ACCESSIBILITY WITHIN THE STAAR PROGRAM

2017 TEXAS ASSESSMENT CONFERENCE
TEXAS EDUCATION AGENCY
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DISCLAIMER

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- If any of the slides are changed for local use, please remove the TEA footers.
- 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
- Accommodation Request Process
- Special Paper Request Process
- Special Situations and Frequently Asked Questions
- Online Tutorials and Practice Tests

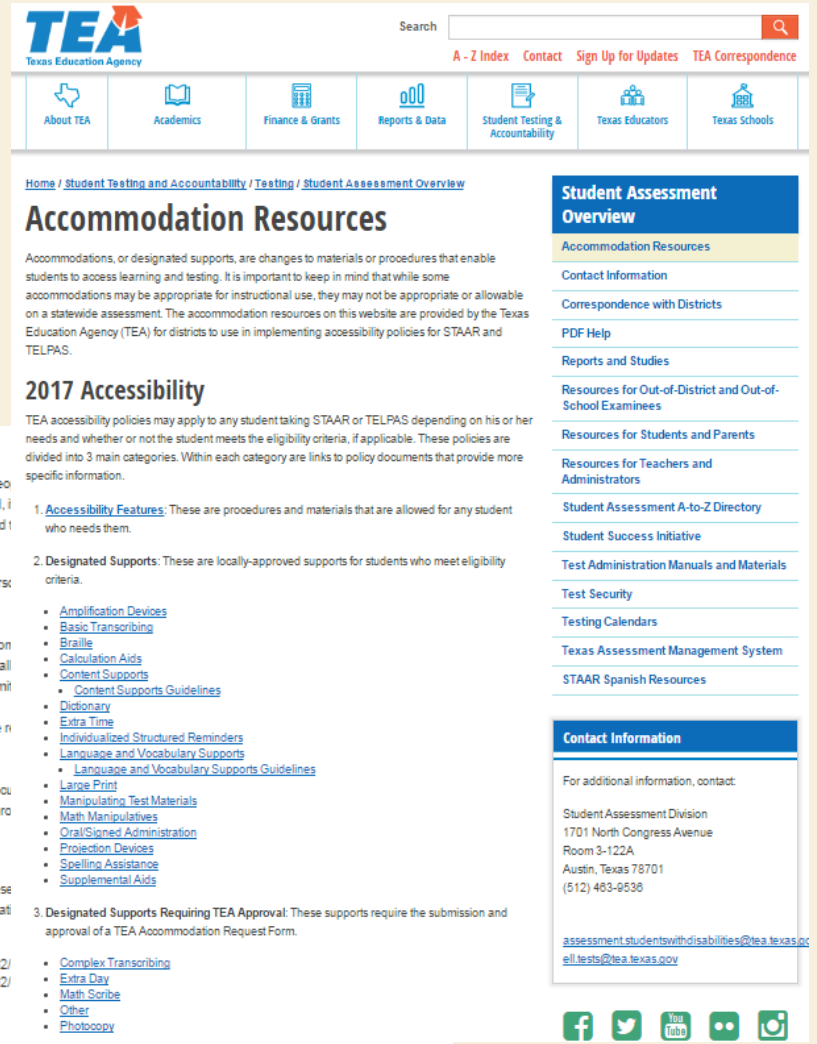
ACCESSIBILITY WITHIN THE STAAR PROGRAM

ACCOMMODATION RESOURCES WEBPAGE

- http://tea.texas.gov/student.assessment/accommodations/

- Every year in the fall, the Accommodation Resources webpage is updated with policy documents and training materials that apply to the state assessments for that school year.

- The training schedule is posted on TEA's Student Assessment TETN Schedule webpage at http://tea.texas.gov/student.assessment/training/tetn-schedule/.



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Accommodation Resources

Accommodations, or designated supports, are changes to materials or procedures that enable students to access learning and testing. It is important to keep in mind that while some accommodations may be appropriate for instructional use, they may not be appropriate or allowable on a statewide assessment. The accommodation resources on this website are provided by the Texas Education Agency (TEA) for districts to use in implementing accessibility policies for STAAR and TELPAS.

2017 Accessibility

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.

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.
   - Amplification Devices
   - Basic Transcribing
   - Braille
   - Calculation Aids
   - Content Supports
     - Content Supports Guidelines
   - Dictionary
   - Extra Time
   - Individualized Structured Reminders
   - Language and Vocabulary Supports
     - Language and Vocabulary Supports Guidelines
   - Large Print
   - Manipulating Test Materials
   - Math Manipulatives
   - Oral/Signed Administration
   - Projection Devices
   - Spelling Assistance
   - Supplemental Aids
3. Designated Supports Requiring TEA Approval: These supports require the submission and approval of a TEA Accommodation Request Form.
   - Complex Transcribing
   - Extra Day
   - Math Scribe
   - Other
   - Photocopy

Accommodation Request Process

For designated supports requiring TEA approval, the appropriate team of peo determines whether the student meets all of the specific eligibility criteria and, Accommodation Request Form to TEA. Educators must read and understand links below prior to submitting an Accommodation Request Form to TEA.

The Accommodation Request Process (PDF) guides district and campus perso requesting designated supports.

The Training Document (external link PDF) outlines the steps to take when con Accommodation Request Form in the online system. It is recommended that all the online Accommodation Request Form review this document prior to submit

The Online Accommodation Request Form (external link) leads to the online educators must fill out to request a designated support.

The 2017 Online Accommodation Request Submission Deadlines (PDF) docu for submitting online accommodation requests for each test administration thro

Training and Presentations

The following resources provide training opportunities (e.g., PowerPoint prese training, training manuals) for educators needing information on accommodati

- Student Assessment TETN Schedule
- 2017 Accommodations Allowable Supplemental Aids (PDF updated 12/02/
- 2017 Accommodations Allowable Supplemental Aids (PPT updated 12/02/
- 2017 STAAR Accommodations (PDF updated 11/08/16)
- 2017 STAAR Accommodations (PPT updated 11/08/16)
- STAAR Accommodations Update (PDF posted 10/07/16)
- STAAR Accommodations Update (PPT posted 10/07/16)

Related Resources

- NEW! Classroom Accommodations and the Link to Language and Vocabulary Supports and Content Supports (PDF)
- Accommodations in Unexpected or Emergency Situations (PDF)
- General Instructions for Administering Large-Print State Assessments (PDF)
- General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing (PDF)
- General Instructions for Administering Braille State Assessments (PDF)
- 2017 Oral/Signed Administration Guidelines (PDF)
- Educator Guide to Accessibility within the STAAR program (PDF)
- Font and Point Sizes Matrices for STAAR, STAAR Spanish, TELPAS, and TAKS (PDF)
- Transcribing Griddable Questions Training Document and Student Documents (Coming Soon)
- 2016 Accommodation Resources
- STAAR A Resources Archive

Student Assessment Overview

- Accommodation Resources
- Contact Information
- Correspondence with Districts
- PDF Help
- Reports and Studies
- Resources for Out-of-District and Out-of-School Examinees
- Resources for Students and Parents
- Resources for Teachers and Administrators
- Student Assessment A-to-Z Directory
- Student Success Initiative
- Test Administration Manuals and Materials
- Test Security
- Testing Calendars
- Texas Assessment Management System
- STAAR Spanish Resources

Contact Information

For additional information, contact:

Student Assessment Division
1701 North Congress Avenue
Room 3-122A
Austin, Texas 78701
(512) 463-9536

assessment.studentswithdisabilities@tea.texas.gov
ell.tests@tea.texas.gov

ACCESSIBILITY

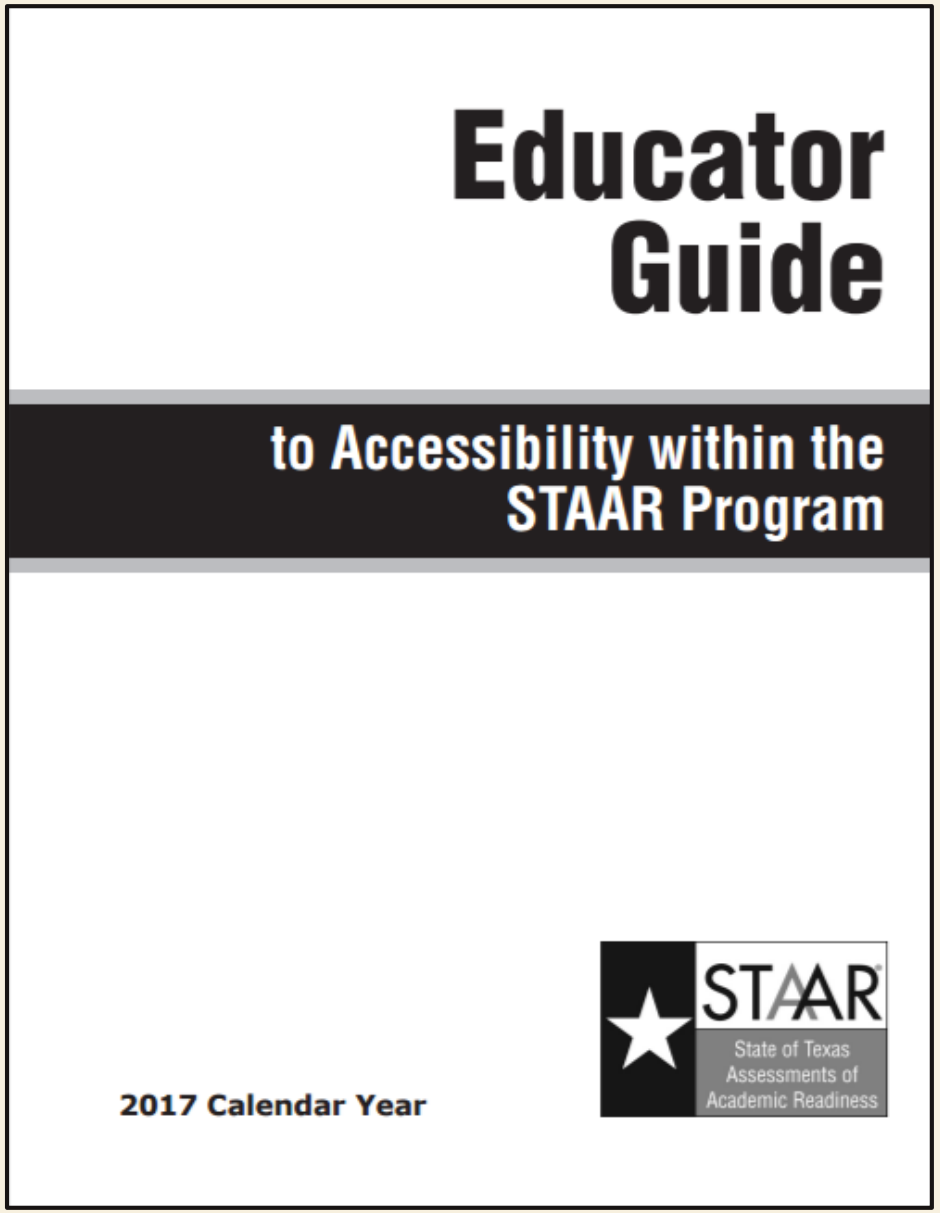
- Ensuring that each student can interact appropriately with the content, presentation, and response mode of the test.

- 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 paper and online tests to students who use the same or similar supports during classroom instruction.

EDUCATOR GUIDE

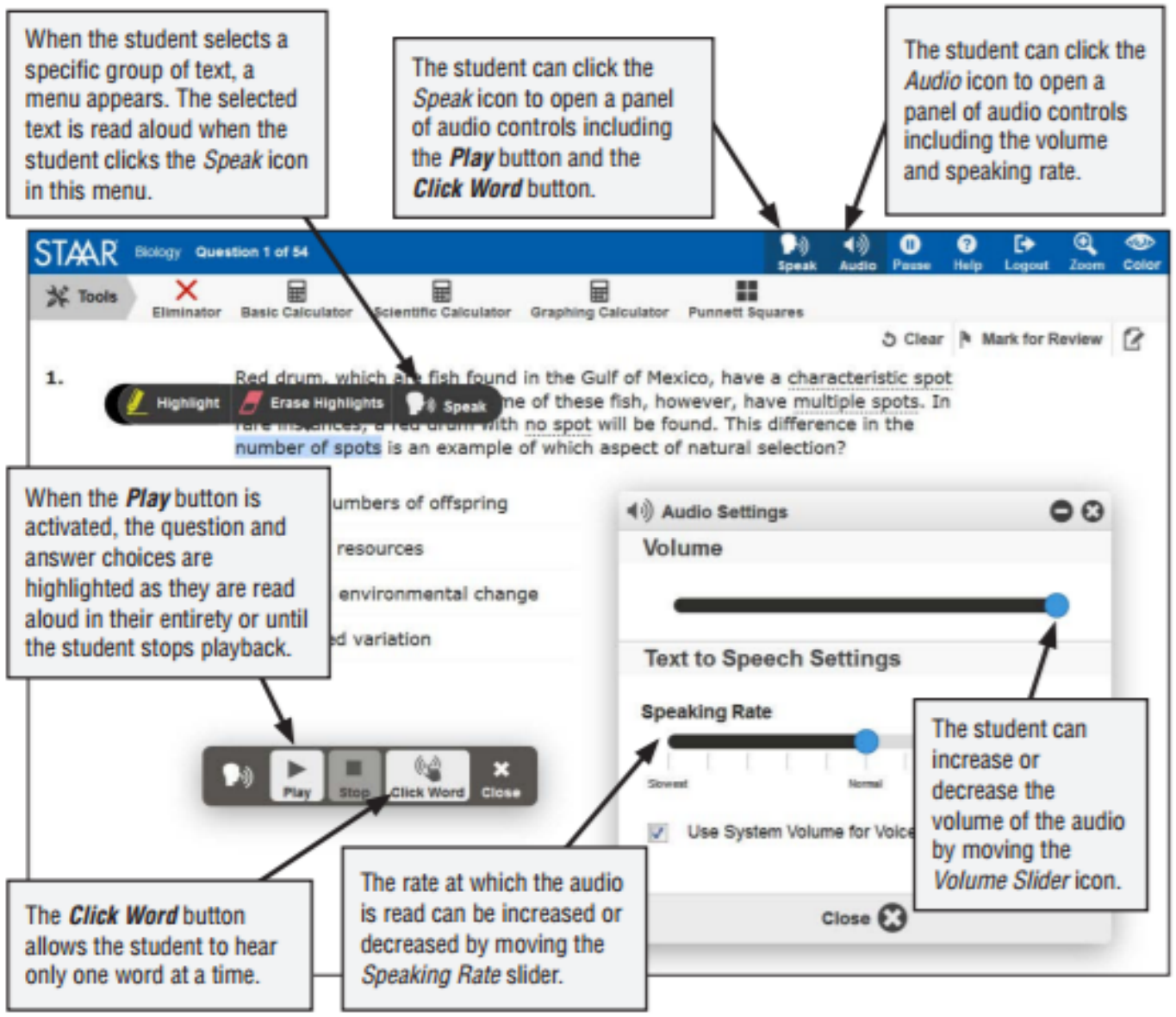
- Posted resource for information about STAAR accessibility, including
  - General information about STAAR accessibility and descriptions of accommodations
  - Specific information and examples of online accessibility features and designated supports
  - Accommodation Guidelines for Language and Vocabulary Supports and Content Supports
  - Classroom accommodations and the link to Language and Vocabulary Supports and Content Supports
  - Special situations for Content Supports and Language and Vocabulary Supports
  - Guiding questions about planning for testing



EDUCATOR GUIDE

- Specific information and examples of online accessibility features and designated supports
  - Zoom
  - Color
  - Guideline
  - Highlight
  - Text-to-Speech
  - Pop-ups
  - Rollovers
  - Additional Supports

Figure 5. Text-to-speech



EDUCATOR GUIDE

- Classroom accommodations and the link to Language and Vocabulary Supports and Content Supports
  - Although students likely will not routinely use the computer-based supports during classroom instruction, they may use variations of them.
  - The Educator Guide includes examples of classroom accommodations that may correspond to the embedded online supports on STAAR.

Classroom Accommodation		Embedded Support
The teacher introduces a new book to a struggling reader prior to reading it aloud or independent reading. The topics discussed might include major concepts, difficult words, setting, characters, or prior knowledge of the subject.	➡	Language and Vocabulary Support
Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.	➡	Language and Vocabulary Support
The teacher isolates specific information to focus the student on the core concept being taught.	➡	Content Support
The teacher acts out or has the students role-play newly introduced vocabulary or difficult concepts.	➡	Language and Vocabulary Support
The teacher simplifies difficult vocabulary and then reformats complex word problems by bulleting or spacing out each step required to solve the problem.	➡	Language and Vocabulary Support
The teacher provides the student with a specific supplemental aid (e.g., chart, table, graph, checklist, map, timeline) applicable to the question being posed, the assignment, or the task.	➡	Content Support
The student receives reading support.	➡	Text-to-speech
The teacher provides the formula(s) that is needed to solve a problem.	➡	Content Support
The teacher provides visual aids (e.g., demonstrations, photographs, art) to identify people and/or places.	➡	Content Support
The teacher provides visual aids (e.g., demonstrations, photographs, art) to define or clarify vocabulary.	➡	Language and Vocabulary Support
During classroom discussions, the teacher clarifies or rewords complex text or questions using simpler language.	➡	Language and Vocabulary Support
The teacher directs the student (e.g., highlight, bold, point to, flag the information) to the specific part(s) of the selection, diagram, map, or figure that is being discussed.	➡	Content Support
The teacher presents parts of a complex concept one at a time.	➡	Content Support

ACCESSIBILITY FEATURES

- Previously referred to as "Allowable Test Administration Procedures and Materials" and can be found in the District and Campus Coordinator Manual 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 or answer document/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.

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.
- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria and are document in the appropriate paperwork.
- Each designated support policy document located on the Accommodations Resources webpage contains an Eligibility Criteria section and an Authority for Decision and Required Documentation section.

DESIGNATED SUPPORTS REQUIRING TEA APPROVAL

- Previously referred to as "Type 2 accommodations"
- 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 a request is sent to TEA for determination.
- Each designated support policy document located on the Accommodations Resources webpage contains an Eligibility Criteria section and an Authority for Decision and Required Documentation section.

2017 VERSUS 2016 STAAR ACCOMMODATION POLICY

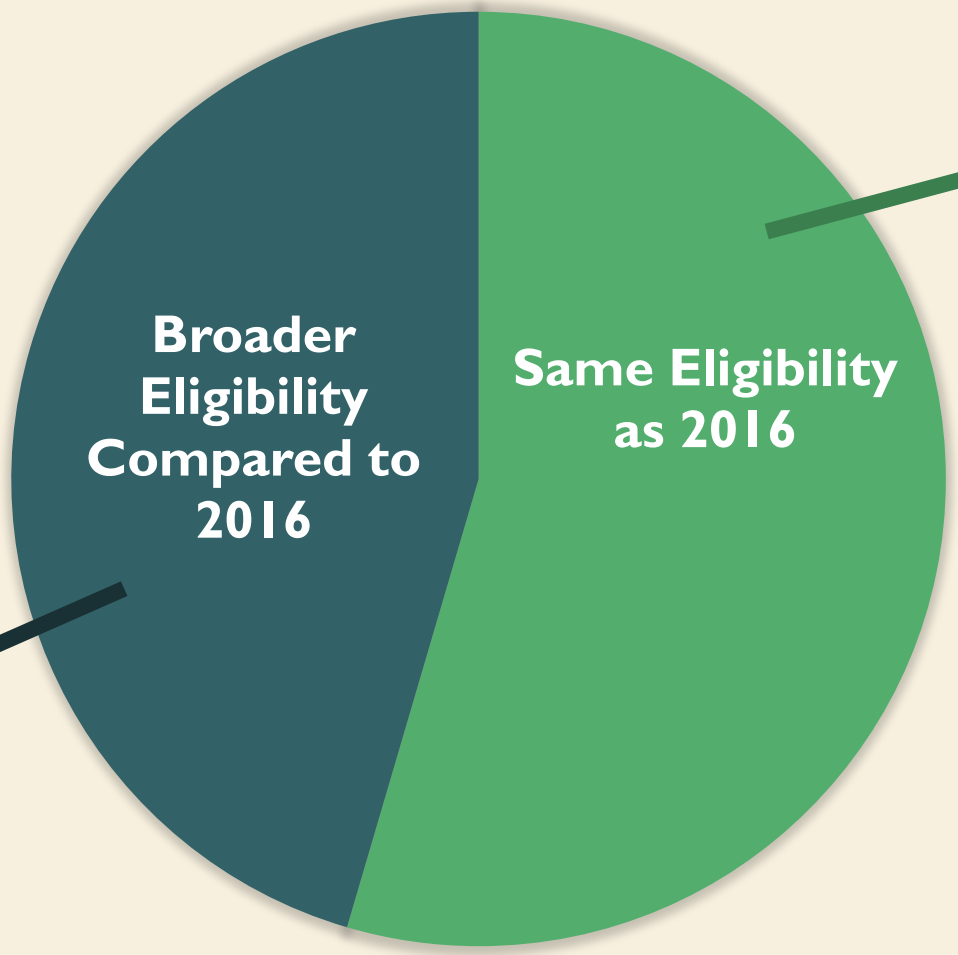
- In previous years, accommodations were organized into two different categories: accommodations for students with disabilities and linguistic accommodations.

- Accommodation policy for the 2017 calendar year focuses on accessibility to STAAR for students who are
  - ✓ receiving targeted instruction to address academic, behavioral, or emotional difficulties (e.g., RTI or student assistance team),
  - ✓ receiving special education services,
  - ✓ receiving services under Section 504, and
  - ✓ English language learners.

- Accommodation eligibility was revisited and considerations were made to the assessed curriculum and the security and confidentiality of the state assessment.

2017 VERSUS 2016 STAAR ACCOMMODATION POLICY

- Manipulating Test Material
- Basic Transcribing
- Braille
- Dictionary
- Supplemental Aids
- Math Manipulatives
- Oral Administration
- Extra Time
- Content Supports
- Language and Vocabulary Supports



- Individualized Structured Reminders
- Amplification Devices
- Projection Devices
- Calculation Aids
- Spelling Assistance
- Large Print
- Complex Transcribing
- Math Scribe
- Extra Day
- Photocopy
- Other

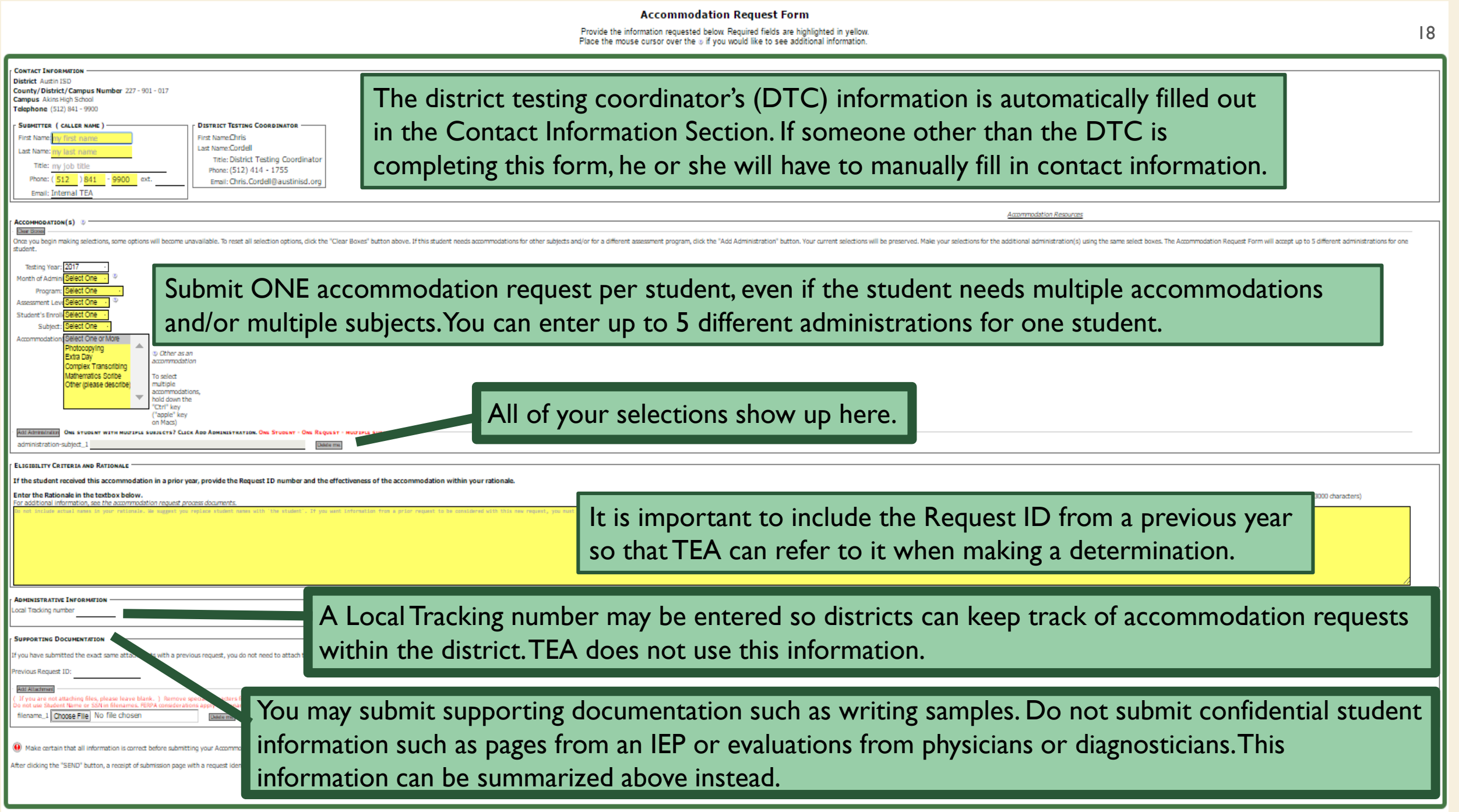
2017 versus 2016 STAAR Accommodation Policy

Designated Support		2017 vs 2016	Rationale
Individualized Structured Reminders	Complex Transcribing	Same	Either no need to change eligibility since it was already broad or eligibility remains restrictive due to concerns with test security, confidentiality, and adherence to assessed curriculum
Amplification Devices	Math Scribe		
Projection Devices	Extra Day		
Spelling Assistance	Photocopy Test Material		
Large Print	Other		
Calculation Aids		Same eligibility, different examples	Since students in grades 3 and 4 are still learning basic calculation skills as required by the TEKS, this accommodation is reserved for students who are unable to calculate by paper-pencil methods. This is also why multiplication and addition charts, two additional tools that aid in math calculation, were added to examples.
Manipulating Test Material	Braille	Eligibility broadened	Eligibility was opened up by deleting some of previous year's requirements so that more students who needed this assistance were included
Basic Transcribing	Extra Time		
Dictionary	Oral Administration		
Supplemental Aids	Math Manipulatives	Eligibility broadened, different examples	Eligibility was opened up by deleting some of previous year's requirements so that more students who needed this assistance were included and list of allowable aids was revised
Content Supports	Language and Vocabulary Supports	New	Previously STAAR L and STAAR A embedded supports

ACCOMMODATION REQUEST PROCESS

THE ACCOMMODATION REQUEST PROCESS

- Accommodation Request Forms should only be submitted for designated supports requiring TEA approval (i.e., complex transcribing, math scribe, photocopy, extra day, other).
- The link to the online accommodation request form is 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.


Accommodation Request Form
Provide the information requested below. Required fields are highlighted in yellow.
Place the mouse cursor over the if you would like to see additional information.
Contact Information
District Austin ISD
County/District/Campus Number 227 - 901 - 017
Campus Akins High School
Telephone (512) 841 - 9900
Submitter (caller name)
First Name: my first name
Last Name: my last name
Title: my job title
Phone: (512) 841 - 9900 ext.
Email: Internal TEA
District Testing Coordinator
First Name:Chris
Last Name:Cordell
Title: District Testing Coordinator
Phone: (512) 414 - 1755
Email: Chris.Cordell@austinisd.org
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.
Accommodation Resources
Accommodation(s)
Clear Boxes
Once you begin making selections, some options will become unavailable. To reset all selection options, click the "Clear Boxes" button above. If this student needs accommodations for other subjects and/or for a different assessment program, click the "Add Administration" button. Your current selections will be preserved. Make your selections for the additional administration(s) using the same select boxes. The Accommodation Request Form will accept up to 5 different administrations for one student.
Testing Year: 2017
Month of Admin: Select One
Program: Select One
Assessment Lev: Select One
Student's Enroll: Select One
Subject: Select One
Accommodation: Select One or More
Photocopying
Extra Day
Complex Transcribing
Mathematics Scribe
Other (please describe)
Other as an accommodation
To select multiple accommodations, hold down the "Ctrl" key ("apple" key on Macs)
Submit ONE accommodation request per student, even if the student needs multiple accommodations and/or multiple subjects. You can enter up to 5 different administrations for one student.
Add Administration
One student with multiple subjects? Click Add Administration. One Student - One Request - Multiple
administration-subject_1
Delete row
All of your selections show up here.
Eligibility Criteria and Rationale
If the student received this accommodation in a prior year, provide the Request ID number and the effectiveness of the accommodation within your rationale.
Enter the Rationale in the textbox below.
For additional information, see the accommodation request process documents.
Do not include actual names in your rationale. We suggest you replace student names with "the student". If you want information from a prior request to be considered with this new request, you must
3000 characters)
It is important to include the Request ID from a previous year so that TEA can refer to it when making a determination.
Administrative Information
Local Tracking number
A Local Tracking number may be entered so districts can keep track of accommodation requests within the district. TEA does not use this information.
Supporting Documentation
If you have submitted the exact same attac with a previous request, you do not need to attach
Previous Request ID:
Add Attachment
(If you are not attaching files, please leave blank.) Remove
Do not use Student Name or SSN in filenames. FERPA considerations apply
filename_1 Choose File No file chosen
Delete row
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.
Make certain that all information is correct before submitting your Accomm
After clicking the "SEND" button, a receipt of submission page with a request iden

THE ACCOMMODATION REQUEST PROCESS

- 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 December 31st of the year the request is approved.

SPECIAL PAPER REQUEST PROCESS

SPECIAL PAPER REQUEST PROCESS

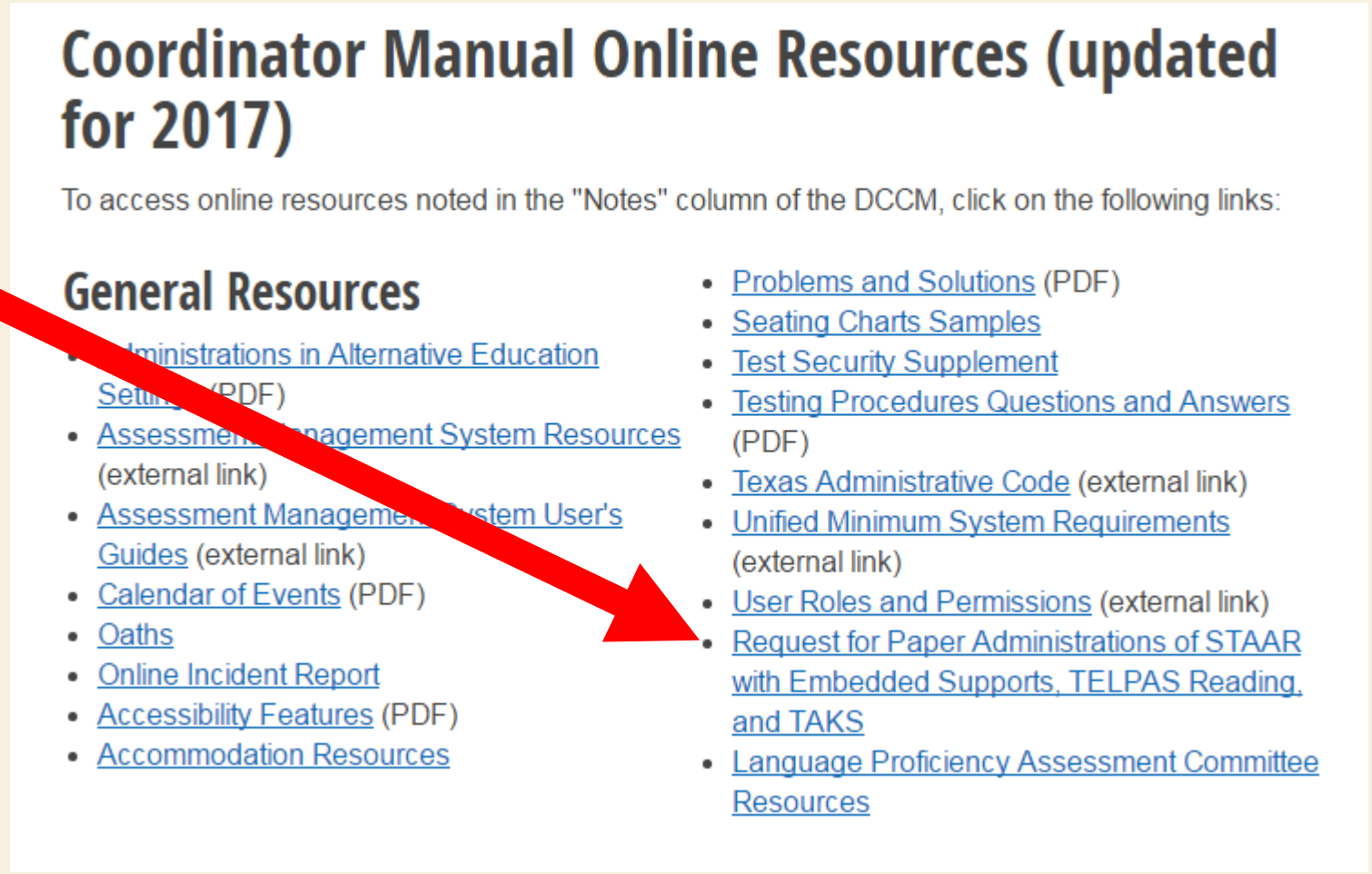
- Because Language and Vocabulary Supports and Content Supports are embedded accommodations presented in an online format, replicating these features in a paper version is not always possible.

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

SPECIAL PAPER REQUEST PROCESS

- A link to the instructions and request form for a paper version of STAAR with Embedded Supports, TELPAS, and TAKS is posted on the TEA's District and Campus Coordinator Manual Resources webpage.

- All requests must be received by TEA at least two weeks prior to testing so that testing materials can be ordered and shipped to districts.



Coordinator Manual Online Resources (updated for 2017)

To access online resources noted in the "Notes" column of the DCCM, click on the following links:

General Resources

- ...inistrations in Alternative Education Setti... (PDF)
- Assessme... ...nagement System Resources (external link)
- Assessment Manageme... ...ystem User's Guides (external link)
- Calendar of Events (PDF)
- Oaths
- Online Incident Report
- Accessibility Features (PDF)
- Accommodation Resources
- Problems and Solutions (PDF)
- Seating Charts Samples
- Test Security Supplement
- Testing Procedures Questions and Answers (PDF)
- Texas Administrative Code (external link)
- Unified Minimum System Requirements (external link)
- User Roles and Permissions (external link)
- Request for Paper Administrations of STAAR with Embedded Supports, TELPAS Reading, and TAKS
- Language Proficiency Assessment Committee Resources

SPECIAL PAPER REQUEST PROCESS

Request for Paper Administrations of STAAR with Embedded Supports, TELPAS Reading, and TAKS

STAAR with Embedded Supports, TELPAS reading, and TAKS assessments are administered as online testing programs. When rare unavoidable circumstances exist where students cannot access an online assessment, such as those described below, TEA may authorize a paper administration. Requests for paper administrations based on the lack of familiarity with online testing by students or districts will not be approved.

- **Accommodations Cannot be Applied**

  A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a paper version of the assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the Accommodation Resources page.

- **Technology Access is Precluded**

  Districts must make every effort to administer STAAR with Embedded Supports, TELPAS reading, and TAKS online. In rare situations where computers or technology are absolutely not available, as may occur on occasion with homebound students, JJAEPs, jails, or detention centers, districts may seek permission to administer a paper test.

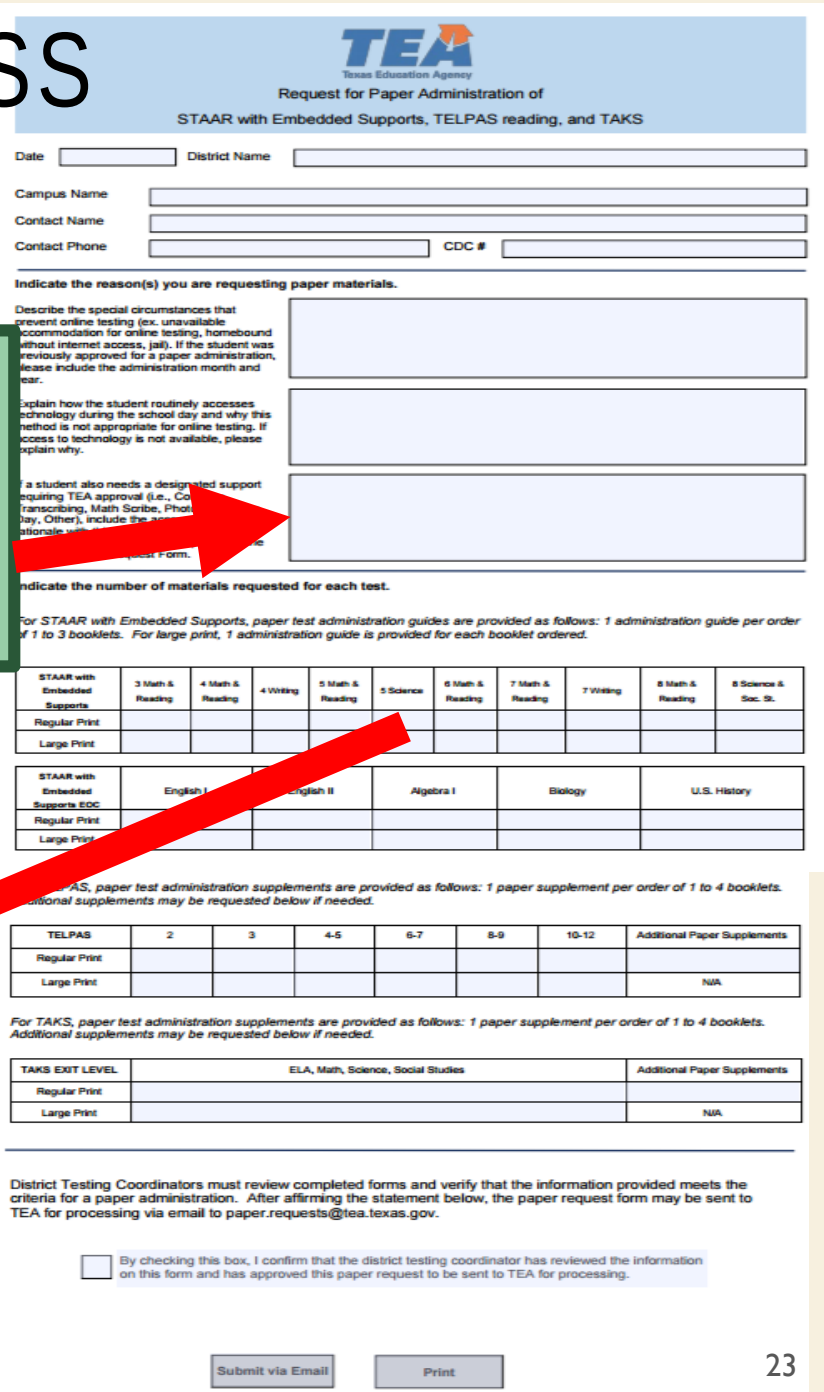
Instructions for Requesting Permission to Administer a Paper Test

District testing coordinators must review completed paper request forms f[illegible]R with Embedded Supports, TELPAS reading, or TAKS and verify that the informati[illegible]ded meets the criteria for a paper administration. The paper request form can[illegible]e acc[illegible]at the following link:

Request for Paper Administration (PDF)

Completed paper request forms that have been reviewed and verified by the district testing

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



TEA
Texas Education Agency

Request for Paper Administration of
STAAR with Embedded Supports, TELPAS reading, and TAKS

Date | District Name

Campus Name

Contact Name

Contact Phone | CDC #

Indicate the reason(s) you are requesting paper materials.

Describe the special circumstances that prevent online testing (ex. unavailable accommodation for online testing, homebound without internet access, jail). If the student was previously approved for a paper administration, please include the administration month and year.

Explain how the student routinely accesses technology during the school day and why this method is not appropriate for online testing. If access to technology is not available, please explain why.

If a student also needs a designated support requiring TEA approval (i.e., Co… Transcribing, Math Scribe, Phot… Day, Other), include the a… rationale …

…Test Form.

Indicate the number of materials requested for each test.

For STAAR with Embedded Supports, paper test administration guides are provided as follows: 1 administration guide per order of 1 to 3 booklets. For large print, 1 administration guide is provided for each booklet ordered.

STAAR with Embedded Supports	3 Math & Reading	4 Math & Reading	4 Writing	5 Math & Reading	5 Science	6 Math & Reading	7 Math & Reading	7 Writing	8 Math & Reading	8 Science & Soc. St.
Regular Print										
Large Print										

STAAR with Embedded Supports EOC	English I	English II	Algebra I	Biology	U.S. History
Regular Print					
Large Print					

…PAS, paper test administration supplements are provided as follows: 1 paper supplement per order of 1 to 4 booklets. …itional supplements may be requested below if needed.

TELPAS	2	3	4-5	6-7	8-9	10-12	Additional Paper Supplements
Regular Print							
Large Print							N/A

For TAKS, paper test administration supplements are provided as follows: 1 paper supplement per order of 1 to 4 booklets. Additional supplements may be requested below if needed.

TAKS EXIT LEVEL	ELA, Math, Science, Social Studies	Additional Paper Supplements
Regular Print		
Large Print		N/A

District Testing Coordinators must review completed forms and verify that the information provided meets the criteria for a paper administration. After affirming the statement below, the paper request form may be sent to TEA for processing via email to paper.requests@tea.texas.gov.

☐ By checking this box, I confirm that the district testing coordinator has reviewed the information on this form and has approved this paper request to be sent to TEA for processing.

Submit via Email | Print

SPECIAL SITUATIONS AND FREQUENTLY ASKED QUESTIONS

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 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.

GRADE 4 STAAR WRITING ONLINE

- For any grade 4 student who is taking the STAAR writing test online, the test administrator may transcribe (i.e., type) the student's response to the written composition into the online test. The student does **not** have to be eligible for Basic Transcribing to receive this assistance and it does not need to be documented in the Assessment Management System.
  - Note: This is not a requirement of the administration and decisions regarding this provision must be based on individual student need.

- The test administrator transcribing the student's response must do so in accordance with guidelines for Basic Transcribing found on TEA's Accommodations Resources webpage.

- Students in all other grades and subjects must meet the eligibility requirements for Basic Transcribing if this accommodation is needed.

TECHNOLOGY: CALCULATOR, SPEECH-TO-TEXT

- Districts may satisfy the calculator requirement in certain grades by providing students with either a handheld graphing calculator or a graphing calculator application available on a tablet. Refer to the STAAR Calculator Policy. Please note that the guidelines set forth in this policy about the use of a calculator application apply to the use of a calculator as a designated support.

- New for the 2017 administration, an eligible student may use a speech-to-text application on a tablet as an allowable type of Basic Transcribing or Spelling Assistance if he or she is routinely using this assistance in class. However, in order to maintain test security the device must be set to kiosk mode and an individual administration is encouraged. A test administrator may be responsible for monitoring at one time no more than 5 students each using a speech-to-text application. A test administrator must be able to monitor a student's use of the device at all times. This response must then be transcribed onto the answer document or in the Assessment Management System (i.e., there is not integration with the STAAR Online Testing Platform).

PROCTOR CODES FOR SIGNED ONLINE ADMINISTRATIONS

- 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 text-to-speech.

- 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.

PROCTOR CODES FOR SIGNED ONLINE ADMINISTRATIONS

- Similar to the December 2016 administration, proctor codes will be available to district testing coordinators and assistants in the Texas 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

BRAILLE TEST TAKERS

- For students taking a braille test who are eligible for Language and Vocabulary Supports or Content Supports, it is possible to order a paper version of STAAR with Embedded Supports for this particular situation.

- Special instructions may apply, so please contact TEA's Student Assessment Division at 512-463-9536 to discuss.

ELIGIBILITY: 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 is identified with dyslexia or a related disorder per TEC §38.003.
  - The student has documented evidence of reading difficulties.

ELIGIBILITY: 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
    - visual impairment
  - The appropriate team of people at the campus level should review the student's current documentation and instructional supports (e.g., instructional supports or accommodations, PLAAFP, goals) 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.

ELIGIBILITY: CALCULATION AIDS

Student Eligibility Criteria

A student may use this accommodation if he or she

- ❒ receives Section 504 or special education 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 that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).

Grades 5 through 8

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).
- The student has a disability that affects mathematics calculations. Even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.

ELIGIBILITY: 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.

DICTIONARY USE FOR READING/WRITING

Policy	Use	Allowable Types	
STAAR Dictionary Policy	Access to a dictionary is required in grades 6 and up for reading/writing.	• standard monolingual dictionary • dictionary/thesaurus combinations • bilingual dictionaries • ESL dictionaries • sign language dictionaries	For STAAR reading and writing assessments for grade 6 or above, a picture dictionary (listed in the Examples/Types section of the Dictionary accommodation policy) may be provided, along with the required dictionary from the STAAR Dictionary Policy, to a student who routinely, effectively, and independently uses a picture dictionary during classroom instruction.
Dictionary as a Designated Support	Students taking a grade 3-5 reading test or grade 4 writing test	• standard monolingual dictionary • dictionary/thesaurus combo • electronic dictionary • bilingual dictionary • ESL dictionary • picture dictionary • sign language dictionary	

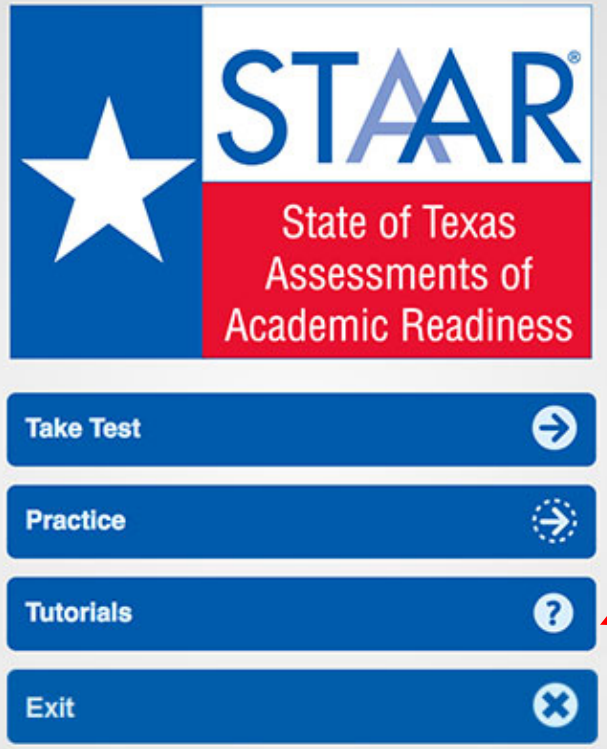
ACCOMMODATION RECOMMENDATIONS FOR READING AND WRITING: IMPACT ON EXIT CRITERIA FOR ELLS

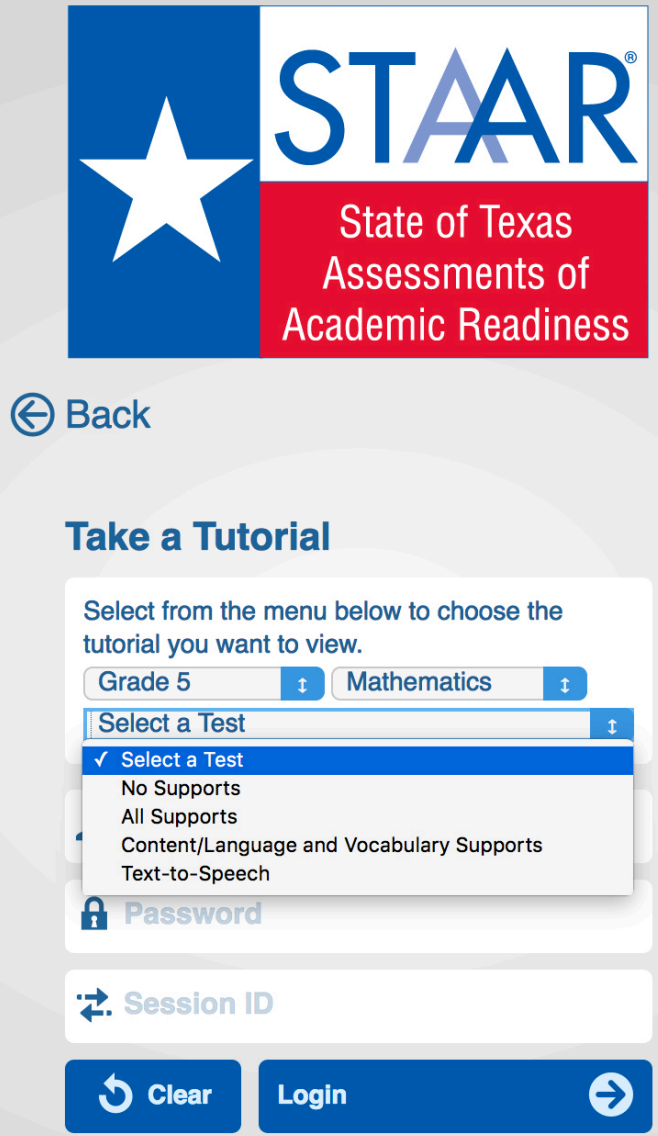
- Students for whom the LPAC recommends the following designated supports for any reading or writing assessment, may not be considered for exit at the end of the school year.
  - Dictionaries (this applies only to grades 3-5 since the use of dictionaries as a designated support is considered an accommodation for these grades only)
  - Oral Administration
  - Language and Vocabulary Supports
  - Extra Time

ONLINE TUTORIALS AND PRACTICE TESTS

STAAR Online Tutorials

When you open the STAAR online testing platform, you will see a menu of options, including "Tutorials."

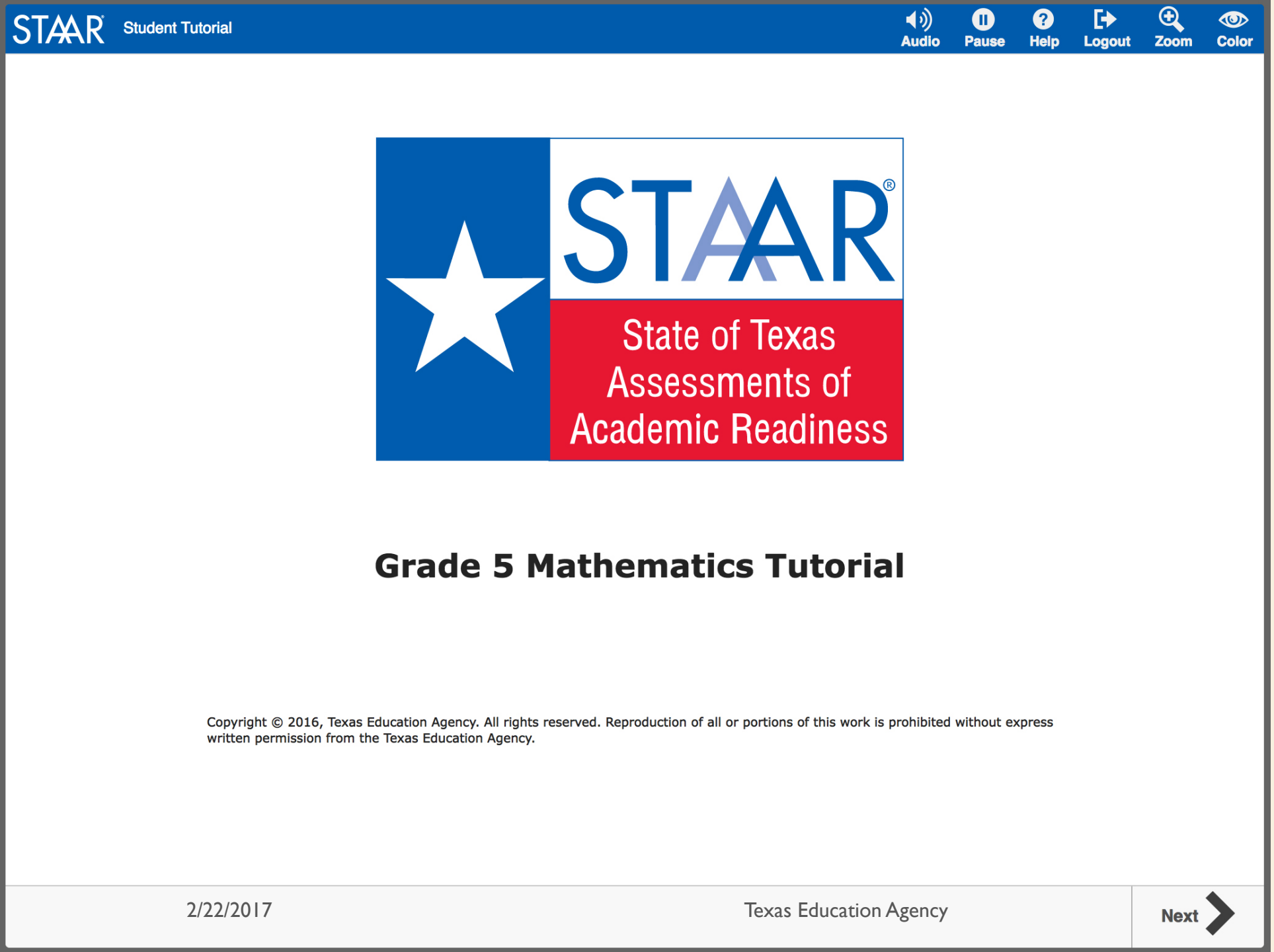




STAAR Online Tutorials

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.



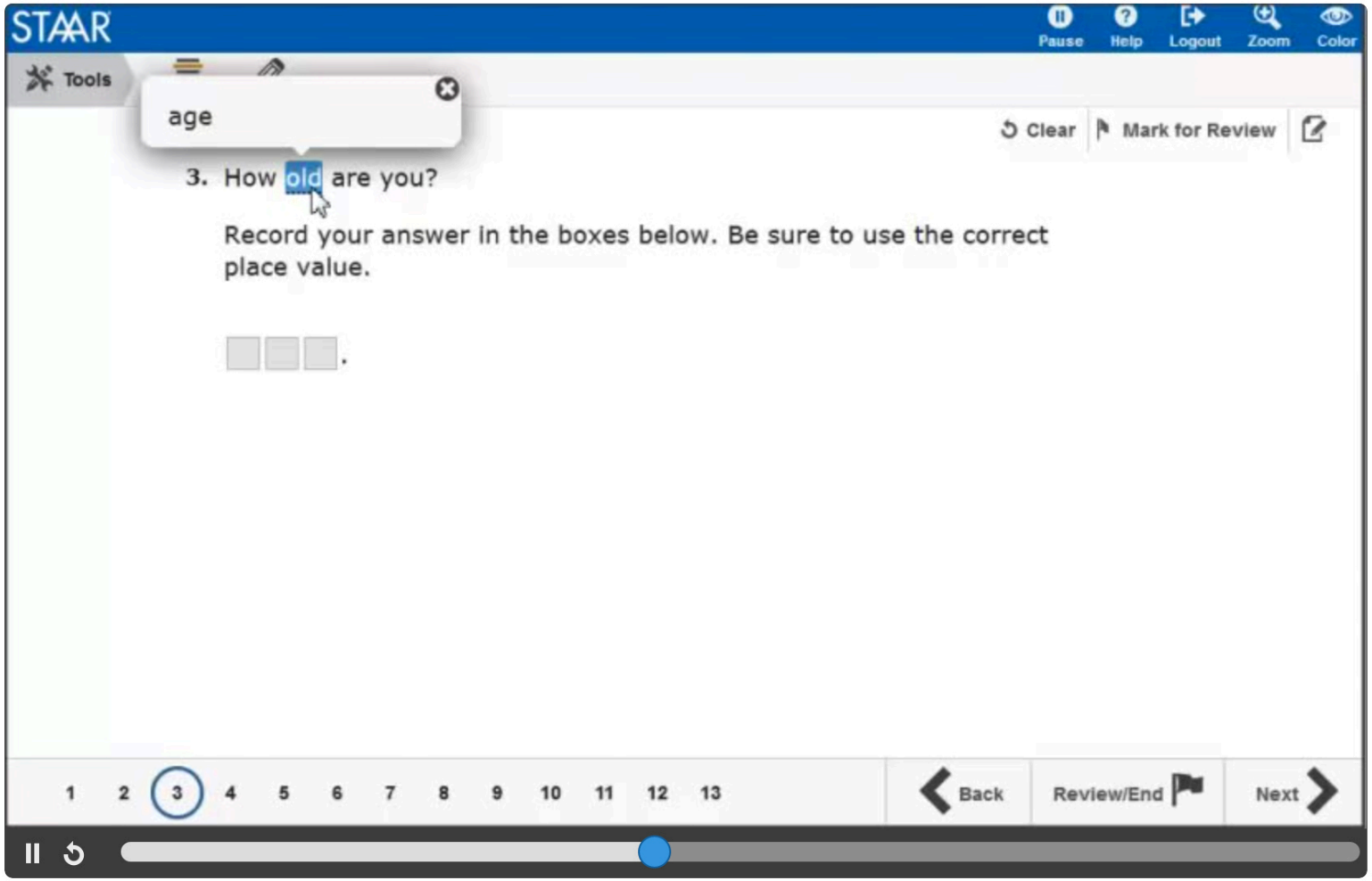
STAAR Online Tutorials

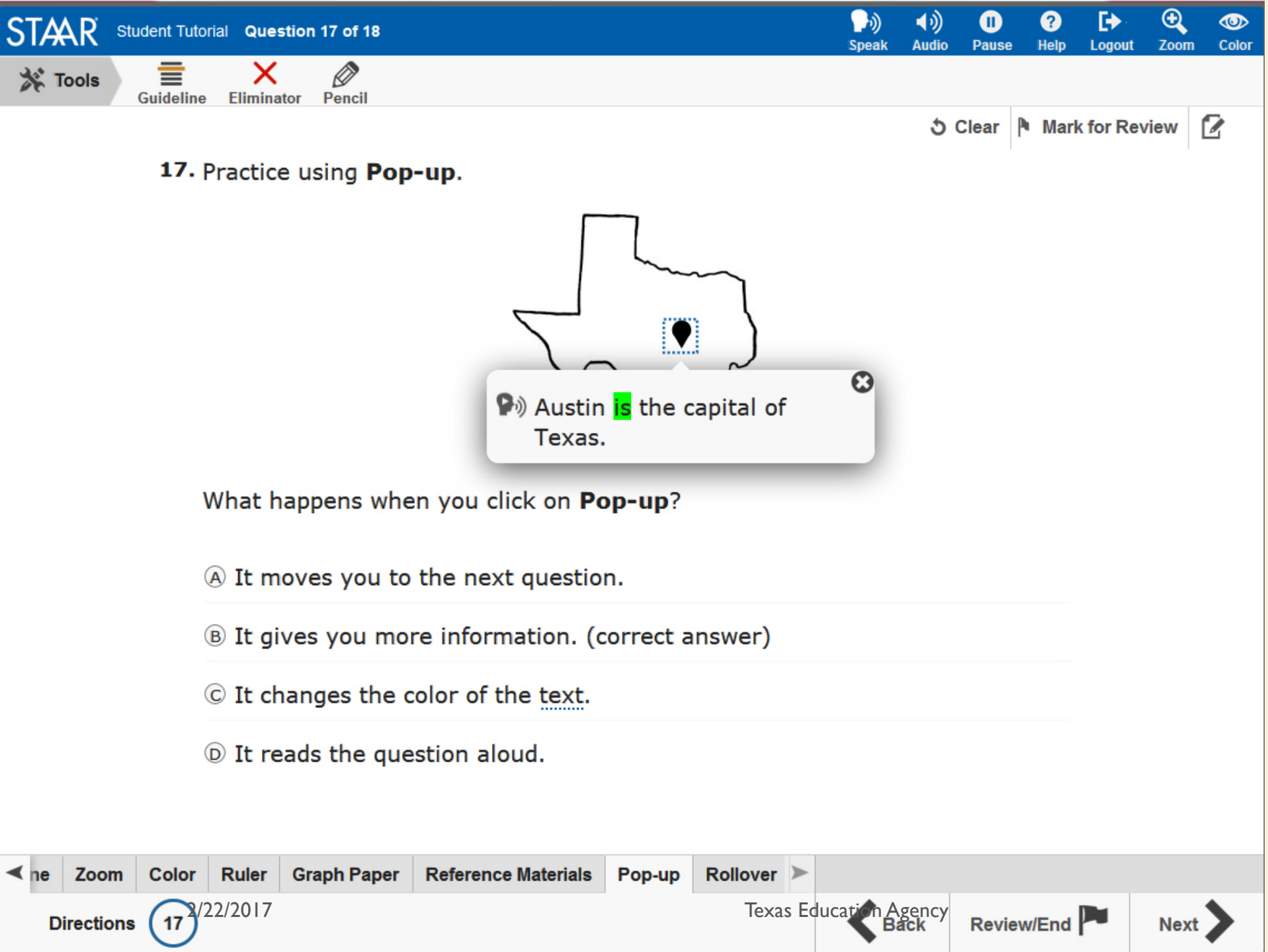
You will know you are in the right place when you see the logo screen and title.

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.

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



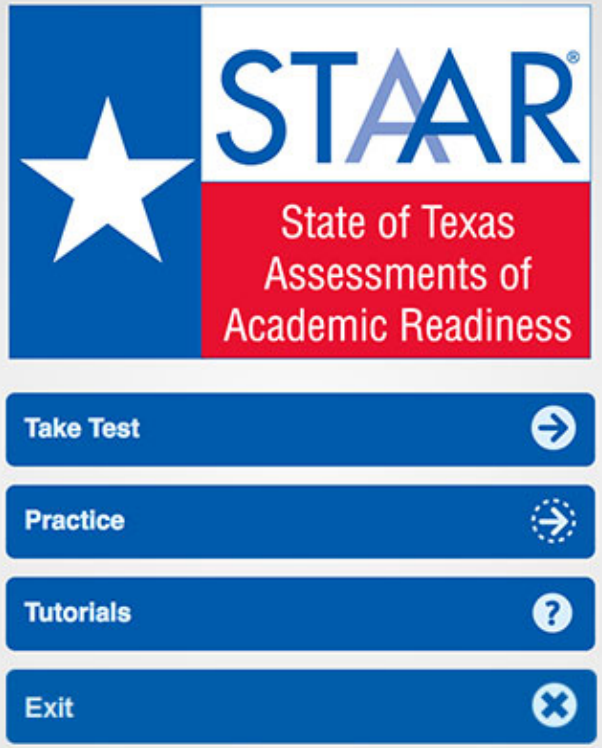


STAAR Online Tutorials

The second page of each tab has a question that you can use to practice with the feature/tool you just learned about.

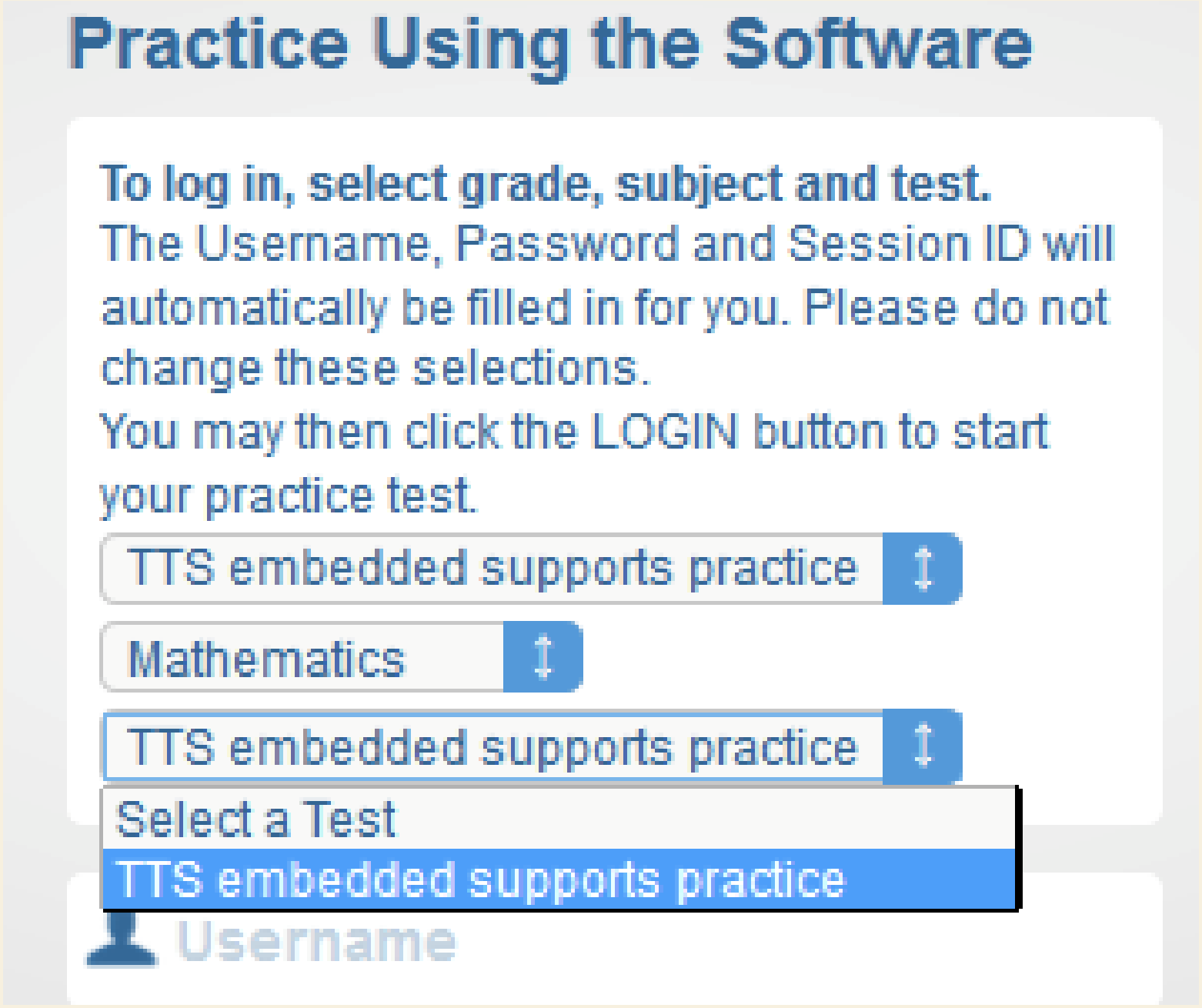
Note: The questions do NOT contain tested content but are only intended to practice using the feature/tool.

STAAR Practice



When you open the STAAR online testing platform, you will see a menu of options, including "Practice."

Here you will find released tests and a brand new option to practice the updated text-to-speech function on content supports and language and vocabulary supports (i.e., pop-ups and rollovers).



STAAR Practice

To practice using the updated text-to-speech (TTS) function on content supports and language and vocabulary supports (i.e., pop-ups and rollovers), choose "TTS Embedded Supports Practice." You have the option of practicing TTS on the pop-ups and rollovers on a mathematics or reading test.

TTS Embedded Supports Practice → Mathematics or Reading → TTS Embedded Supports Practice

ADDITIONAL ACCESSIBILITY RESOURCES

- 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

- 2017 Oral/Signed Administration Guidelines