Assessments for Special Populations
Part A: Accessibility

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Agenda

• What is Accessibility?
• Accessibility Updates
• Accommodation and Special Request Process
• Technology Guidelines
What is Accessibility?

- 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.

- Various features and supports are made available on paper and online tests to students who use the same or similar supports during classroom instruction.
Accommodations vs. Modifications

Accommodations are allowed on state assessments because:

- Does not alter the content or the expectations
- Provides equal access to material

Modifications are not allowed on state assessments because:

- Changes what a student is taught
- Lowers the expectation
- Limits access to certain information
Permitted Accessibility Features

• Translating or signing test administration directions
• Bilingual dictionary on math, science, and social studies
• Student reads test aloud
• Reading aloud or signing writing prompt
• Providing reading assistance on the grade 3 math
• 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
• Making certain assistive tools available (e.g., scratch paper, projection devices)
• Student using tools to minimize distractions or to help maintain focus
• Individual and small-group administrations
• Reminding students to stay on task
• Photocopying or enlarging non-secure test materials
• 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.
  ▪ 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.
Dictionary applications may be used for any dictionary listed in the *STAAR Dictionary Policy* which applies to all reading and writing tests.

Dictionary applications may **NOT** be used for the bilingual dictionary *Accessibility Feature* on math, science, or social studies.
Designated Supports

- Basic Transcribing
- Braille/Refreshable Braille
- Calculation Aids
- Content and Language Supports
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials

- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids
- Complex Transcribing*
- Extra Day*
- Mathematics Scribe*
- Other *

* denotes designated supports that require submission of Accommodation Request Form
Braille/Refreshable Braille

- Braille test booklets available in contracted and uncontracted Unified English Braille (UEB) only

- Online refreshable braille available as a new embedded support for STAAR test passages and items (not Content and Language Supports) on all reading, writing, and social studies tests (English only)
  - If student uses online refreshable braille support:
    - Content and Language Supports not available online but are available through special request process
    - Text-to-Speech - JAWS software will read the text aloud to student
    - Spelling Assistance – an eligible student will use the same type of spelling assistance used during classroom instruction
Refreshable Braille

Format of the assessment

- JAWS Help screen
- Left justified
- Streamlined text
Refreshable Braille

• Mini practice test scheduled for January 2019 release.

• Technology staff should use the STAAR Online Testing Platform Technology Guide to set up devices for spring administrations prior to testing.

• Registration process:
  1. Register student as a paper tester
  2. Identify type of braille kit student needs
  3. Submit special admin request for content and language supports
  4. Change student’s profile to online tester with embedded support
  = Test online with refreshable braille and use braille booklet as needed
Calculation Aids

• For eligible students taking grade 3-7 STAAR or STAAR Spanish math or science tests, ONLY the following calculation aids are allowed:
  ▪ Basic (i.e., four function) handheld calculator, calculator application, or online embedded support
  ▪ Abacus
  ▪ Addition grid
  ▪ Multiplication grid

• Scientific and graphing calculators were removed from this list of allowables because certain functions on these calculators compromise the assessed curriculum.
(5.3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(H) represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations; **Supporting Standard**

Some calculation applications have a function that will not allow for an accurate assessment of this standard. While this function is NOT allowable under the Calculation Aids designated support policy, it is allowable under the STAAR Calculator Policy for grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and biology.
(6.4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money;

*Readiness Standard*

Some calculation applications have a function that will not allow for an accurate assessment of this standard. While this function is NOT allowable under the Calculation Aids designated support policy, it is allowable under the STAAR Calculator Policy for grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and biology.
(7.11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

(A) model and solve one-variable, two-step equations and inequalities; Readiness Standard

Some calculation applications have a graphing function that will not allow for an accurate assessment of this standard. While this function is NOT allowable under the Calculation Aids designated support policy, it is allowable under the STAAR Calculator Policy for grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and biology.
Examples of Basic (i.e., Four-Function) Handheld Calculators
Examples of Handheld Calculators that are NOT Basic (i.e., Four-Function)
Beginning with the spring 2019 administration, Basic Calculator will be offered as a new embedded PNP support on STAAR in the grades and subjects listed in the “Assessments” section of designated support document.

The tool will be available in a practice test in the STAAR Online Testing Platform.
• One student eligibility criterion has changed.
  ▪ The student is a current English learner and takes the English version of STAAR.
  ▪ English learners taking STAAR Spanish may be eligible for an oral administration if they meet one of the other eligibility criteria.

• Beginning in spring 2019, oral administration by a test administrator is allowed for STAAR and STAAR Spanish paper writing tests (only revising passages, revising test questions).
  ▪ Title page in booklet will identify the revising section.
  ▪ Reading aloud the editing section is NOT allowed.

• Beginning in spring 2019, American Sign Language (ASL) videos will be available as a new embedded support for students eligible for a signed administration on STAAR.
American Sign Language (ASL) Videos

• Test questions and answer choices will be signed in ASL in all tested subjects.
  ▪ Not available for Content and Language Supports
  ▪ Test administrator will have to assist

• Test administrator may also assist if a student needs signing support for signs in a video. See Oral/Signed Administration Guidelines for procedures.

• Closed-Captioning

• Mini practice test scheduled for late December 2018 release
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.
• Beginning in spring 2019, STAAR Spanish will be offered online with embedded supports available to eligible students.
  - Content and Language Supports
  - Text-to-Speech
  - Spelling Assistance
  - Basic Calculator

• STAAR Spanish with Content and Language Supports available in paper form through special administration request process

• Mini practice test scheduled for late December 2018 release
Dictionary Tool

• Will be available for all students taking the online versions of
  ▪ STAAR grades 3-8 reading
  ▪ STAAR grades 4 and 7 writing
  ▪ STAAR Spanish grades 3-5 reading
  ▪ STAAR Spanish grade 4 writing
  ▪ STAAR English I, II, and III
• Content will be added to STAAR Online Tutorials by January 2019:
  - Dictionary tool
  - STAAR Spanish
  - STAAR Spanish with embedded supports
  - ASL videos
  - (Basic calculator already part of tutorial)
  - (Refreshable braille will be provided separately)

• Videos do not have sound except for the Speak and Audio videos, which only read aloud the text on the screen.

• The purpose of the tutorial is to practice using the feature/tool.
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.
Accommodation and Special Request Process
Unexpected or Emergency Situations

When unexpected or emergency situations (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.
Accommodation Request Process

• Online Accommodation Request Form found on the Accommodation Resources webpage.

• Accommodation must be approved before using on a state assessment. Document in student paperwork, “Pending TEA approval.”

• Requests must be received by TEA at least 1 week prior to testing.
  ▪ 2018-2019 Online Accommodation Request Submission Deadlines

• Do NOT include confidential student information.
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.
Special Administration Requests for STAAR, STAAR Spanish, and TELPAS

• Because English and Spanish Content and Language Supports are embedded 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, a special request may be made to TEA for approval to administer a paper test booklet in the following situations:
  ▪ The use of an accommodation is not feasible or appropriate
  ▪ The administration of an online test is inappropriate due to a student’s particular disability
  ▪ Technology access is not available
Special Administration Requests

- Student is in a setting that does not have/allow internet access (e.g., homebound, JJAEP).
- Student taking TELPAS listening and speaking has a severe stutter and cannot access the speaking portion of the online test.
- Student has history of migraines or seizures prompted by the glaring computer screen and overlays or background color changes haven’t helped.
- Student’s behavior plan specifies use of technology as positive reinforcement, and administering academic work online results in outbursts. Despite repeated attempts to acclimate student to short academic assignments online, student has not transitioned to longer academic work such as STAAR.
Special Administration Requests

• **Online request form is open now!**

• **Forms must be submitted at least 2 weeks prior to testing.**
  - Materials must be ordered for STAAR and STAAR Spanish with Content and Language Supports
  - Materials must be ordered for TELPAS reading
  - Test administrators must have time to train and calibrate for holistically-rated TELPAS listening and speaking
Special Administration Requests

Overview

Space settings

PAGES

Texas Assessment Program Highlights

- STAAR
- STAAR Alternate 2
- TELPAS
- TELPAS Alternate

Policy Highlights

- Special Administration of an Online Assessment
- Technology Guidelines

Calendars
Special Administration Requests: NEW for STAAR Spanish

### Grade 5 Reading

**Test Question Number 1**

The dotted underline indicates that the test administrator may provide the accommodation located in the accommodation tables.

1. Los párrafos del 22 al 24 son importantes porque muestran que —

   A. Tío Conejo tiene la intención de darle una lección a Tío Tigre
   B. Tío Buey quiere vengarse de Tío Tigre
   C. Tío Tigre quiere demostrar que es muy valiente
   D. Tío Conejo quiere que todos sean amigos

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<table>
<thead>
<tr>
<th>Test Question Number</th>
<th>Parts of Test Question with Dotted Underlines</th>
<th>Content and Language Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>párrafos del 22 al 24</td>
<td><strong>Indicate</strong> paragraphs 22 through 24 in the student’s test booklet</td>
</tr>
<tr>
<td></td>
<td>A. tiene la intención de</td>
<td><strong>SAY</strong> quiere</td>
</tr>
</tbody>
</table>

**Reading Example:**
STAAR Spanish with Embedded Supports
Technology Guidelines
Technology Used on State Assessments

**Dictionary**
- Word processor
- Speech-to-text

**Basic Transcribing**
- Word processor
- Speech-to-text

**Calculators**
- Basic (i.e., four-function) calculator

**Spelling Assistance**
- Spell-check
- Word prediction
- Text-to-speech
- Speech-to-text
Technology Guidelines

• Available in District and Campus Coordinator Resources

• These guidelines are to be used for test security and validity and must be followed when determining appropriateness of technology used on state assessments.
  - Must have knowledge of the capabilities and functions of the device/software
  - Must have knowledge of the TEKS

• Some technology may be useful during a daily academic setting. However, it cannot be used during a state assessment if it has any functionality that creates an assessment concern that cannot be addressed.
Technology Guidelines

• 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 Guidelines

- Tablet devices may be used for calculation applications, speech-to-text applications, word processor applications, and dictionary applications.
  - When using tablet applications, districts must ensure the application does not provide functionality that compromises the curriculum assessed.
  - Applications may NOT be accessed on a cell phone.

- If an application or software program requires an internet connection to function (e.g., a speech-to-text application requires access to an internet-based word bank), it should be set in a mode that prevents the student from accessing the internet through a browser or accessing any other aids beyond the allowable supports.
Technology Use Guidelines: Supplemental Training

• Available as a supplement to the Technology Guidelines

• Provides information and specific examples about technology use on state assessments

• Information includes:
  ▪ General policy information
  ▪ List of features NOT allowed
  ▪ Examples of how to disable features NOT allowed
Available Accessibility Resources

• Educator Guide to Accessibility
• Individual accessibility documents
• Allowable Supplemental Aids PPT
• Technology Guidelines and supplementary PPT
• Font and Point Size Matrices
• Paper Administration Guides

• Oral/Signed Administration Guidelines

• General Instructions for Administering:
  ▪ Braille assessments
  ▪ Large print assessments
  ▪ State assessments for students who are deaf or hard of hearing

• Coming soon
  ▪ Parent FAQ
  ▪ Accessibility At-a-Glance Chart
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 Resources:
State- Developed Interim Assessments
https://tea.texas.gov/student.assessment/IA/
Student Success Initiative
https://tea.texas.gov/student.assessment/ssi/
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