extensive text to explain a definition)
Accommodation Request Process
Accommodation Request Forms should only be submitted for designated supports requiring TEA approval (i.e., complex transcribing, math scribe, extra day, other).

The link to the online accommodation request form for 2018-2019 will be on the Accommodation Resources webpage along with a training document.

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. Refer to the submission deadlines document.

**Step 1:** Determination of student eligibility

**Step 2:** Completion and submission of online form

**Step 3:** TEA review and decision

**Step 4:** Required communication within district
The district testing coordinator’s (DTC) information is automatically filled out in the Contact Information Section. If someone other than the DTC is completing this form, he or she will have to manually fill in contact information.

Submit ONE accommodation request per student, even if the student needs multiple accommodations and/or multiple subjects. You can enter up to 8 different administrations for one student.

All of your selections show up here, and you type the rationale in the yellow text box.

A Local Tracking number may be entered for district use. TEA does not use this information.

Enter the previous year Request ID for TEA to use as a reference when reviewing the request. If there is no previous request enter NA. Information must be entered to continue with the request.

You may submit supporting documentation such as writing samples. Do not submit confidential student information such as pages from an IEP or evaluations from physicians or diagnosticians. This information can be summarized above instead.
Accommodation requests must be approved by TEA before a student can use the accommodation on a state assessment. Documentation in the appropriate paperwork should state “pending TEA approval.”

Do **NOT** include confidential student information (request will be deleted and you will be asked to resubmit).

- Example: student’s first and last name, Social Security numbers, pages from an IEP, medical documents

The expiration date for all approved requests is June 30th of the year the request is approved.

- For the 2018-2019 school year, the expiration date of approved requests is June 30, 2019.

The online accommodation request form for 2018-2019 administrations will open in October 2018.

For the STAAR December 2018 administrations, submit using the 2018-2019 link on the Accommodation Resources webpage when it opens in October.
Special Administration Request Process

- Because English and Spanish Content and Language Supports are embedded PNP accommodations presented in an online format, replicating these features in a paper version is not always possible.

- Technology-based supports enable most students to test online; however, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student’s particular disability, a special request may be made to TEA for approval to administer a paper test booklet.
  - This process also applies to TELPAS reading.
  - For students taking TELPAS Listening and Speaking, a special request may be made to TEA for approval to assess holistically.
A link to the instructions and request form for a special administration of STAAR with Embedded Supports, STAAR Spanish with Embedded Supports, and TELPAS is posted on the TEA’s District and Campus Coordinator Resources webpage.

All requests must be received by TEA at least two weeks prior to testing. This allows sufficient time for STAAR materials to be ordered and shipped to districts and/or time for TELPAS raters to train and calibrate.

If a student also needs a designated support requiring a TEA approval, include it on this form. Do NOT submit a separate accommodation request form.
Special Administration Request Process

- Form will be located on the District and Campus Coordinator Resources webpage under the link of Special Administration of an Online Assessment.
- Form is currently being updated and is due to be open for submissions for the 2018-2019 school year in October.
Special Administration Request Process: STAAR with Embedded Supports

New for 2019:

- For students who are eligible for Content and Language Supports and take the braille version of STAAR, including students who access STAAR online with screen reader support for refreshable braille displays, the test administrator will use the paper version of STAAR with Embedded Supports and the appropriate guide to provide these supports. This requires a TEA approval through the Special Administration Request process.

- Using the STAAR with Embedded Supports Paper Administration Guide, the test administrator will have instructions on how to provide all accommodations specific to braille test takers. These supports will be indicated in the secured accommodations tables “Content and Language Support” column and identified for the test administrator as “Braille Instructions ONLY.”
  - No longer need separate braille instructions as these are now included in the Paper Administration Guide.
Special Administration Request Process: STAAR with Embedded Supports

Mathematics Example: Braille Instructions ONLY

<table>
<thead>
<tr>
<th>Test Question Number</th>
<th>Part of the Test Question with the Dotted Underline</th>
<th>Content and Language Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>photograph at the end of the selection</td>
<td>Braille Instructions ONLY</td>
</tr>
</tbody>
</table>

A: renovation SAY to be fixed
D: defining feature SAY unique part

Reading Example: Braille Instructions ONLY

The dotted underline indicates that the test administrator was provided the accommodation noted in the accommodation tables.

Accommodations specific to braille test takers will be provided in the STAAR with Embedded Supports Paper Administration Guide secure accommodation tables and Exemplars, supporting images. Accommodations will be identified for the test administrator as “Braille Instructions ONLY” and located in the “Content and Language Supports” column for all tested subjects.
Special Administration Request Process: STAAR Spanish with Embedded Supports

New for 2019

- For students who are eligible for Content and Language Supports and take STAAR Spanish but cannot access the online assessment, a STAAR Spanish with Embedded Supports paper test may be requested. This requires a TEA approval through the Special Administration Request process.
Accommodations for Special Situations
Accommodations in Unexpected or Emergency Situations

- When an unexpected or emergency situation (e.g., broken arm, lost eyeglasses) occurs just prior to or on the day of the state assessment, it may or may not be necessary to contact TEA. After testing, document the accommodation used on the answer document or in the STAAR Assessment Management System.

- **Step 1: No need to contact TEA**
  - Make available Accessibility Features which are allowed for any student.

- **Step 2: No need to contact TEA**
  - Make available locally-approved Designated Supports. Consideration should be given to accommodations that the student can independently use.

- **Step 3: Contact TEA**
  - If the student’s needs cannot be met with Step 1 or 2, contact a member of the Accommodations Task Force. The district testing coordinator may need to submit an Accommodation Request Form.
For students who are deaf or hard-of-hearing who are eligible for
• Oral/Signed Administration, **AND**
• Content and Language Supports

Students will take the STAAR online but are not able to access text-to-speech. ASL videos are available as an embedded PNP support; however, these are not available for Content and Language Supports. A test administrator (TA) will need to sign this information for the student. If a student does not use ASL or need signed support for some of the signs in a video, the TA may need to assist with the signing.

A signed administration is allowed for those parts of the test that can be read aloud. Test administrators should be trained using the Oral/Signed Administration Guidelines and also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document.
Similar to 2017 and 2018 administrations, proctor codes will be available to district testing coordinators and assistants in the STAAR Assessment Management System to download and distribute to test administrators providing a signed administration of an online STAAR test.

TEA’s Student Assessment Division works in conjunction with the Region 11 State Lead for Deaf/Hard of Hearing Services to provide the most current and consistent information to districts about state assessments for students who are deaf or hard of hearing.

- [https://www.smore.com/p53ab](https://www.smore.com/p53ab)
Accommodation Recommendations for Reading and Writing: Impact on Reclassification Criteria for ELs

- Students for whom the LPAC recommends the following designated supports for any reading or writing assessment, may not be considered for reclassification at the end of the school year.
  - Oral Administration
  - Content and Language Supports
  - Extra Time

- It is important for LPACs to consider the degree to which an EL student relies on a dictionary during language arts instruction or testing when making reclassification decisions at the end of the year.
Online Tutorials and Practice
STAAR Online Tutorials

- When you open the STAAR online testing platform, you will see a menu of options, including “Tutorials.”
- Once you select “Tutorials,” you will be taken to a screen with several drop-down menus.
- Choose the grade, subject, and test (i.e., available supports) you want to view.
STAAR Online Tutorials

You will know you are in the right place when you see the logo screen and title.
STAAR Online Tutorials

- Tabs at the bottom of the screen act as a table of contents. Each tab contains a page that explains the online feature/tool and provides a short video.
- Videos do not have sound except for the Speak and Audio videos, which only read aloud the text on the screen.
- The second page of each tab has a question that can be used to practice with the feature/tool you just learned about.
- The questions do NOT contain tested content but are only intended to practice using the feature/tool.
When you open the STAAR online testing platform, you will see a menu of options, including “Practice.”

Here you will find released tests for 2017 and 2018.

All PNP will include the following supports:
- Text-to-Speech (when available)
- Spelling Assistance (writing compositions only)
- Content and Language Supports
  - Writing Checklists (writing compositions only)
  - Punnett Squares (Biology)
  - Pop-ups
  - Rollovers
  - Prereads
Online Practice

Rollover

Pop-ups
WRITTEN COMPOSITION: Expository

1. READ the following quotation.

I do not know of anyone who has gotten to the top without hard work.

—Margaret Thatcher

THINK about all the hard work you do. It may be work you do at school, at home, or outside.

WRITE about one type of hard work you do. Tell about your work and explain why it is so hard to do.

Be sure to —
- clearly state your central idea
- organize your writing

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Read the selection and choose the best answer to each question.

In this selection, the author recalls adevious adventure he and his brother, Kenny, took when they were young children. The boys' mother asks them to go buy groceries from Miss Andrews' store. The author and Kenny have taken their old, monocromatic gray wagon to the store many times, but this time the author has concluded a new plan. The author wants to explore a new street that is off limits to him and Kenny since it is near the busy Dallas Highway. After the boys buy their groceries from Mr. Bedford, they begin their trip, or trip, down the forbidden street. On their way they pass behind businesses and see their house through a vacant, empty lot.

Read the selection to learn what happens with the boys' adventure beyond Parish Street.

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The Road Almost Taken

by Joe Holley

1. I was 5 years old that summer afternoon when my brother and I set off on our daring adventure. Kenny was 3.

2. Our Prairie schooner, our Pinta-Ninja-Santa Maria, was our little gray wagon. It used to be a little red wagon, but it had gotten...
New Online Features for 2019
Available on STAAR online as a PNP for students eligible for Oral/Signed Administration

- STAAR questions and answer choices are signed in ASL.
- Closed-Captioning is supported in each video.
- Available in all subjects beginning with the spring 2019 administrations.

- A release of a mini practice test is scheduled for late fall 2018
  - Few samples to show of the ASL function online

- ASL is not currently available for Content and Language Supports in 2019.
  - NOTE: Content and Language Supports can still be available for signed users through Oral/Signed Administration. See Oral/Signed Administration Guidelines for procedures. If a student does not use ASL or need signed support for some of the signs in a video, the TA may need to assist with the signing for certain words.

ASL will be present in the upper right corner of a question when this PNP is chosen for a STAAR assessment.
ASL videos will allow students to play, rewind, and fast forward signed videos. Specific chapters, or parts of the question, are marked by dots that appear along the video track. These dots, or chapters, will allow students to go back and review specific parts of the video (e.g., answer choice) as needed.

Closed-captioning (CC) and replay buttons are provided as part of the video screen.
Refreshable Braille

- Available on STAAR online as a PNP providing screen reader support for refreshable braille displays with JAWS software.
- Available in reading, writing, and social studies.
- Currently not available for math and science assessments.
- Format of the assessment
  - Left justified
  - Text is streamlined to allow for continuous reading of text
  - Questions will directly follow passages
- Content and Language Supports are currently not available for refreshable braille/screen readers
  - Content and Language Supports can still be available for students taking the braille assessments. Instructions for how to administer these supports to students can be found in the front matter of the STAAR with Embedded Supports Paper Administration Guide.
A release of a mini practice test is scheduled for late fall 2018.

It is important for technology staff to set up devices for spring administrations prior to testing.

Prior to beginning a test using a refreshable braille display, a JAWS Help screen is provided to orient the test taker to the regions within the test. A student should practice interacting with this online PNP prior to testing day.
Refreshable Braille
Dictionary Tool

- Will be available for all students taking the online versions of:
  - STAAR grades 3-8 reading tests
  - STAAR grades 4 and 7 writing tests
  - STAAR Spanish grades 3-5 reading tests
  - STAAR Spanish grade 4 writing test
  - STAAR English I, II, and III tests
Additional Online Features for 2019

- Basic calculator
  - Available as an embedded PNP support for students who meet eligibility for a Calculation Aid in math or science.

- STAAR Spanish online with applicable embedded PNP supports of Content and Language Supports, Spelling Assistance, TTS, and Calculator in:
  - grades 3-5 reading and mathematics
  - grade 4 writing
  - grade 5 science
Related Resources

- Allowable Supplemental Aids: What’s New?
- Technology Guidelines
- Technology Use Guidelines Presentation (coming soon)
- Accommodations in Unexpected or Emergency Situations
- TEA-Approved Accommodations Procedure documents:
  - Math Scribe
  - Extra Day
  - Complex Transcribing STAAR
  - Complex Transcribing TELPAS
- STAAR and STAAR Spanish with Embedded Supports
- General Instructions for Administering Large-Print State Assessments
- General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing
- General Instructions for Administering Braille State Assessments
- Oral/Signed Administration Guidelines
- Educator Guide to Accessibility within the STAAR Program
- Font and Point Size Matrices for STAAR, STAAR Spanish, and TELPAS

**New in 2018-2019:**
- Accessibility FAQs for Parents and Districts
- At-a-Glance Chart for Accessibility
Contact Information

**Student Assessment Division**

Accessibility Team  
(512) 463-9536  
assessment.specialpopulations@tea.texas.gov  
Student.Assessment@tea.texas.gov

For inquiries regarding:

- Information on assessments (3-8, and EOC) and accommodations for students with disabilities
- EL policies for all assessments, including assessing students receiving special education services
- General questions about state-mandated assessments
- Accessibility questions for your Accommodation Task Force representative

**Curriculum Standards and Student Support**

(512) 463-9581  
curriculum@tea.texas.gov

**Performance Reporting**

(512) 463-9704  
performance.reporting@tea.texas.gov

**Student Assessment Division resource webpages:**

State-Developed Interim Assessments:
https://tea.texas.gov/student.assessment/IA/

Student Success Initiative:
https://tea.texas.gov/student.assessment/ssi/
Questions?

TEA Accessibility Team thanks you for participating in this training. Please take our survey and provide the team with your valuable feedback:

FILL OUT IN GOOGLE FORMS