2017 STAAR ACCOMMODATIONS

October 26, 2016
Event #43407
TEA's Student Assessment Division

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 located on TEA's Accommodation Resources webpage.

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

Agenda

- Overview of Major Changes slide #5
- Accessibility Features slide #7
- General Information about 2017 Policy slide #12
- Designated Supports that are Locally Approved slide #29
- Designated Supports Requiring TEA Approval slide #87
- Additional Information slide #109

Overview of Major Changes

- Changes to eligibility and assessments are marked in red throughout this presentation

- New organization of accommodation policy
  - *Accessibility Features*
  - *Designated Supports*
  - *Designated Supports Requiring TEA Approval*

- Broader eligibility for many accommodations

- STAAR (English version only) offered on paper and online in all grades and subjects.

- Addition of 2 new online-only accommodations (these are the pop-up and rollover accommodations previously found in STAAR L and STAAR A)
  - *Content Supports*
  - *Language and Vocabulary Supports*

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.

- In order to meet this goal, various features and accommodations are made available on STAAR paper and online tests to students who use the same or similar supports during classroom instruction .

ACCESSIBILITY FEATURES

This is a comprehensive training but does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.

Accessibility Features

- Previously referred to as “Allowable Test Administration Procedures and Materials”
- Include things that may be provided to students based on their needs
- Available to any student who regularly benefits from the use of these procedures or materials during instruction

Accessibility Features

- 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.
- 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.

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
- 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
- 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

Bilingual Dictionary for Mathematics, Science, and Social Studies

- Bilingual dictionaries must be word/phrase translation dictionaries only.

- They must NOT be designed to define words or to illustrate or explain content terminology or concepts.

GENERAL INFORMATION ABOUT 2017 POLICY

This is a comprehensive training but does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.

Accommodations = Designated Supports

	
Should be individualized to address the specific needs of each student	Are not necessary for every student
Might be appropriate for classroom use but might not be appropriate or allowed for use on a state assessment	Are not changes to the performance criteria or the content
Should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year	Are not intended to provide an advantage to a student
Should be documented in the appropriate student paperwork	Should not be provided to a student without evidence of effectiveness from year to year

Policy Documents

- Contain the information needed to make accommodation decisions for all students taking STAAR, STAAR Spanish, and TELPAS

- 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*

Description of Accommodation

- This section provides a general description of the accommodation.

- Above this section is the name of the accommodation and an Accommodation Request Form icon in the right-hand corner.
  - *TEA approval is NOT required.* 
  - *TEA approval IS required.* 

Assessments

- Accommodations may be used by eligible students only on the assessments listed in this section.
- In addition, this section may indicate whether the accommodation is available on paper, online, or both.
- Some accommodations are applicable to STAAR, STAAR Spanish, TELPAS, or any combination of these 3 programs.

Student Eligibility Criteria

- This section lists the eligibility criteria that must be met in order for the student to use the Designated Support on a state assessment.
- Only the committees listed in the Authority for Decision section can consider the eligibility for a student.
- Depending on the accommodation, the eligibility may be very general or very specific.
  - *All accommodations require that the student use the accommodation routinely, independently (if applicable), and effectively.*

Student Eligibility Criteria

- Routinely
  - *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.*

Student Eligibility Criteria

- Independently
  - *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.*

Student Eligibility Criteria

- Effectively
  - *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.*

Authority for Decision and Required Documentation

- This section describes who can make accommodation decisions for students, where to document these decisions, and what to record on the answer document.
  - ***Each of these bullets are NOT found on every Designated Support, meaning that not all students can be considered for all accommodations.***

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.

Authority for Decision and Required Documentation

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., RTI team, Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

- For a student receiving services under Section 504, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

Recording Accommodations on the Student's Answer Document

- *2017 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

- The following accommodation bubbles may be available, depending on the test and/or the mode of testing.
  - ***GA*** = *general accommodation*
  - ***LP*** = *large print*
  - ***XD*** = *extra day*
  - ***BR*** = *braille*
  - ***CS*** = *content support*
  - ***LV*** = *language and vocabulary support*

Examples/Types

- This section describes the specific examples or types of the accommodation that may be used on the state assessment.

- Pay careful attention to this list because it is sometimes exhaustive.

Special Instructions/Considerations

- 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*
  - *administering the assessment with the accommodation.*

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 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 (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, contact a member of the Accommodations Task Force. The district testing coordinator may need to submit an Accommodation Request Form.*

Accommodations in Emergency or Unexpected Situations

- There is no expectation that the student would have routinely received the Accessibility Feature or Designated Support 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 feature or support prior to testing, if time permits.
- After testing, document the availability of the Designated Support on the answer document even if the student did not use it.
- Consider the situation when interpreting test results.

DESIGNATED SUPPORTS THAT ARE LOCALLY APPROVED

This is a comprehensive training but does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.

Locally-Approved Designated Supports

- Previously referred to as “Type 1 accommodations” or “linguistic accommodations,”
- These include supports that may be made available to students who meet eligibility criteria.
- The decision to provide a Designated Support to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, LPAC, RTI team, student assistance team) listed on the specific policy document.

Locally-Approved Designated Supports

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

Designated Supports with ONE Student Eligibility Criterion

- A student may use these accommodations if he or she
  - *routinely and effectively uses them during classroom instruction and classroom testing.*

Same Eligibility as Last Year	Changed Eligibility from Last Year
Individualized Structured Reminders	Manipulating Test Material
Amplification Devices	Basic Transcribing
Projection Devices	Dictionary
	Braille

Designated Supports with ONE Eligibility Criterion: Authority for Decision and Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., RTI team, Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

Designated Supports with ONE Eligibility Criterion: Authority for Decision and Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- After state testing, GA or BR must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation or a braille test was made available to the student.

Designated Supports with ONE Eligibility Criterion: Assessments

- **Available on STAAR, STAAR Spanish, and TELPAS**
  - *Individualized Structured Reminders*
  - *Amplification Devices*
  - *Projection Devices*
  - *Basic Transcribing*
  - *Manipulating Test Material*

- **Available on STAAR**
  - *Braille*

- **Available on STAAR and STAAR Spanish grades 3-5 reading and writing tests**
  - *Dictionary*

Refer to the specific policy document for a list of examples/types and for the special instructions/considerations.

Extra Time: Student Eligibility Criteria

- A student may use this accommodation on STAAR or STAAR Spanish if he or she
  - *routinely and effectively uses this accommodation during classroom instruction and classroom testing,*
  - *is unable to effectively use any Accessibility Features or Designated Supports to address this need, and*
  - *meets at least one of the following (which makes it necessary for the student to have more time than is allowed in the standard test administration procedures).*
    - The student is a current ELL.
    - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
    - The student is identified with dyslexia or a related disorder per TEC §38.003 or has documented evidence of reading difficulties.
    - The student is receiving special education services and has evidence of reading difficulties documented in the IEP.
    - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a behavioral or emotional disabling condition that affects attention or focus.
    - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery.
    - The student is 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: Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., RTI team, Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

Extra Time: Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Large Print: Student Eligibility Criteria

- A student may use this accommodation on STAAR or STAAR Spanish if he or she
  - *routinely and effectively uses large-print materials, including text books, worksheets, etc., during classroom instruction and classroom testing, and*
  - *meets at least one of the following.*
    - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
    - The student is not able to accurately track letter to letter, word to word, or line to line.
    - The student has a physical disability which necessitates the use of large-print materials.

Large Print: Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., RTI team, Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

Large Print: Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- After state testing, LP must be recorded in the ACCOMM. field on the student's answer document.

Oral/Signed Administration: Assessments

Paper Tests	Online Tests
STAAR and STAAR Spanish math, science, social studies ✓ Questions, reference materials, and accommodations may be read aloud by test administrator	STAAR math, science, social studies ✓ Questions and embedded supports can be read aloud by text-to-speech (TTS) ✓ Reference materials and accommodations may be read aloud by test administrator
STAAR and STAAR Spanish reading and English I-III reading section ✓ Questions, reference materials, and accommodations may be read aloud by test administrator	STAAR reading and English I-III reading section ✓ Questions and embedded supports can be read aloud by TTS ✓ Reference materials and accommodations may be read aloud by test administrator
STAAR and STAAR Spanish writing and English I-III writing section ✓ Required reference materials and accommodations may be read aloud by test administrator	STAAR writing and English I-III writing section ✓ Revising passages, revising questions, and embedded supports can be read aloud by TTS ✓ Required reference materials and accommodations may be read aloud by test administrator

Oral/Signed Administration: Student Eligibility Criteria

- A student may use this accommodation if he or she
  - *routinely and effectively uses this accommodation during classroom instruction and classroom testing, and*
  - *meets at least one of the following:*
    - The student is a current ELL.
    - The student does not receive special education or Section 504 services but is identified with dyslexia or a related disorder per TEC §38.003.
    - The student does not receive special education or Section 504 services but has documented evidence of reading difficulties.
    - The student receives Section 504 services and is identified with dyslexia or a related disorder per TEC §38.003.
    - The student receives Section 504 services and has documented evidence of reading difficulties.
    - The student receives special education services and is identified with dyslexia or a related disorder per TEC §38.003.
    - The student receives special education services and has documented evidence of reading difficulties.

Oral/Signed Administration

- Evidence of reading difficulties
  - *This is a problem with reading that 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
  - *The appropriate team of people at the campus level (i.e., RTI team, Section 504 committee, ARD committee) should review the student's current documentation and instructional supports and determine if this evidence indicates a reading difficulty.*
    - If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.

Oral/Signed Administration: Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., RTI team, Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

Oral/Signed Administration: Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Oral/Signed Administration

- **Oral Administration of STAAR and STAAR Spanish Paper Tests and STAAR Braille Tests**
  - *Test administrators must be trained in the procedures specific to an oral administration. Guidelines for providing an oral administration can be found in the Oral/Signed Administration Guidelines document that will be posted on the Accommodation Resources webpage.*
  - *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
  - *It is the responsibility of the appropriate team of people at the campus level to determine eligibility and 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 if this option is documented.*

Oral/Signed Administration

- **Text-to-Speech (TTS) on STAAR Online Tests**
  - *TTS allows a student to independently select and change his or her level of reading support during the test administration. Do NOT document levels of reading support for TTS.*
  - *A student MUST take an online test using TTS in the following instances:*
    - Students eligible for an Oral Administration of a writing test should take STAAR online since text-to-speech will read aloud the revising passages, test questions, and answer choices.
    - Students eligible for an Oral Administration and Content Supports and/or Language and Vocabulary Supports should take STAAR online since these supports are only offered online. TTS will also read aloud the text in the embedded supports (i.e., pop-ups and rollovers).
  - *It is recommended that students complete the STAAR online tutorial as well as practice using the STAAR L or STAAR A release tests prior to test administration. These resources allow students to become familiar with the functionality of online tests.*

Supplemental Aids: Student Eligibility Criteria

- A student may use this accommodation on STAAR and STAAR Spanish if
  - *instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and*
  - *he or she routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing.*

Supplemental Aids: Authority for Decision and Required Documentation

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Supplemental Aids: Examples/Types

- ONLY the paper-based supplemental aids listed are allowed on STAAR or STAAR Spanish.

- You must review the policy document for specific information about each of these examples/types of supplemental aids listed in the presentation.

- All Subjects
  - *Mnemonic Devices*
  - *Blank Graphic Organizers*

Supplemental Aids: Examples/Types

- Math Charts and Graphics
  - *Number charts (e.g., 100 chart) with no special highlighting*
  - *Place value chart with no labels (i.e., words) or specific examples*
  - *Pictorial models of fraction bars or fraction circles with no labels*
  - *Pictorial models of one-, two-, and three-dimensional geometric figures with no labels*

- NOTE: Addition and multiplication charts were removed from this list and added to Calculation Aids.

Supplemental Aids: Examples/Types

- Written Composition
  - *Grammar and Mechanics Rules with no specific examples*
- Science Graphics
  - *Graphics of scientific concepts with no labels*
  - *Formula triangles with variables only*
- Social Studies
  - *Blank maps*
  - *Timelines with dates only*

Content Supports
Language and Vocabulary Supports:
Assessments and Student Eligibility Criteria

- These accommodations, mainly in the form of pop-ups and rollovers, are available on STAAR online tests only.
  - *These accommodations are NOT available on Algebra II or English III.*

- A student may use this accommodation if
  - *instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and*
  - *he or she routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing.*

Content Supports
Language and Vocabulary Supports:
Authority for Decision and Required Documentation

- In the case of an ELL, the decision is made by the student's LPAC based on the eligibility criteria and is documented in the student's permanent record file.

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

Content Supports
Language and Vocabulary Supports:
Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- If the ARD or Section 504 committee selected one or more STAAR A assessments for Spring 2017, the committee will need to update the student's IEP or Section 504 plan so that it reflects each assessment the student will take and describes the accommodations that the student requires during testing. A district must determine on a case-by-case basis whether a student's IEP should be revised in an ARD committee meeting or through an agreement to amend the student's IEP.

- After state testing, CS or LV must be recorded in the ACCOMM. field in the Texas Assessment Management System.

Content Supports: Accommodation Guidelines

Pop-ups :

- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- isolate specific information in a graphic or list that is referenced in the question
- define literary terms
- apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed
- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations

Content Supports: Accommodation Guidelines

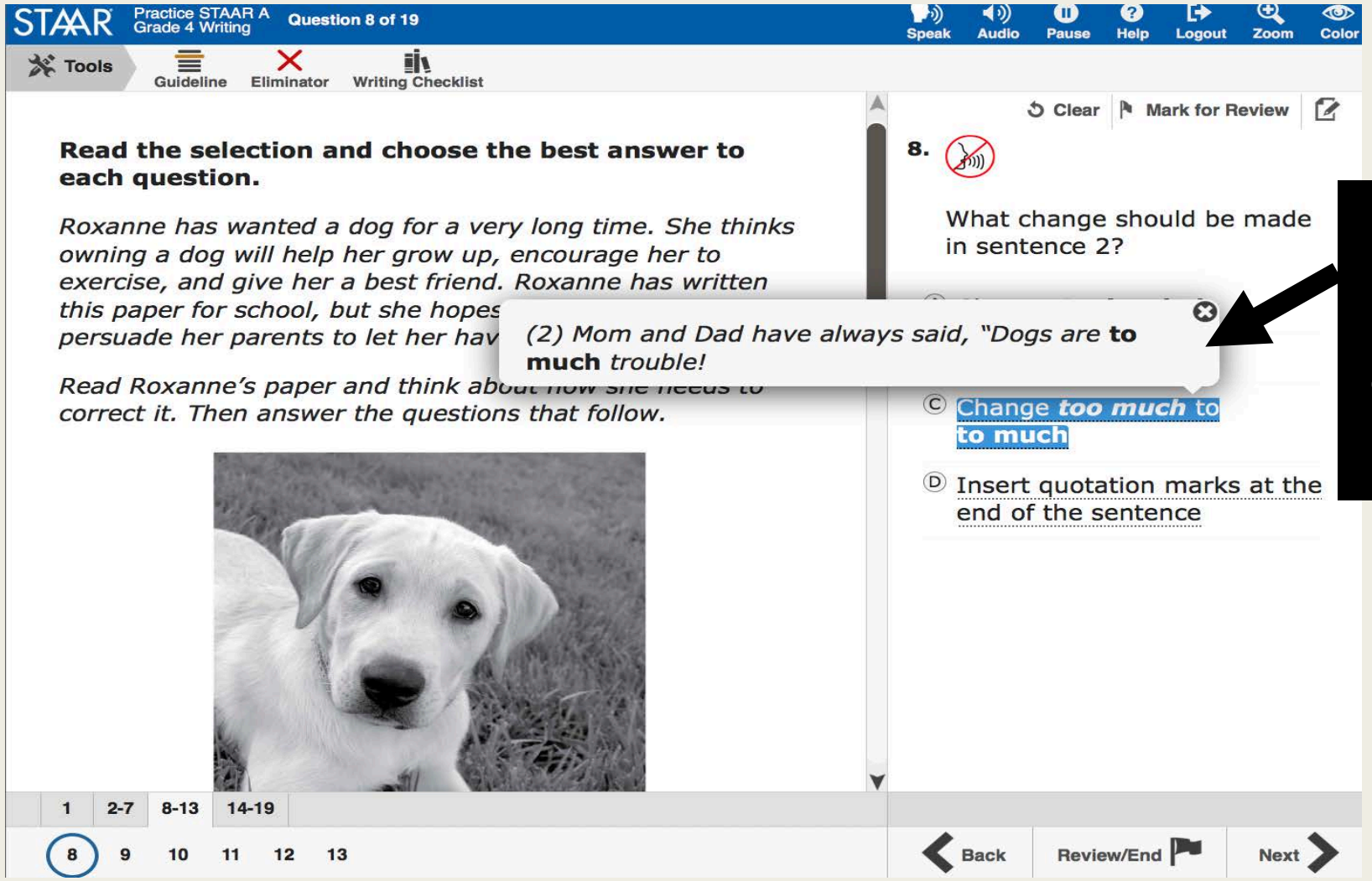
Rollovers

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)

Supplementary Materials

- blank Punnett squares (biology only)
- writing checklists (writing , English I, and English II only)

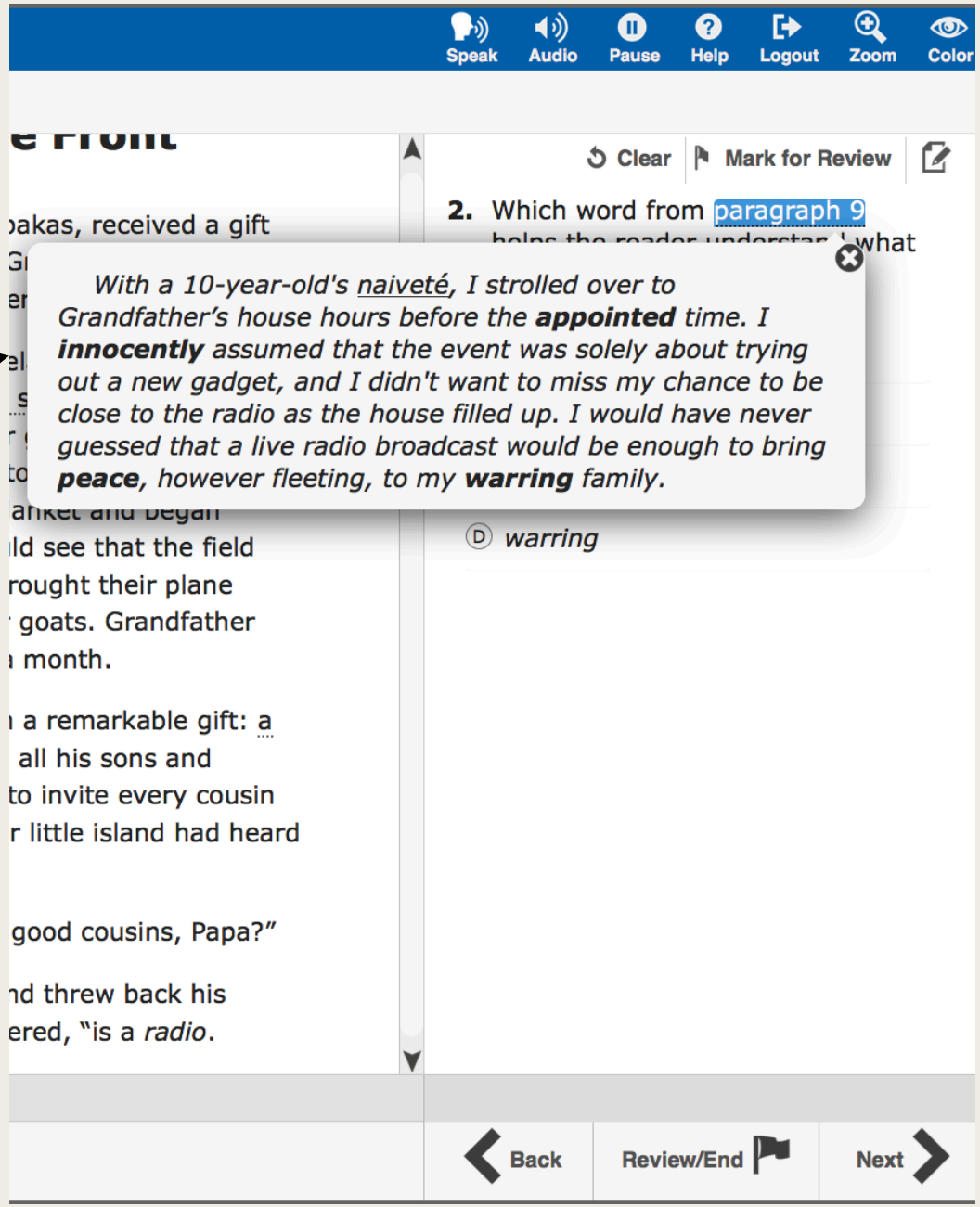
Content Supports: Examples



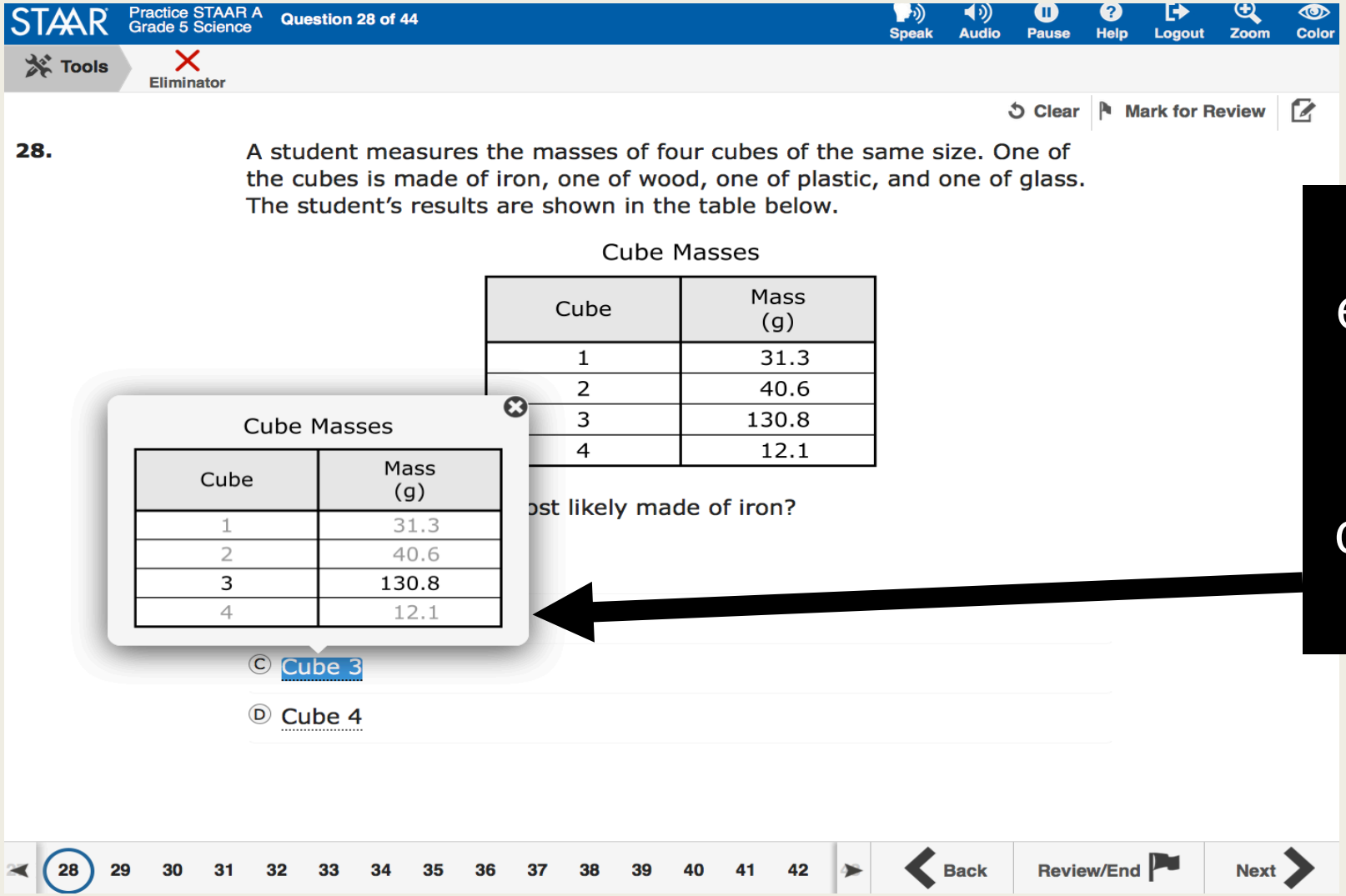
This pop-up isolates information that corresponds to each answer choice.

Content Supports:
Examples

This pop-up also isolates information that corresponds to each answer choice.



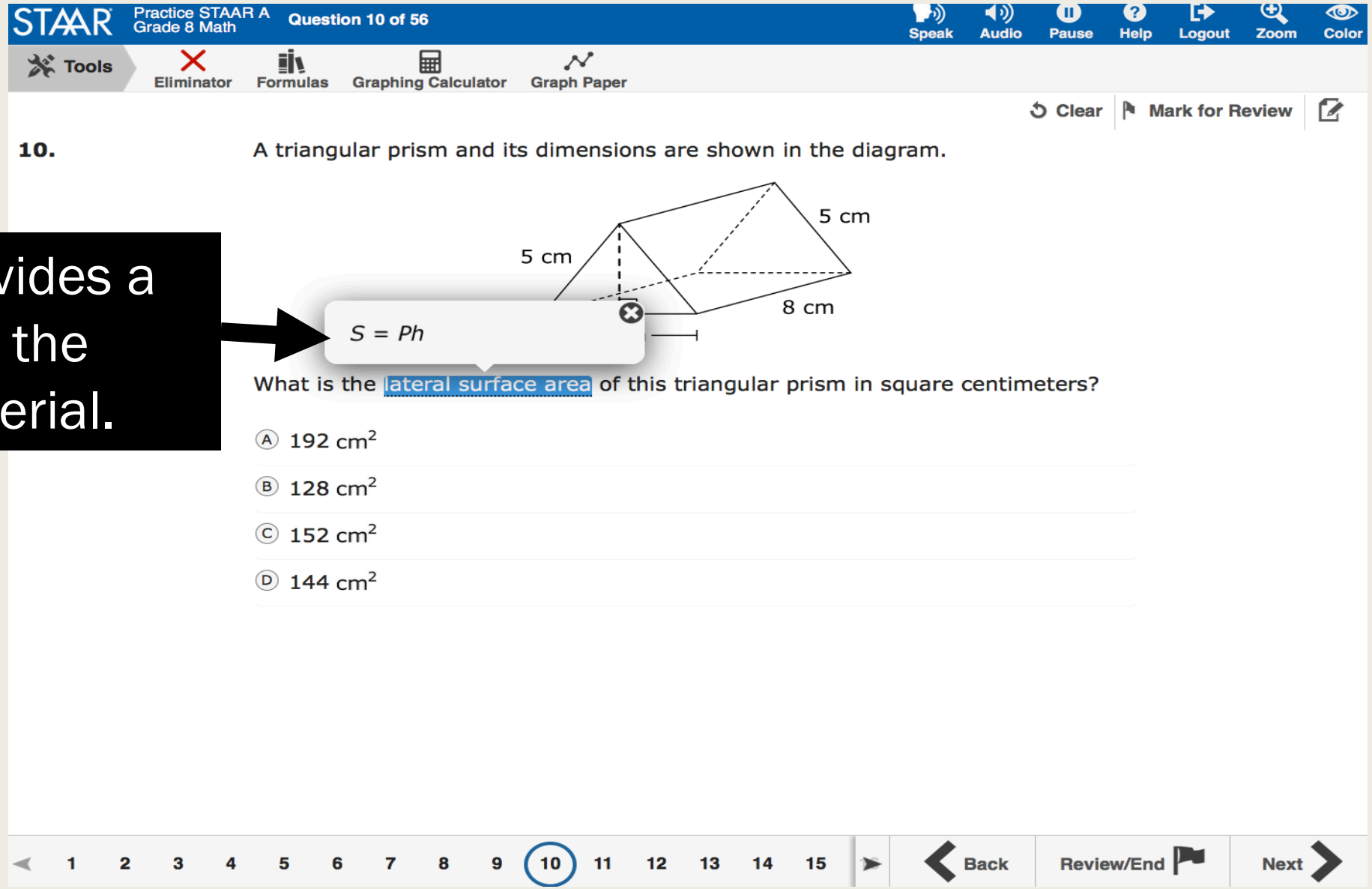
Content Supports: Examples



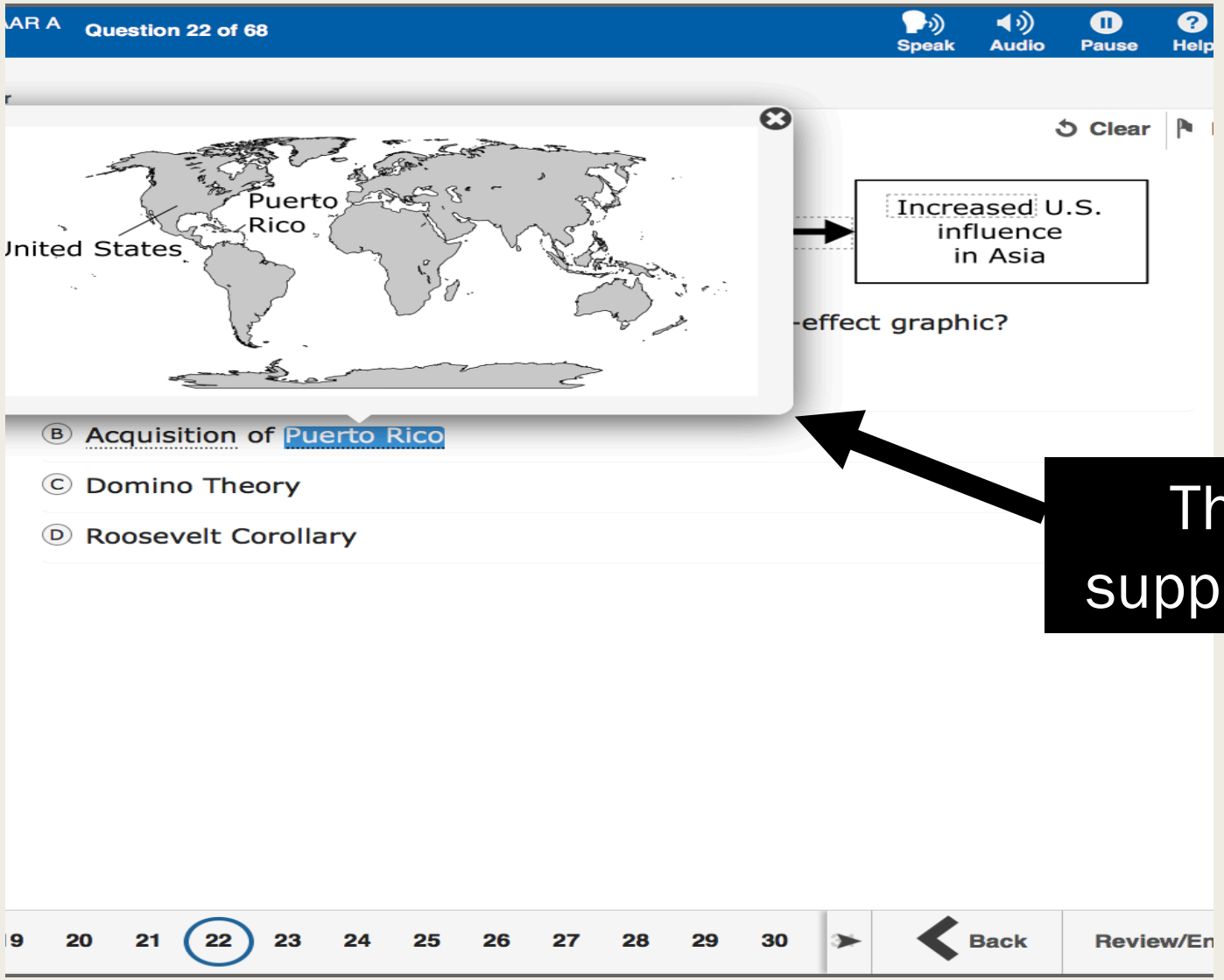
This is another example of a pop-up that isolates information that corresponds to each answer choice.

Content Supports: Examples

This pop-up provides a formula from the reference material.

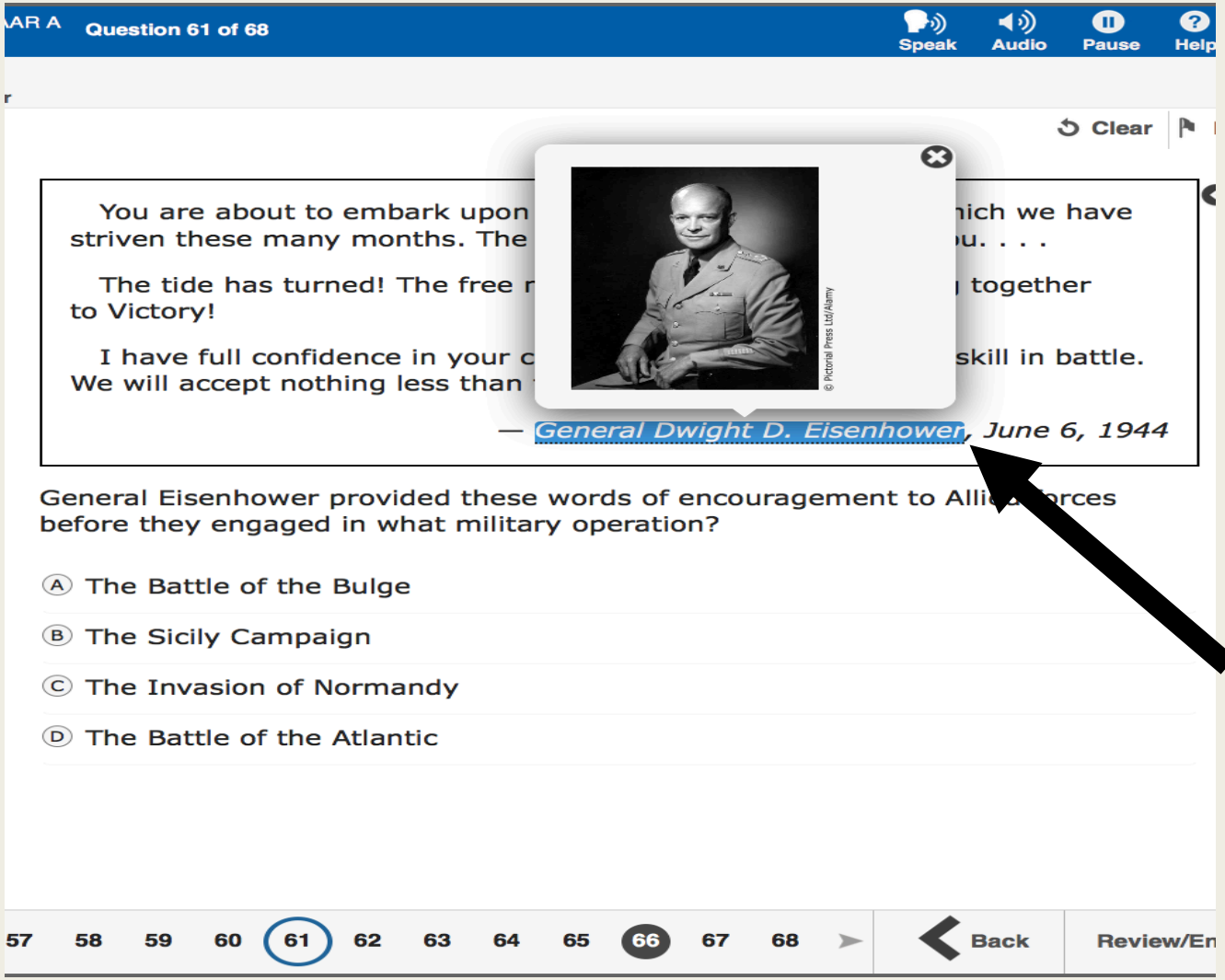


Content Supports: Examples



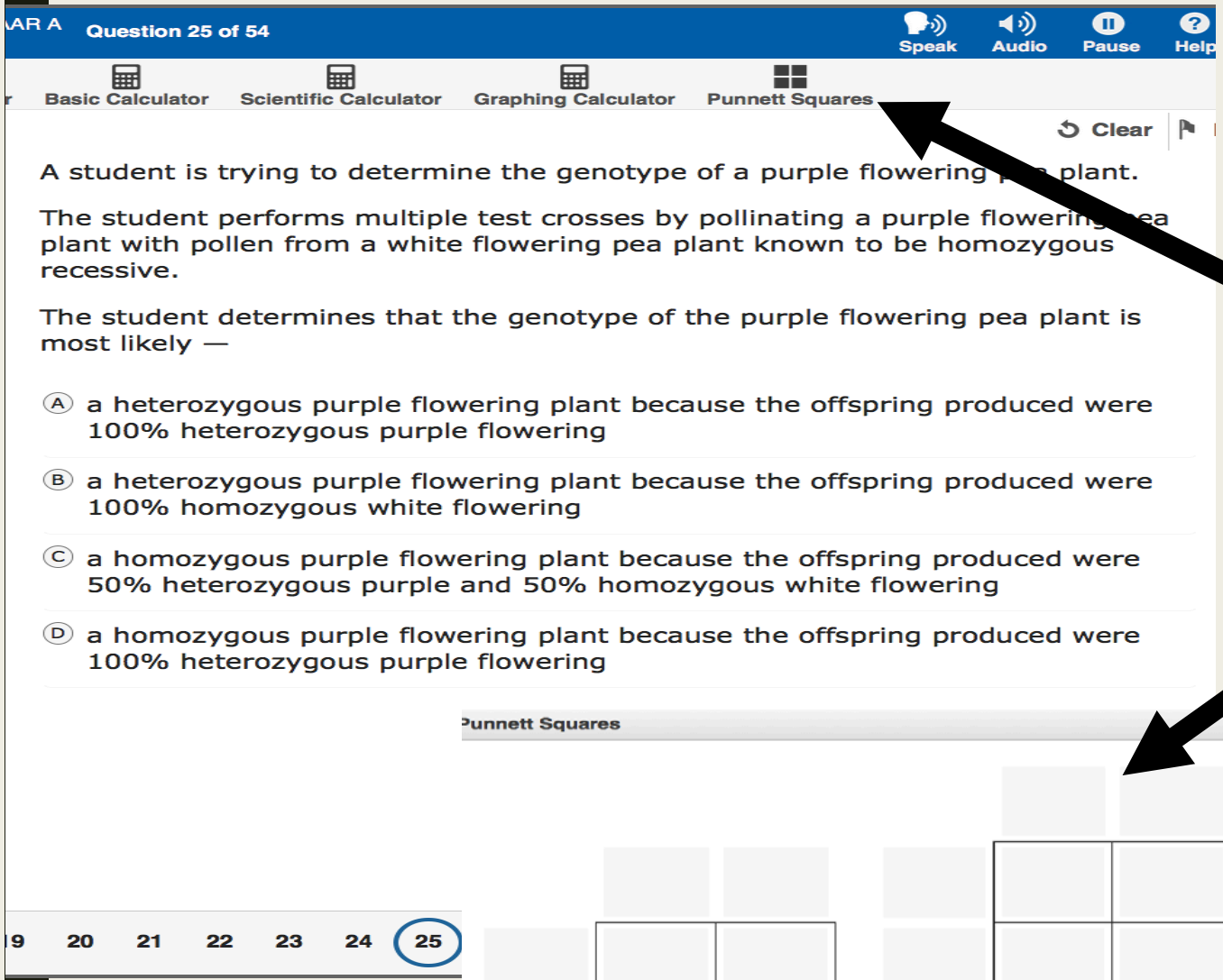
This pop-up provides a supplemental aid (i.e., map).

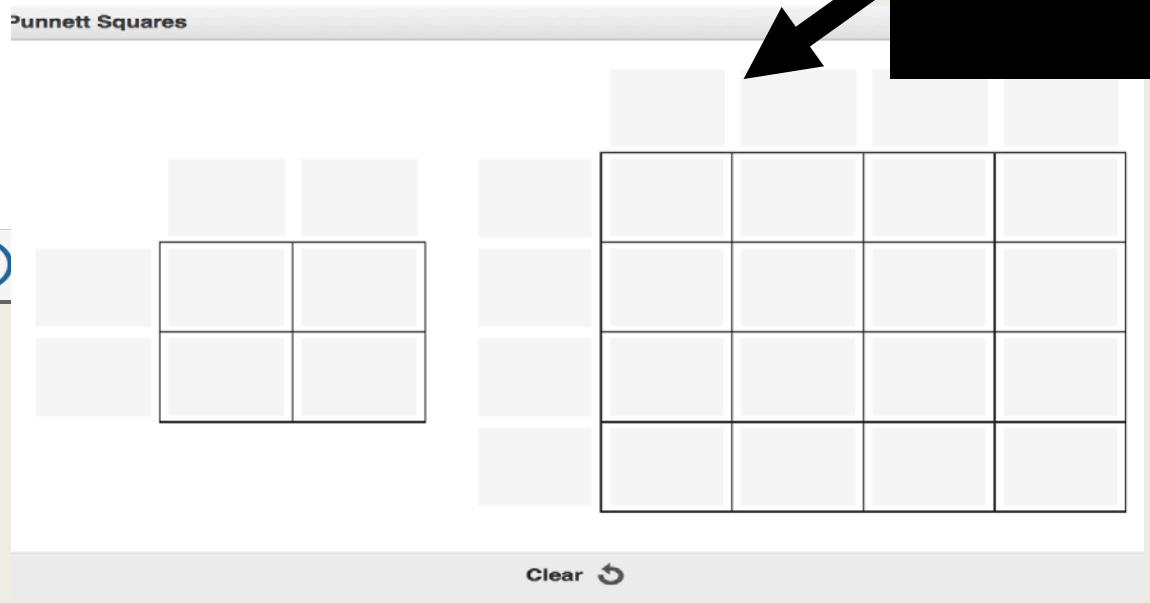
Content Supports: Examples



This pop-up provides visual representation (i.e., photograph) of a historical figure.

Content Supports: Examples





This is a supplementary material. Blank Punnett squares are available for a student to use on STAAR biology with Content Supports.

Language and Vocabulary Supports: Accommodation Guidelines

Pop-ups:

- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations

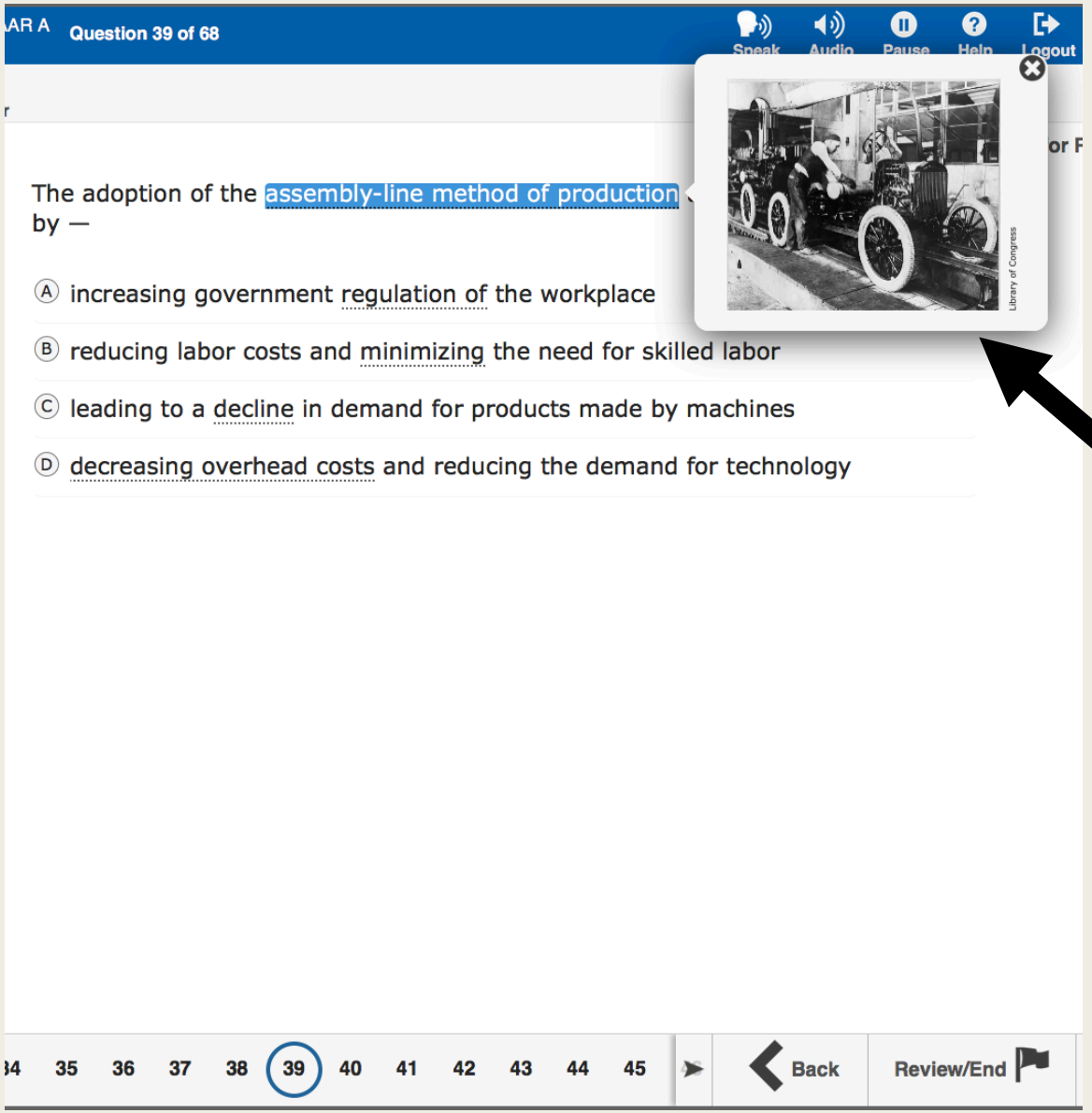
Rollovers:

- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts, respecting the TEKS based academic vocabulary

Pre-reads:

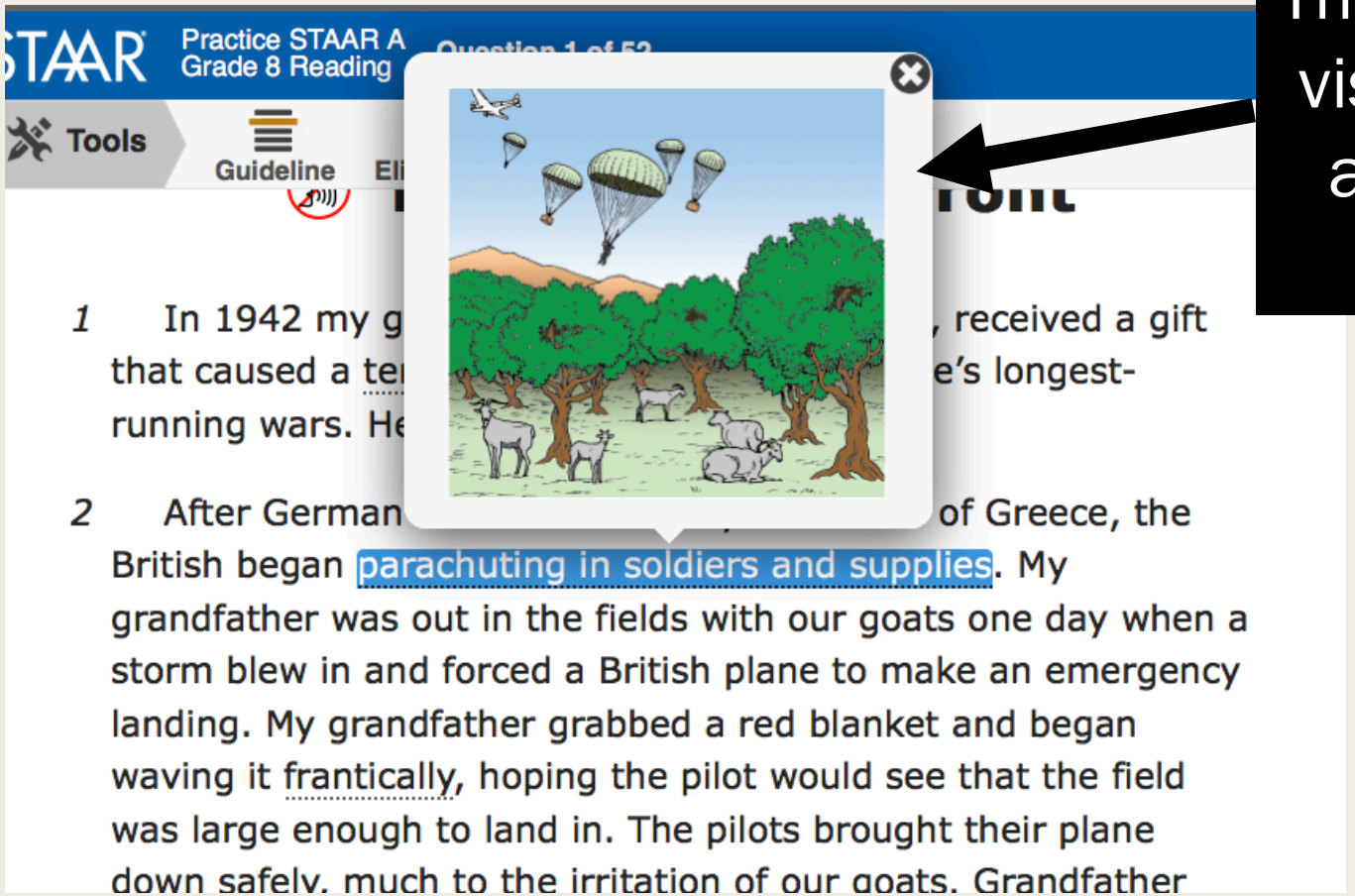
- offer text prior to the selection (only for reading 3-8, writing 4 & 7, English I, and English II)

Language and Vocabulary Supports: Examples



This pop-up provides a visual representation (i.e., photograph) of the vocabulary.

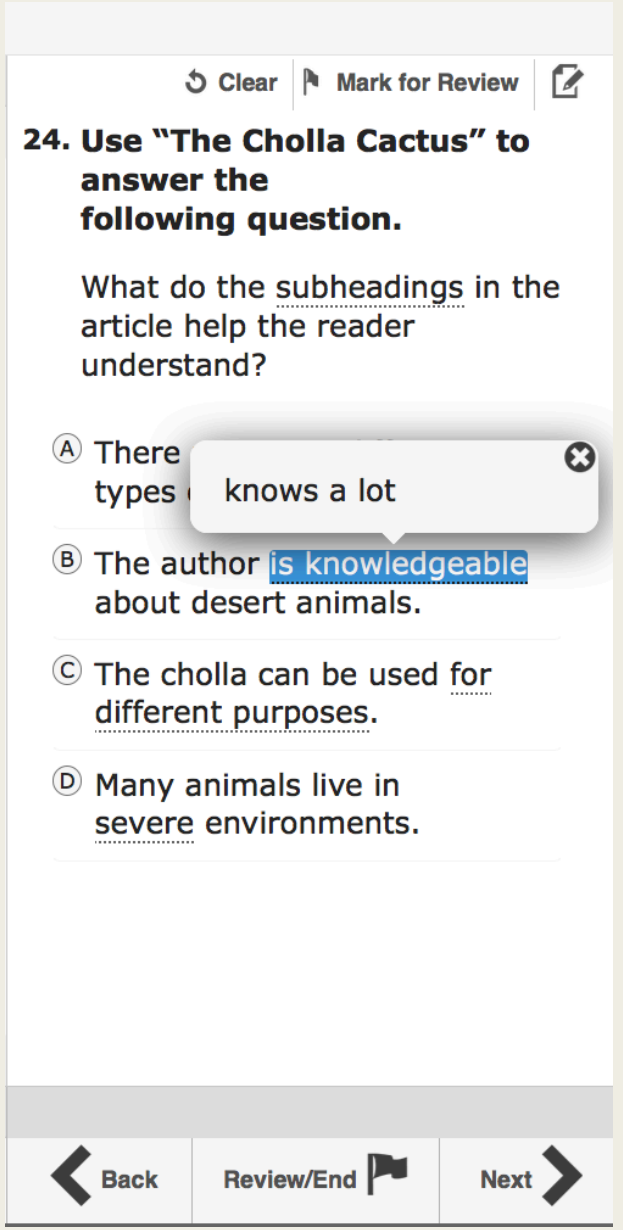
Language and Vocabulary Supports:
Examples

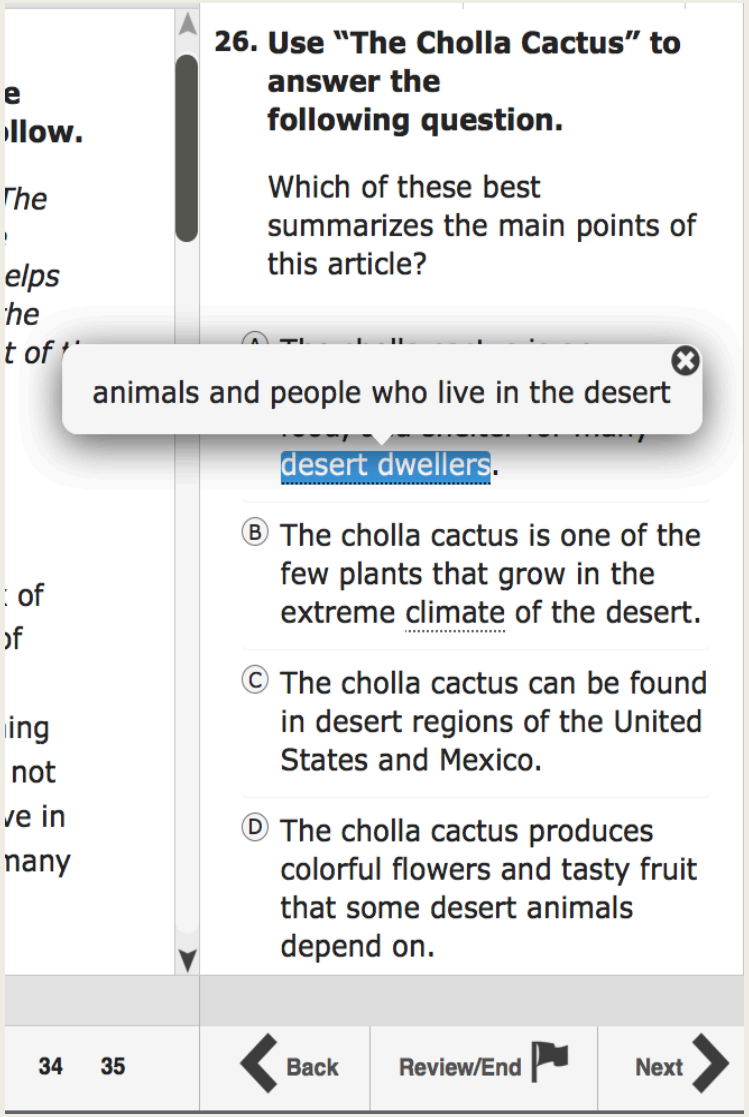


This pop-up also provides a visual representation (i.e., art) of the language in a reading selection.

Language and Vocabulary Supports: Examples

These pop-ups clarify construct-irrelevant words.





Language and Vocabulary Supports:
Examples

This rollover clarifies text using simpler and consistent language.

The development of cities has destroyed the habitats of many animals. Some animals have adjusted well to their new city habitats, but others have not. Which of these characteristics would be most useful to a wild animal living in a city?

Ⓐ Being active at night

Ⓑ Eating only one type of food

Ⓒ Needing a large amount of space to live

Ⓓ Producing a very small number of offspring

When people build cities, they destroy the habitats of many animals. Some animals learn to live in a new habitat in the city. Other animals do not learn to live in a city habitat. Which of these best helps a wild animal living in a city?

Ⓐ Being active at night

Ⓑ Eating only one type of food

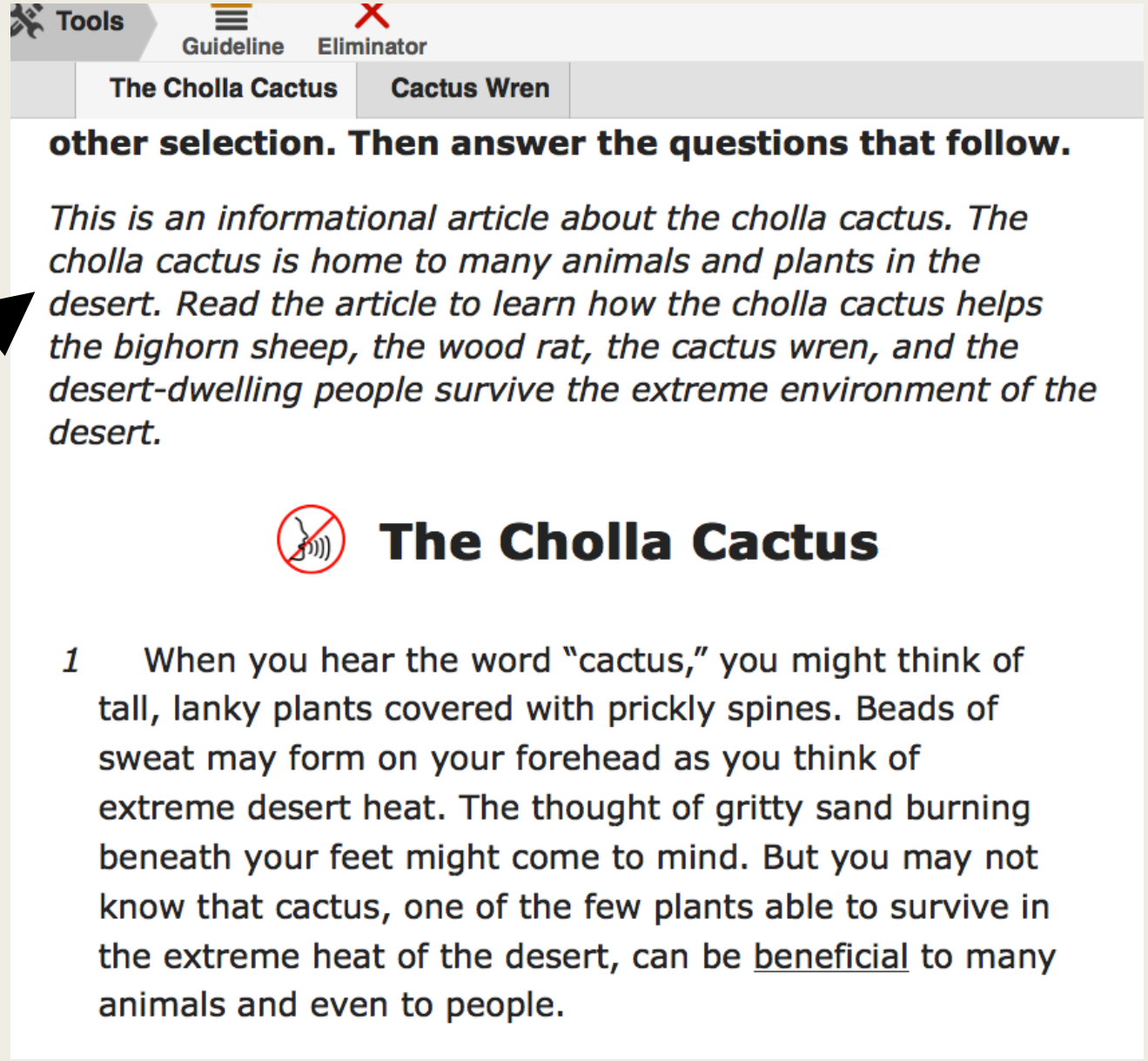
Ⓒ Needing a large amount of space to live

Ⓓ Producing a very small number of offspring

Language and Vocabulary Supports:

Examples

Prereading text appears before all reading and writing selections.



Content Supports
Language and Vocabulary Supports:
Special Situations

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

- Technology-based accommodations enable most students to test online; however, 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.*

- Instructions for submitting a paper request will be updated soon and will be posted on the TEA's District and Campus Coordinator Manual 2017 Resources webpage. We will begin accepting requests in early 2017.
  - *An Accommodation Request Form should NOT be used for these requests. The Designated Response requiring TEA approval will be indicated on the paper request form.*

Content Supports
Language and Vocabulary Supports:
Special Situations

- For students taking a braille test who are eligible for Language and Vocabulary Supports or Content Supports, contact TEA's Student Assessment Division at 512-463-9536 to discuss student options.

- It is possible to order a paper version of the assessment for this particular situation; however, special instructions may apply.

Content Supports
Language and Vocabulary Supports:
Special Situations

- For students who are deaf or hard-of-hearing who are eligible for
  - *Oral/Signed Administration, AND*
  - *Language and Vocabulary Supports AND/OR Content Supports*
- Students will take the STAAR online but are not able to access the text-to-speech function.

- 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.
  - *Both of these documents will be updated for 2017 and posted to TEA's website.*

- Based on feedback from last year, TEA is looking into options with regards to the proctor codes. More information will follow closer to testing.

Content Supports
Language and Vocabulary Supports:
Special Situations

- Previous policy regarding transcribing student's responses to the writing prompt for STAAR A grade 4 writing has not changed for students taking 2017 STAAR online. For students taking 4th grade STAAR writing online, it is not necessary for them to meet the eligibility criteria for Basic Transcribing.

- This specific group of students may have their responses to the writing prompt transcribed into the online test in accordance with guidelines listed in Basic Transcribing.
  - Note: This is not a requirement of the administration and decisions regarding this provision must be based on individual student need. TEA will continue to review this policy for subsequent administration years.

- Students in all other grades and subjects must meet the eligibility requirements for Basic Transcribing in order to have their written responses transcribed.

Math Manipulatives: Student Eligibility Criteria

- A student may use this accommodation on STAAR and STAAR Spanish if
  - *instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and*
  - *he or she routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing.*

Math Manipulatives: Authority for Decision and Required Documentation

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Math Manipulatives: Examples/Types

- You must review the policy document for specific information about each of these examples/types of math manipulatives listed in the presentation

- This accommodation may include **only**
  - *money*
  - *Clock with no gears*
  - *base-ten blocks*
  - *counters (e.g., two-sided chips, blocks, beans)*
  - *algebra tiles with no labels*
  - *fraction pieces with no labels*
  - *geometric figures with no labels*

- NOTE: Translucent (tracing) paper was removed from this list, but it may be considered a form of scratch paper which is an accessibility feature.

Spelling Assistance: Student Eligibility Criteria

- A student may use this accommodation on responses to the written composition if he or she
  - *receives special education or Section 504 services,*
  - *routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing, and*
  - *is 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: Authority for Decision and Required Documentation

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Spelling Assistance: Examples/Types

- This accommodation may include **only**
  - *frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)*
  - *spell check function on a word processor*
  - *pocket spellchecker*
  - *word-prediction software*
  - *text-to-speech software or devices (i.e., software or devices that read aloud student-generated text)*
  - *speech-to-text software (i.e., software that converts the student's spoken language into print)*

Calculation Aids: Student Eligibility Criteria

- A student may use this accommodation on STAAR or STAAR Spanish grades 3-7 mathematics and 5 and 8 science if he or she
  - *receives special education or Section 504 services,*
  - *routinely, independently, and effectively uses the accommodation during classroom instruction and classroom testing, and*
  - *meets at least one of the following for the applicable grade.*

Grades 3 and 4

- The student has a physical disability…
- The student has an impairment in vision…

Grades 5 through 8

- The student has a physical disability…
- The student has an impairment in vision…
- The student has a disability that affects mathematics calculations…

Calculation Aids

- Eligibility for grades 3-4 versus grades 5–8
  - *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.*

Calculation Aids

- Disability in math calculation
  - *This is a problem adding, subtracting, multiplying, and dividing using paper and pencil that can be caused by various reasons, including (but not limited to) a*
    - learning disability in mathematics calculation
    - ADD/ADHD
    - behavioral or emotional problem
    - processing or memory issue
  - *The ARD or Section 504 committee should review the student's current documentation and instructional supports and determine if this evidence indicates that the student's disability causes him or her to have a problem calculating with pencil and paper.*
    - If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.

Calculation Aids: Authority for Decision and Required Documentation

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Calculation Aids: Examples/Types

- This accommodation may include **only**
  - *four-function calculator*
  - *scientific calculator*
  - *graphing calculator*
  - *large-key calculator*
  - *abacus or Cranmer modified abacus*
  - *audio-graphing calculator*
  - *speech-output calculator*
  - *0-9 addition grid with no special numbers indicated*
  - *grade-appropriate multiplication grid with no special numbers indicated*

DESIGNATED SUPPORTS REQUIRING TEA APPROVAL

This is a comprehensive training but does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.

Designated Supports Requiring TEA Approval

- Previously referred to as “Type 2 accommodations.”

- The appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, LPAC, RTI team, student assistance team) listed on the policy document determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA.

Same as Last Year	
Extra Day	Photocopy
Complex Transcribing	Other
Math Scribe	

Extra Day: Student Eligibility Criteria

- Submit an Accommodation Request Form to TEA if the student is taking STAAR, STAAR Spanish, or TELPAS and
  - *routinely and effectively uses this accommodation during classroom instruction and classroom testing,*
  - *is unable to effectively use any Accessibility Features or locally-approved Designated Supports to address this need, and*
  - *meets at least one of the following.*
    - The student has a severe impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]). This includes students who take the braille test and require an extra day.
    - The student has a severe behavioral or emotional disabling condition, the manifestation of which makes him or her unable to continue working for a prolonged period of time or during certain times of the day.
    - The student has a 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.
    - The student is identified with an autism spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral or emotional reactions that cannot be appropriately managed without an additional day of testing.

Extra Day: Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., RTI team, Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

Extra Day: Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- After state testing, XD must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations.

Complex Transcribing: Student Eligibility Criteria

- Submit an Accommodation Request Form to TEA if the student will be responding to a written composition and
  - *routinely and effectively uses this accommodation during classroom instruction and classroom testing,*
  - *is unable to effectively use Basic Transcribing to address this need, and*
  - *meets at least one of the following.*
    - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
    - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the Texas Assessment Management System for online tests.

Complex Transcribing: Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., RTI team, Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

Complex Transcribing: Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Math Scribe: Student Eligibility Criteria

- Submit an Accommodation Request Form to TEA if the student is taking a mathematics or science test and
  - *routinely and effectively uses this accommodation during classroom instruction and classroom testing,*
  - *is unable to effectively use any Accessibility Features (e.g., various sizes or types of scratch paper/another workspace) or locally-approved Designated Support (e.g., calculator) to address this need, and*
  - *meets at least one of the following.*
    - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
    - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording scratch work and computations.

Math Scribe: Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., RTI team, Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

Math Scribe: Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Photocopy: Student Eligibility Criteria

- Submit an Accommodation Request Form to TEA if the student is taking STAAR or STAAR Spanish and
  - *receives special education services,*
  - *routinely receives this accommodation during classroom instruction and classroom testing,*
  - *is unable to effectively use other accommodations or any Accessibility Features to address this need, and*
  - *meets at least one of the following.*
    - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) and requires test materials in a size larger than the state-supplied large-print test materials.
    - The student has a physical disability that prevents him or her from effectively manipulating test materials printed on both sides of the paper or turning the pages in a test booklet.

Photocopy: Authority for Decision and Required Documentation

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., RTI team, Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Documents that can be Photocopied without Submitting an Accommodation Request Form

- Test administration directions
- Blank answer documents
- State-supplied mathematics graph paper
- State-supplied reference materials for grade 8 mathematics and science and Algebra I and Algebra II

- NOTE: Electronic versions of the reference materials are located with other online resources in the assessment management system.

Other: Student Eligibility Criteria

- Accommodations that fall into this category are only for students who have unique needs that are not specifically addressed with any Accessibility Feature or locally-approved Designated Supports. These accommodations are not intended to provide additional supplemental aids not listed as allowable, or for students who fail to meet established eligibility criteria for Designated Supports.

- Submit an Accommodation Request Form to TEA if the student is taking STAAR, STAAR Spanish, or TELPAS and
  - *the student routinely, independently, and effectively (if applicable) receives this accommodation during classroom instruction and classroom testing,*
  - *the student is unable to effectively use other accommodations or any Accessibility Features 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.*

Other: Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.

- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., RTI team, Section 504 committee, ARD committee) in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

Other: Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.
  - *Special instructions sent with an approval may indicate other information that should be recorded as well.*

Accommodation Request Process

- Online form opens for spring 2017 submissions in early 2017

- Accommodation Request Forms must be received by TEA according to the posted deadlines.
  - *Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decisions).*

Accommodation Request Process

- The request must be approved by TEA before a student can use the Designated Support on the state assessment. This type of support must be documented in the student's paperwork as “pending TEA approval.”
  - *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.*
  - *In the event that a request is denied, the campus should be prepared to meet the student’s needs with Accessibility Features or other locally-approved Designated Supports.*

Accommodation Request Process

- 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*

Accommodation Request Process

- 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

- 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.
  - *District personnel completing the online Accommodation Request Form should review the training documentation, especially if he or she is doing this for the first time.*
- 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.

ADDITIONAL INFORMATION

STAAR Alternate 2 and TAKS Accommodation Resources

- STAAR Alternate 2
  - *Information about allowable accommodations for this program can be found on the STAAR Alternate 2 Resources webpage.*
- TAKS
  - *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.*

Accommodation Resources

- Resources that are currently available.
  - *Released tests*
  - *STAAR Accommodations Update PowerPoint*

- Resources that will be posted to the Accommodation Resources webpage soon.
  - *Policy Documents*
  - *Educator Guide to Accessibility within the STAAR Program*
  - *Updated Oral Administration Guidelines*
  - *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*
  - *Font and Point Sizes Matrices for STAAR, STAAR Spanish, TELPAS, and TAKS*
  - *Transcribing Griddable Questions Training Document and Student Documents*
  - *Supplemental Aids PowerPoint*

TEA's Student Assessment Division

- 512-463-9536
- Ell.tests@tea.texas.gov
- Assessment.studentswithdisabilities@tea.texas.gov