Texas Education Agency

2019-2020 Accessibility Updates

STUDENT ASSESSMENT DIVISION

TEXAS EDUCATION AGENCY

OCTOBER 17, 2019

Agenda

- Accessibility Within the Texas Assessment Program
- 2019-2020 Accessibility Updates
- Accessibility Features
- Locally-Approved Designated Supports
- TEA-Approved Designated Supports
- Accommodation Codes
- Technology Guidelines
- Accommodation Request Process
- Special Administration Request Process
- Accommodations for Emergency Situations
- Online Tutorials and Practice
- Online Features and Tools
- Resources

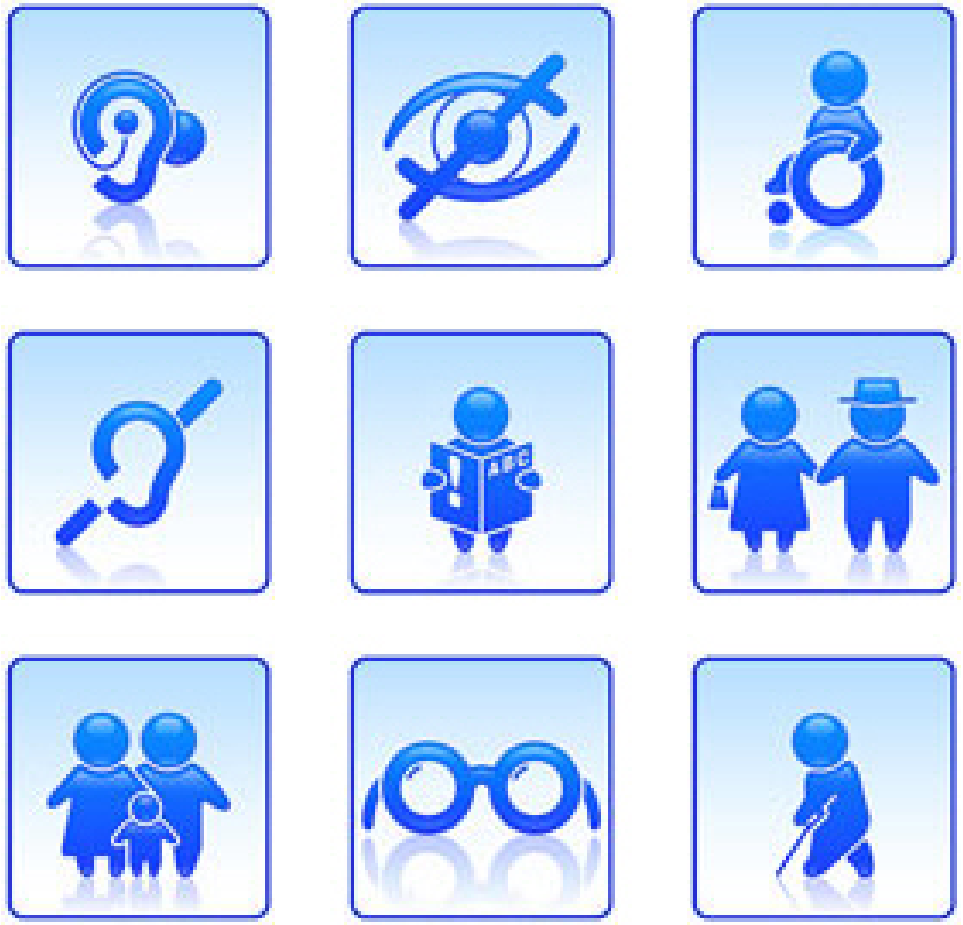
Accessibility Within the Texas Assessment Program

What is accessibility?

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

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

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



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2019-2020 Accessibility Updates

Accessibility Features:

- Added guidance on small group size

Content and Language Supports:

- Beginning in Spring 2020, prereading text will **only** be provided prior to reading selections and editing passages.
- Revising passages will no longer include prereading text.

Authority for Decision and Required Documentation:

- An LPAC by itself can make designated supports recommendations **WITHOUT** an ARD or Section 504 committee only for:
  - Extra Time
  - Content and Language Supports
  - Oral/Signed Administration

2019-2020 Accessibility Updates

Braille/Refreshable Braille:

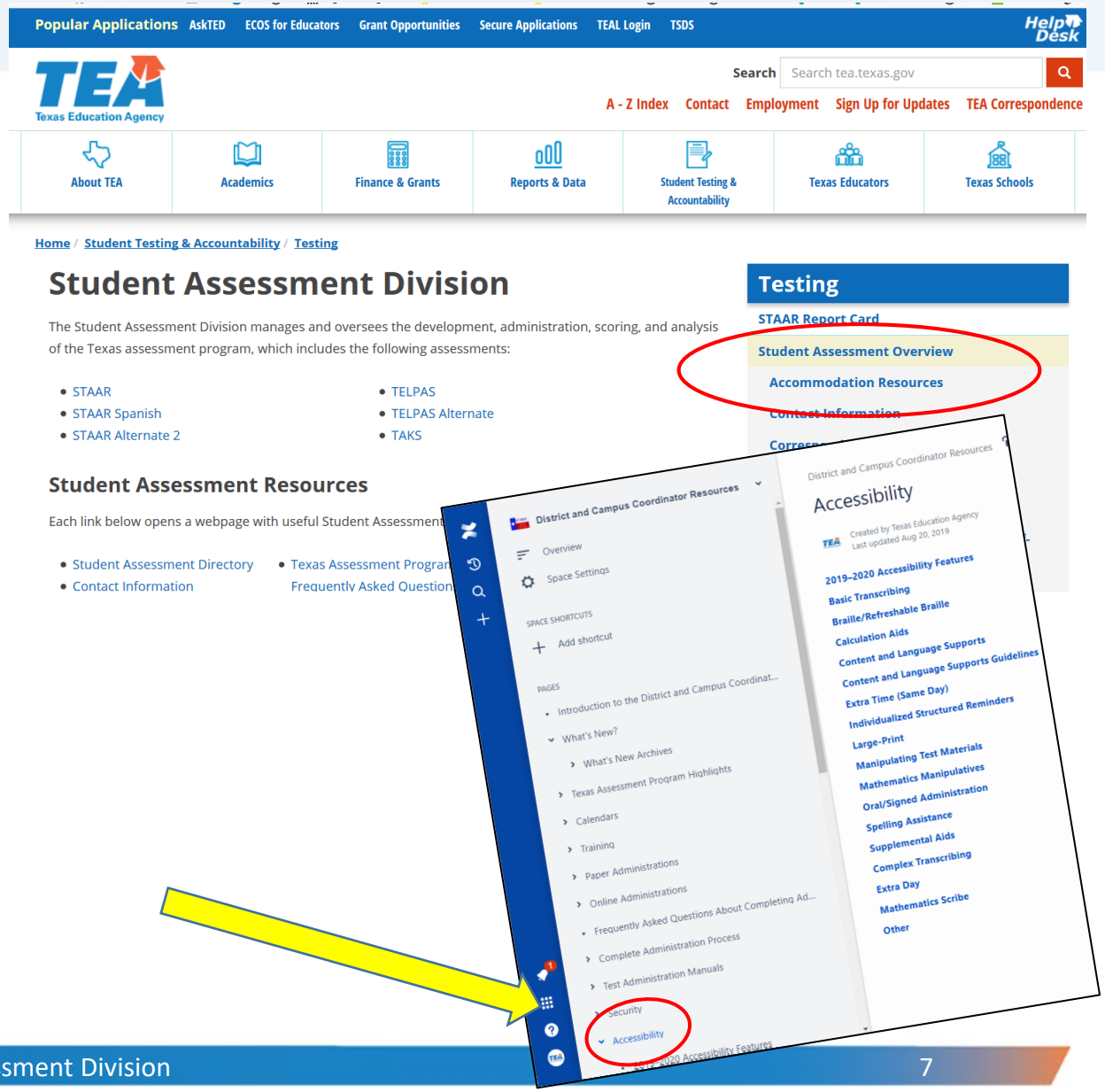
- A Special Administration Request Form does **NOT** need to be submitted for students taking a braille test who also need the STAAR with Embedded Supports paper test.

- For students taking STAAR braille, including students using a refreshable braille display, who are also eligible to receive Content and Language Supports, districts should contact the Texas Assessment Support Center to order STAAR with Embedded Supports materials.

- A preview window (within the district's scheduled testing week) will be allowed for the following:
  - Braille assessment with the STAAR large-print test booklet
  - Braille assessment in conjunction with the STAAR with Embedded Supports paper test

Accommodation Resources Webpage

- Every year in the fall, the Accommodation Resources webpage is updated with policy documents and training materials that apply to the state assessments for the current school year.
- The 2019-2020 accessibility policy documents should be used for all STAAR and TELPAS.
- This information is also included in the Coordinator Resources (DCCR) under the Accessibility section.



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Accessibility Features

- Can be found in the DCCR and on the Accommodations Resources webpage
- **Available to any student** who regularly benefits from the use of these procedures or materials during instruction
- **No need to document use** of Accessibility Features in student paperwork, the answer document, or in the Texas Assessment Management System
- A student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test is maintained.
- **A student cannot be required to use them** during testing.
- Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials.

Accessibility Features (continued)

- Signing test administration directions
- Translating test administration directions
- Bilingual dictionary (word-to-word translations; no definitions or examples) for mathematics, science, and social studies assessments
  - Bilingual dictionary applications on a tablet, laptop, or desktop are not allowable as an Accessibility Feature
- Read test aloud to self (e.g., PVC pipe, recording device)
- Reading aloud or signing the expository or persuasive writing prompt
- Reading assistance on the grade 3 mathematics test
- Typing a student's response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently
- Making assistive tools available (i.e., scratch paper, or any medium that can be erased or destroyed, color overlays, highlighters)
  - Use of amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - Use of projection devices (e.g., closed-circuit televisions [CCTVs] or liquid crystal display [LCD] projectors for online tests)

Accessibility Features (continued)

- Tools to minimize distractions or to help maintain focus (e.g., stress ball, headphones, instrumental music)
- Allowing individual administrations
- Allowing small-group administrations
  - The number of students in a small group is determined at the local level based on individual student needs.
  - The number of students in a group should mirror, to the extent possible, classroom testing situations.
- Reminding students to stay on task
- Photocopying or enlarging the following non-secure test materials, such as:
  - test administration directions
  - blank answer documents
  - the state-supplied mathematics graph paper
  - the state-supplied reference materials

Accessibility Features(continued)

REMINDER: STAAR Grade 4 Writing Online

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

- Eligibility for Basic Transcribing does NOT need to be determined; however, the procedures for Basic Transcribing MUST be adhered to. The Basic Transcribing policy document can be found on TEA's Accommodation Resources webpage or the DCCR.
- Students taking the grade 7 writing test, English I, English II, or English III MUST meet the eligibility requirements for Basic Transcribing if this type of support is needed.

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Locally-Approved Designated Supports

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

Locally-Approved Designated Supports (continued)

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

Policy documents can be found in the DCCR and on the Accommodation Resources webpage.

Student Eligibility Criteria

	Routinely and effectively uses the support in classroom instruction and testing	Requires additional eligibility criteria (see policy document)
Basic Transcribing	X	
Braille/Refreshable Braille	X	
Calculation Aids	X	X
Content and Language Supports	X	X
Extra Time	X	X
Individualized Structured Reminders	X	
Large Print	X	X
Manipulating Test Materials	X	
Mathematics Manipulatives	X	
Oral /Signed Administration	X	X
Spelling Assistance	X	X
Supplemental Aids	X	

Authority for Decisions Chart

	RTI, Student Assistance Team, or other related support	Language Proficiency Assessment Committee (LPAC)*	Section 504 Committee	Admission, Review, and Dismissal (ARD) Committee
Basic Transcribing	X		X	X
Braille/Refreshable Braille	X		X	X
Calculation Aids			X	X
Content and Language Supports		X	X	X
Extra Time	X	X	X	X
Individualized Structured Reminders	X		X	X
Large Print	X		X	X
Manipulating Test Materials	X		X	X
Mathematics Manipulatives	X		X	X
Oral /Signed Administration	X	X	X	X
Spelling Assistance			X	X
Supplemental Aids	X		X	X

*For an EL with a disability, the LPAC committee will make a decision in conjunction with one of the other applicable groups

Authority for Decision and Required Documentation- RTI (and similar) Committee

- Depending on local policies for these committees (e.g., what time of year they meet),
  - If the documented designated supports in place for the student are still valid, there is no reason to meet again.
  - If the documented designated supports in place for the student are not valid, this should be corrected.

Authority for Decision and Required Documentation- LPAC Decision

- Designated supports decisions should be made as close as possible to the assessment to account for student's progress in acquiring the English language.

- Making a determination for a student the previous year may not take into account recent progress and must be revisited.

NEW:

- LPAC by itself can make designated supports recommendations only for Oral Administration, Content and Language Supports, and Extra time.

Authority for Decision and Required Documentation- Section 504 Committee

- Section 504 committees should ensure that a student's accommodation plan is current for the school year.
    - If the documented designated supports in place for the student are still valid, there is no reason to meet again.
    - If the documented designated supports in place for the student are not valid, this should be corrected.

Authority for Decision and Required Documentation -ARD Committee

- The responsibilities of the ARD committee do not change simply because the state assessment accommodation policy has changed. The purpose of an IEP is to document current and correct information. Any part of that document that is no longer true and valid should be updated.
    - The ARD committee does not have to meet again regarding state assessment accommodations if decisions made at the annual meeting still apply to the current school year.
    - The ARD committee would need to meet again regarding state assessment accommodations if decisions made at the annual meeting do not apply to the current school year.

Basic Transcribing

- If the student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt, please refer to our Technology Use Guidelines document.
- The student may dictate or sign information to be recorded in the margins of the test booklet or in the notes tool for online tests (does NOT apply to math calculations or responses to the written composition).
- The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment.
  - This means that the student can change his or her response ONLY within the time limit of the test (i.e., 4 hours, 5 hours, or extra time).

Basic Transcribing (continued)

- If the test administrator transfers the student's final responses onto the answer document/online testing platform after the testing period has ended, the student may not edit his or her response.

- It is recommended that the test administrator ensure that he or she can read and understand the student's intended response prior to the student leaving the testing room.

Braille/Refreshable Braille

- Specific information about administering braille tests is available in the General Instructions for Administering Braille State Assessments document, located on the TEA's Accommodation Resources webpage.
- Specific Braille Instructions (SBIs) supplement the test administrator and are shipped with the individual braille kits and posted online in the Assessment Management System. Test administrators must review these instructions prior to test day to ensure that the test is administered properly. Testing irregularities could result if the SBIs are not used.
- The state provides both contracted and uncontracted braille test materials in UEB only.
- Online screen reader support for refreshable braille displays is available in reading/language arts and social studies assessments.

Braille/Refreshable Braille (continued)

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

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

Content and Language Supports

- Students for whom the LPAC recommends content and language supports for any English reading or English EOC assessment may not be reclassified at the end of the school year.

For STAAR Spanish:

- STAAR Spanish is also available online with text-to-speech (TTS), Content and Language Supports, Spelling Assistance, basic calculator, and the dictionary tool.
- A paper version of STAAR Spanish with embedded supports is available through the Special Paper Administration Request Process.

Content and Language Supports (continued)

- Content and Language Supports include:
  - Pop-ups
  - Rollovers
  - Prereading text
  - Supplementary Materials

- Available online on STAAR and STAAR Spanish as a Personal Needs and Preferences (PNP) option
  - Not available for Algebra II or English III

Texas Education Agency

Content and Language Supports Guidelines

These designated supports, in the form of pop-ups, rollovers, prereading text, and supplementary materials, are available on STAAR and STAAR Spanish online tests only (they are not available for Algebra II or English III). Although STAAR Spanish uses the same guidelines for Content and Language Supports as the English version of STAAR, some of the accommodations in the pop-ups and rollovers may not be identical due to linguistic differences.

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
- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language

Rollovers:

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)
- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts

Prereads:

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

Supplementary Materials:

- blank Punnett squares (Biology only)
- writing checklists (for grades 4 and 7 writing, English I, and English II only)

Extra Time

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

- Students for whom the LPAC recommends extra time for any English reading or English EOC assessment may not be reclassified at the end of the school year.

Individualized Structured Reminders

- Paperclips or adhesive notes can be used to divide the test into sections.
- More-frequent or less-frequent reminders of time left to test than required in the standard administration procedures
- Personal timer or clock set to remind a student to move on to the next question, page, or section or to remind a student to stop at pre-established times during the test

Large Print

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

- Instructions for Photocopying Larger than Large-Print sized test materials for this purpose ONLY are provided in the General Instructions for Administering Large-Print Assessments document.

- A request to photocopy for any other reason requires an “Other” Accommodation Request Form submission to the TEA.

Manipulating Test Materials

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

Examples/Types

This designated support includes but is not limited to

- turning test booklet pages per student directions
- positioning the ruler per student directions
- operating technology per student directions, such as using the mouse to navigate the pages and operate the tools in an online administration
- highlighting per student directions
- positioning mathematics manipulatives per student directions

Mathematics Manipulatives

Examples/Types

This designated support may include **only**

- real or play money (both heads and tails)
- clocks with or without numbers shown on clock face; the clock should **NOT** have gears
- base-ten blocks
- various types of counters (e.g., two-sided chips, blocks, numerals with printed or raised dots)
- algebra tiles; the tiles should **NOT** contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables
- fraction pieces (e.g., fraction bars, fraction circles); the fraction pieces should **NOT** contain labels (e.g., labels that show individual fractions, equivalencies, or cumulative sequence)
- geometric figures that are grade- or course-appropriate; the figures may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms; the figures should **NOT** contain words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in one form (e.g., net) and a supplement aid of the same figure in another form (e.g., three-dimensional solid) is **NOT** allowed.

Oral/Signed Administration

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

Student Eligibility Criteria

A student may use this designated support if he or she

- ❒ routinely and effectively uses it during classroom instruction and classroom testing, and
- ❒ meets at least one of the following:
  - The student is a current EL and takes a STAAR test in English.
  - The student is identified with dyslexia or a related disorder per TEC §38.003.
  - The student has documented evidence of reading difficulties.

- Students for whom the LPAC recommends oral administration for any English reading or English EOC assessment may not be reclassified at the end of the school year.

Oral/Signed Administration (continued)

- ELs taking STAAR Spanish may be eligible for an oral administration **IF** they are identified with dyslexia or related disorder **OR** has documented evidence of reading difficulties.

Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing, and
- ☐ meets at least one of the following:
  - The student is a current EL and takes a STAAR test in English.
  - The student is identified with dyslexia or a related disorder per TEC §38.003.
  - The student has documented evidence of reading difficulties.

NOTE: ELs taking STAAR Spanish may be eligible for an oral administration if they meet either of the last two bullets.

Oral/Signed Administration (continued)

What is "evidence of reading difficulties?"

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

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

Oral/Signed Administration (continued)

- For STAAR and STAAR Spanish online assessments, the revising passages, revising test questions and answer choices, and embedded supports can be read aloud via TTS or by a trained test administrator.
- If the student has Content and Language Supports, the prereading text, when applicable, can be read aloud via TTS online or by a trained test administrator for paper administrations.

Assessments

- STAAR and STAAR Spanish writing
  - ✓ Revising passages, revising test questions and answer choices, and embedded supports can be read aloud.
  - ✓ Required reference materials (where applicable) and allowable designated supports may be read aloud.
  - ✗ Editing passages, test questions, and answer choices **CANNOT** be read aloud.
- STAAR English I, English II, and English III
  - ✓ Reading test questions and answer choices, revising passages, revising test questions and answer choices, and embedded supports can be read aloud.
  - ✓ Required reference materials and allowable designated supports may be read aloud.
  - ✗ Reading selections, editing passages, and editing test questions and answer choices **CANNOT** be read aloud.

Oral/Signed Administration (continued)

Policy Highlights

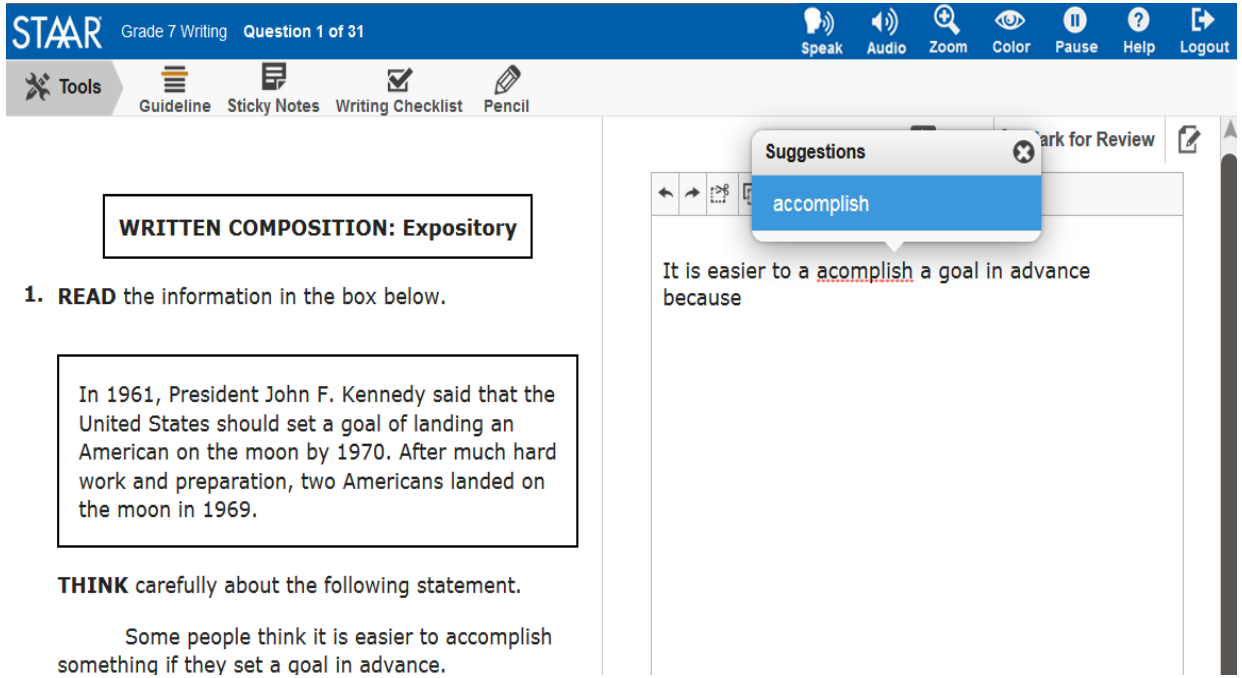
- Oral administration can include different levels of reading support for a student.
  - Read all parts of the test question and answer choices at student request
  - Read all test questions and answer choices throughout
    - **NOTE**: A student can request a change in the level of reading support during testing **IF** this option is documented.
  - TTS is an online option for oral administration and allows a student to independently select and change his or her level of reading support.
    - It is recommended that students use the STAAR online tutorial and practice release tests prior to test administrations.

Spelling Assistance

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

Spelling Assistance (continued)

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



Calculation Aids

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

- For math and science online STAAR and STAAR Spanish, the basic calculator (i.e., four-function) will be offered as an embedded PNP support for students who meet the eligibility in grades 3-7.

- For questions about the functions allowed on a basic calculator, refer to the 2018 STAAR released tests and the technology guidelines training PPT.

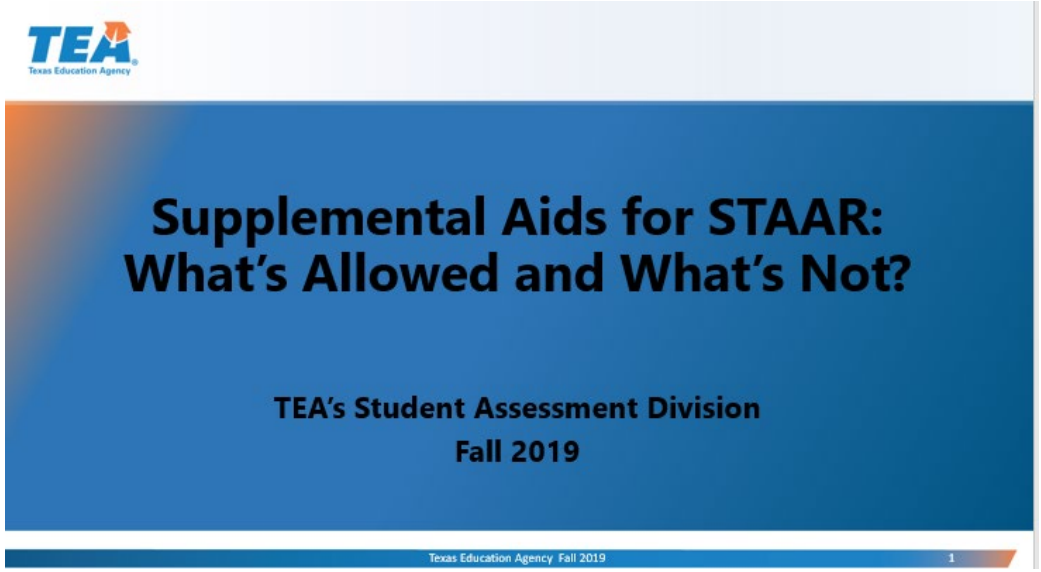
Supplemental Aids

- Supplemental aids **should be individualized** and should not be confused with common study aids used by students who are not struggling academically.

- Guidelines and examples/types of aids are provided in the Supplemental Aids policy document for districts to use when making decisions at the local level.

- **NOTE:** the TEA cannot make decisions on specific supplemental aids used for an individual student.
  - The 2019-2020 allowable supplemental aids PowerPoint has been updated and posted on the Accommodation Resources webpage.

UPDATED-
SEPTEMBER 2019



Supplemental Aids (continued)

CLARIFICATION

Mathematics: Number Chart

✓ A number chart (e.g., 100 chart) may be used, however all number charts **MUST** be in sequential order.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10

× Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart is **NOT** allowed.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

V.

Mathematics: Number Charts v. Calculation Aids

A number chart with a sequence of numbers is allowable as a supplemental aid. However, number charts that identify and/or illustrate a calculation function (e.g., +, x) are **NOT** allowable as supplemental aids. A student **MUST** meet eligibility for the Calculation Aids policy to use these types of charts on an assessment. For more information please see the **Calculation Aids Policy** on the Accommodation Resources webpage or in the District and Campus Coordinator Resources.

Below are examples of charts that are considered **calculation aids.**

	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

1 x 0 = 0	2 x 0 = 0
1 x 1 = 1	2 x 1 = 2
1 x 2 = 2	2 x 2 = 4
1 x 3 = 3	2 x 3 = 6
1 x 4 = 4	2 x 4 = 8
1 x 5 = 5	2 x 5 = 10
1 x 6 = 6	2 x 6 = 12
1 x 7 = 7	2 x 7 = 14
1 x 8 = 8	2 x 8 = 16
1 x 9 = 9	2 x 9 = 18

+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10

1 + 1 = 2
2 + 2 = 4
3 + 3 = 6
4 + 4 = 8
5 + 5 = 10
6 + 6 = 12
7 + 7 = 14
8 + 8 = 16
9 + 9 = 18
10 + 10 = 20

REMEMBER: Multiplication and addition charts are considered calculation aids.

REMEMBER: Multiplication and addition charts are considered calculation aids NOT supplemental aids.

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Designated Supports Requiring TEA Approval

These include supports that may be made available to students who have a TEA-approved Accommodation Request Form.

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

Complex Transcribing	**Mathematics Scribe**
Extra Day	**Other**

- "Other" determinations should be made in conjunction with the testing coordinator prior to submitting to ensure appropriateness.

Complex Transcribing

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

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

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

- A test administrator who transcribes for a student must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.

Extra Day

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

- Submit an Accommodation Request Form to the TEA if the student meets the specified Student Eligibility Criteria listed on the Extra Day Policy document which includes, "is **UNABLE** to effectively use any accessibility features or locally approved designed supports" to address the student's need.
- Receiving an extra day to complete the test is a designated support intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form.
- Students will only be permitted to test over two regularly scheduled, consecutive school days. Each day of testing must not extend beyond seven hours.
- The TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to carry out this designated support.
- The TEA provides the procedures for Extra Day on the Accommodation Resources webpage for use in emergency or unexpected situations.
- For students who take a braille test and require an extra day, refer to the "General Instructions for Administering Braille State Assessments." TEA approval is not required.

Mathematics Scribe

- A student may receive this support if served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.
- Submit an Accommodation Request Form to the TEA if the student meets the specified Student Eligibility Criteria listed on the Mathematics Scribe Policy document which includes, "is **UNABLE** effectively use any accessibility features or locally approved designed supports" to address the student's need.
- The role of the mathematics scribe is to record the student's dictated scratch work and computations exactly as the student indicates.
- The TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to carry out this designated support.
- A test administrator who serves as a mathematics scribe must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.
- The TEA provides the procedures for Mathematics Scribe on the Accommodation Resources webpage for use in emergency or unexpected situations.

Other

- An “Other” TEA-approved designated support is only for students who have unique needs that are not specifically addressed in any accessibility feature or locally-approved designated support.

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

- The district testing coordinator can submit Other requests via the online Accommodation Request Form without contacting TEA first.

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Accommodation Codes: STAAR Paper Tests

STAAR Paper Accommodation	Accommodation Code
Calculation Aids	MC
Designated Support(s)	DS
Extra Day	XD
Large Print	LP
Oral/Signed Administration	OA
Spelling Assistance	EE

Accommodation Codes: STAAR with Embedded Supports/Braille Paper Tests

STAAR with Embedded Supports/Braille Paper	Accommodation Code
Braille	BR
Calculator	MC
Designated Support(s)	DS
Extra Day	XD
Large Print	LP
Oral/Signed Administration	OA
Spelling Assistance	EE

Accommodation Codes: STAAR with Embedded Supports Online Tests

STAAR with Embedded Supports Online	Accommodation codes
ASL Videos	V
Calculator	M
Designated Support(s)	D
Content and Language Supports	R
Extra Day	XD
Oral/Signed Administration (via Text-to-Speech)	T
Refreshable Braille	B
Spelling Assistance	E

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Technology Guidelines

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

Technology Guidelines (continued)

- For a device or software to be considered appropriate for state assessment use, it must:
  - be set in a mode that locks the user into a specific software program;
  - block the user from accessing functionality that may violate test security, such as
    - the ability to send secure test content (e.g., messages, captured images, videos);
    - the ability to send or receive any person-to-person communication about secure test content (e.g., chat, video);
    - or the ability to save secure test content.
- 2019-2020 Technology Use Guidelines Presentation – Coming Soon

Technology Guidelines

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

Technology Guidelines

All technology used during state assessments must adhere to the following guidelines. Test administrators must actively monitor the use of the technology, including technology-based accommodations, during an assessment.

For a device or software to be considered appropriate for state assessment use, it must:

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

When using tablet applications, districts must ensure the application does not provide functionality that compromises the curriculum assessed.

A training presentation is available on the 2018 Accommodation Resources webpage to assist districts in making appropriate decisions about technology-based accommodations for students taking state assessments. If you have questions about whether specific technology-based accommodations meet these guidelines, contact the most appropriate person in your district (e.g., technology staff, curriculum staff).

Technology Guidelines- Dictionary Policy

- It is important for LPACs to consider the degree to which an EL relies on a dictionary during language arts instruction or testing when making reclassification decisions at the end of the year.
- Dictionary applications on a tablet, laptop, or desktop are allowable for all students taking a reading or writing test.
- All technology use guidelines must be followed.
- Disable features during testing (e.g., access to the camera; browsing capability; access to email, text, social media, or games; ability to view videos, animations, or extensive text to explain a definition).

STAAR Dictionary Policy

Dictionaries must be available to **all** students taking:

- STAAR grades 3–8 reading tests
- STAAR grades 4 and 7 writing tests
- STAAR Spanish grades 3–5 reading tests
- STAAR Spanish grade 4 writing test
- STAAR English I, English II, and English III tests

The following types of dictionaries are allowable:

- standard monolingual dictionaries in English or the language most appropriate for the student
- dictionary/thesaurus combinations
- bilingual dictionaries* (word-to-word translations; no definitions or examples)
- ESL dictionaries* (definition of an English word using simplified English)
- sign language dictionaries
- picture dictionary

Both paper and electronic dictionaries, including applications on a tablet, laptop, or desktop computer, are permitted. If electronic dictionaries are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. The technology guidelines for state assessments, as well as a supplementary training presentation, can be found in the District and Campus Coordinator Resources (DCCR).

While students are working through the tests listed above, they must have access to a dictionary. Students should use the same type of dictionary they routinely use during classroom instruction and classroom testing to the extent allowable. Additional sections in the dictionary (e.g., abbreviations, biographical or geographical entries, style or grammar guides) do not have to be restricted as they are also a part of the dictionary used routinely during classroom instruction. The school may provide dictionaries, or students may bring them from home. Dictionaries may be provided in the language that is most appropriate for the student. However, specialty dictionaries such as teacher-made, student-made, subject-specific, or slang dictionaries are NOT allowed.

The minimum number of dictionaries a school must provide is one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student. Although thesauruses are not required, they are allowable on all the tests listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

* Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for ELs who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. Additionally, it is important for LPACs to consider the degree to which an EL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the year.

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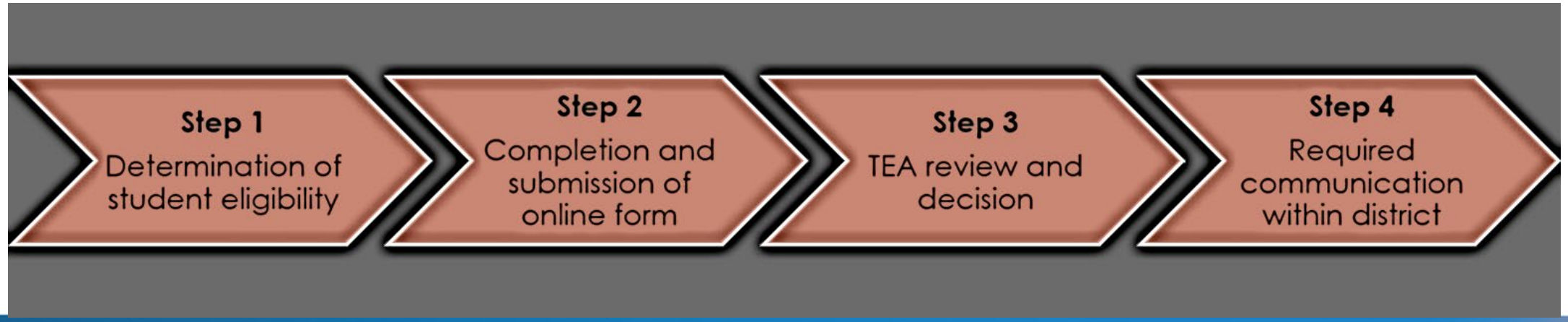
The Accommodation Request Process

- Accommodation Request Forms should only be submitted for designated supports requiring TEA approval (i.e., Complex Transcribing, Math Scribe, Extra Day, Other).
- The link to the online 2019-2020 Accommodation Request Form will be on the Accommodation Resources webpage along with a training document.
- Accommodation request forms must be received by the 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.



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(s)

Accommodation Resources

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)

Add Administration **One student with multiple subjects? Click Add Administration. One Student - One Request - Multiple Subjects!**

administration-subject_1 Delete me

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

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

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.

Character Count **0** (Max. 3000 characters)

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 include any prior year request ID(s) within this rationale.

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

Administrative Information

Local Tracking number

Supporting Documentation

If you have submitted the exact same attachments with a previous request, you do not need to attach them again. You may refer to a previous attachment by providing that Re

Previous Request ID:

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

Add Attachment

(If you are not attaching files, please leave blank.) Remove special characters from filenames (commas, apostrophes, quotes, spaces)
Do not use Student Name or SSN in filenames. FERPA considerations apply to filenames

filename_1 Choose File No file chosen Delete me

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 Accommoda

After clicking the "SEND" button, a receipt of submission page with a request identi

The Accommodation Request Process

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

- Do **NOT** include confidential student information (request will be deleted and you will be asked to resubmit).
  - Example: student's first and last name, Social Security numbers, pages from an IEP, medical documents

- The expiration date for all approved requests is June 30th of the year the request is approved.
  - For the 2019-2020 school year, the expiration date of approved requests is June 30, 2020.

- The online Accommodation Request Form for 2019-2020 administrations will open in October 2019.

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Special Administration Requests

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

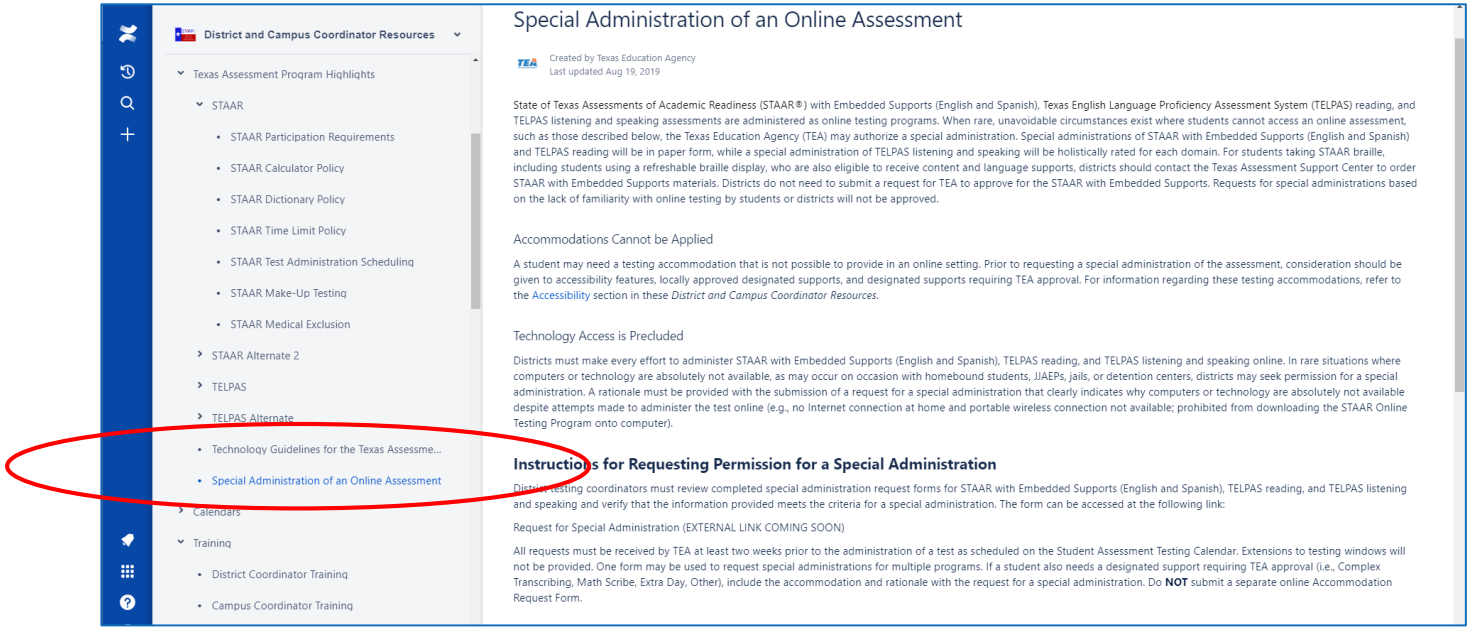
- Technology-based supports enable most students to test online; however, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student's particular disability, a request may be made to the TEA for approval for a special administration.
    - This process also applies to TELPAS reading.
    - For students taking TELPAS Listening and Speaking, a special request may be made to the TEA for approval to assess holistically.

Special Administration Requests (continued)

- Example situations when a request for a special administration of STAAR with Embedded Supports paper test is appropriate
  - Seizures or migraines from looking at computer screen and frequent breaks do not work
  - After multiple attempts throughout the year to acclimate the student to online testing, student becomes agitated or violent when beginning any practice test due to his or her disability.
  - No access to technology because student is homebound with no internet connection available or student is in a juvenile detention facility and county does not allow online test application to be downloaded onto computers

Special Administration Requests (continued)

- The form is located on the District and Campus Coordinator Resources webpage under the Special Administration of an Online Assessment link.
- **NEW:** Students taking braille who are also eligible for Content and Language Supports will **NOT** need to submit a special administration request form for the paper STAAR with Embedded Supports.



Special Administration Request Process: STAAR with Embedded Supports

Mathematics Example:
Braille Instructions ONLY

Examples with Instructions Specific to Braille Test Takers

GRADE 4 MATHEMATICS

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

1 Scott traveled 557 miles to visit his cousin. What is the number rounded to the nearest ten?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Test Question Number	Part of the Test Question with the Dotted Underline	Content and Language Supports
1	nearest ten	**Show** chart on page 15. Braille Instructions ONLY: *Chart on page 15 may be reproduced in braille or other forms.*

Chart
Test Question Number 1

Braille Instructions ONLY:
Chart may be reproduced in braille or other forms.

15

Accommodations specific to braille test takers will be provided in the STAAR with Embedded Supports Paper Administration Guide secure accommodation tables and, if applicable, supporting images. Accommodations will be identified for the test administrator as "Braille Instructions ONLY".

GRADE 7 READING

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

1 The photograph at the end of the selection is included to —

A illustrate why the *Cutty Sark* needed renovation

B highlight the *Cutty Sark's* historical significance

C indicate the number of people who can visit the *Cutty Sark* each day

D show how a defining feature of the *Cutty Sark* is displayed

Accommodations specific to braille test takers will be provided in the STAAR with Embedded Supports Paper Administration Guide secure accommodation tables. Accommodations will be identified for the test administrator as "Braille Instructions ONLY" and located in the "Content and Language Supports" column for all tested subjects.

Test Question Number	Part of the Test Question with the Dotted Underline	Content and Language Supports
1	photograph at the end of the selection	**Indicate** photograph at the end of the selection on page XX. Braille Instructions ONLY: **SAY** People walk under the hull, or bottom, of the *Cutty Sark*.
	A renovation	**SAY** to be fixed
	D defining feature	**SAY** unique part

Reading Example:
Braille Instructions ONLY

Special Administration Request Process: STAAR Spanish with Embedded Supports

- For students who are eligible for Content and Language Supports and take STAAR Spanish but cannot access the online assessment, a STAAR Spanish with Embedded Supports paper test may be requested.

GRADE 5 READING
Test Question Number 1

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

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

A Tío Conejo tiene la intención de darle una lección a Tío Tigre

B Tío Buey quiere vengarse de Tío Tigre

C Tío Tigre quiere demostrar que es muy valiente

D Tío Conejo quiere que todos sean amigos

Test Question Number	Parts of Test Question with Dotted Underlines	Content and Language Supports
1	párrafos del 22 al 24	**Indicate** paragraphs 22 through 24 in the student's test booklet
	A tiene la intención de	**SAY** quiere

Reading Example:
STAAR Spanish with Embedded Supports

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Accommodations in Unexpected or Emergency Situations

- When an unexpected or emergency situation (e.g., broken arm, lost eyeglasses) occurs just prior to or on the day of the state assessment, it may or may not be necessary to contact TEA. After testing, document the accommodation used on the answer document or in the STAAR Assessment Management System.
- **Step 1: No need to contact TEA**
  - Make available Accessibility Features which are allowed for any student.
- **Step 2: No need to contact TEA**
  - Make available locally-approved Designated Supports. Consideration should be given to accommodations that the student can independently use.
- **Step 3: Contact TEA**
  - If the student's needs cannot be met with Step 1 or 2, contact a member of the Accommodations Task Force. The district testing coordinator may need to submit an Accommodation Request Form.

Proctor Codes for Signed Online Administrations

- For students who are deaf or hard-of-hearing who are eligible for
  - Oral/Signed Administration, **AND**
  - Content and Language Supports

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

- A signed administration is allowed for those parts of the test that can be read aloud. Test administrators should be trained using the Oral/Signed Administration Guidelines and also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document.

Proctor Codes for Signed Online Administrations

- Similar to past administrations, proctor codes will be available to district testing coordinators and assistants in the STAAR Assessment Management System to download and distribute to test administrators providing a signed administration of an online STAAR test.

- The 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-2020-dhh-staar-update

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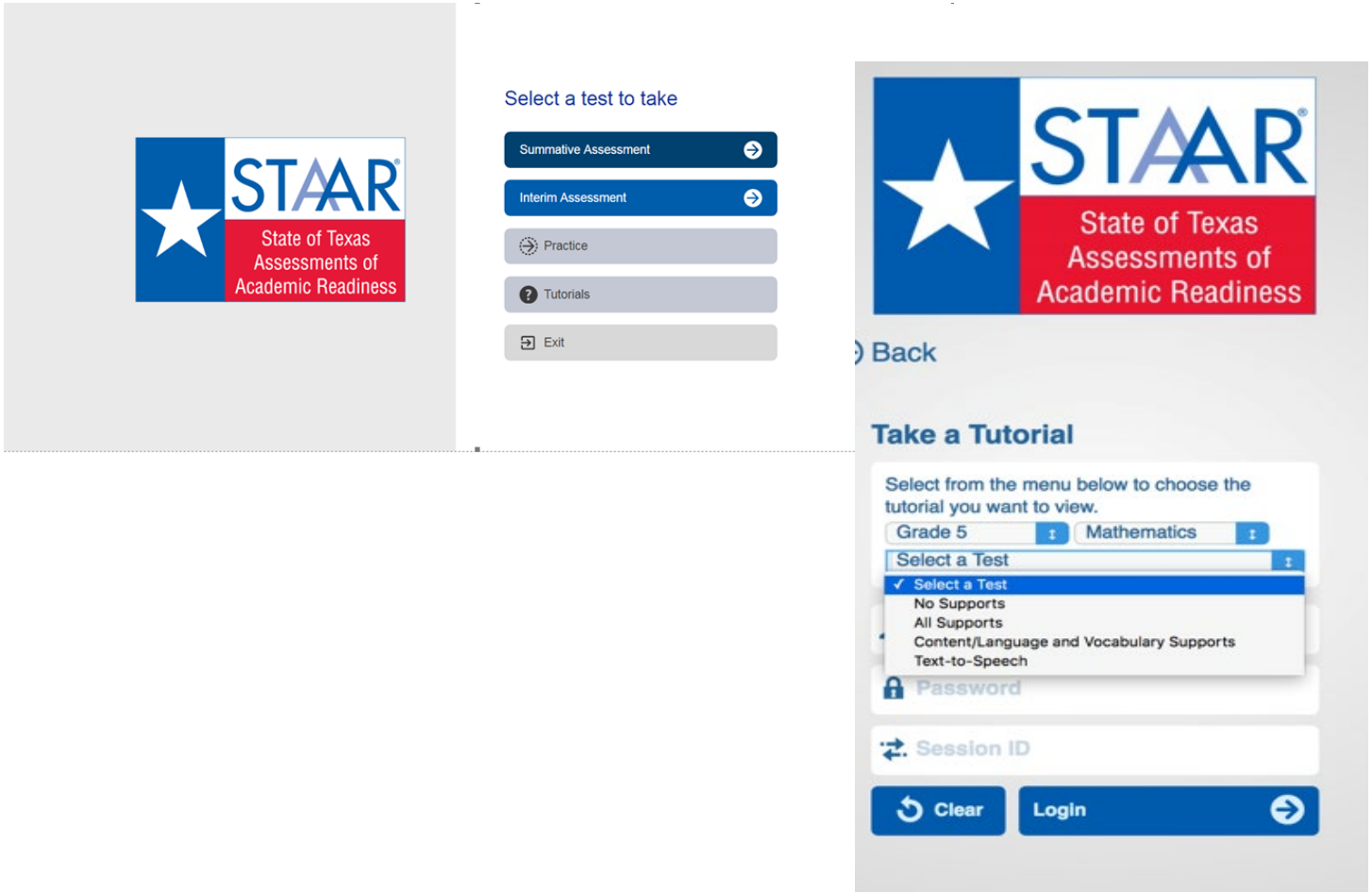
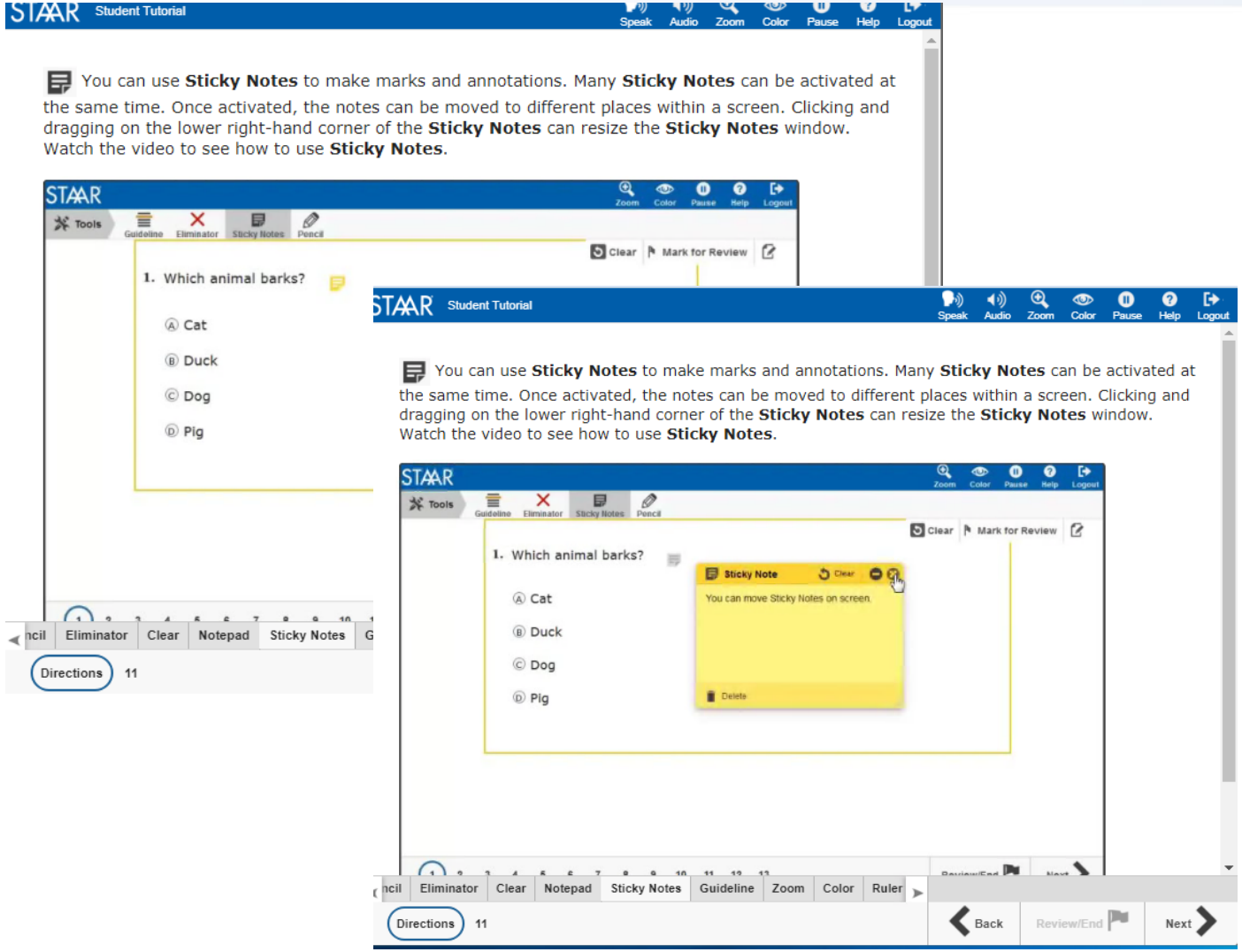
STAAR Online Tutorials

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



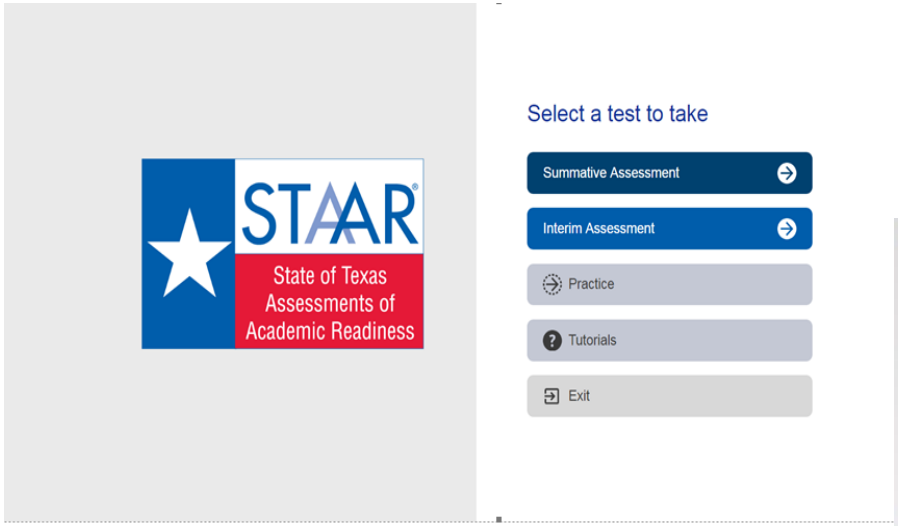
STAAR Online Tutorials

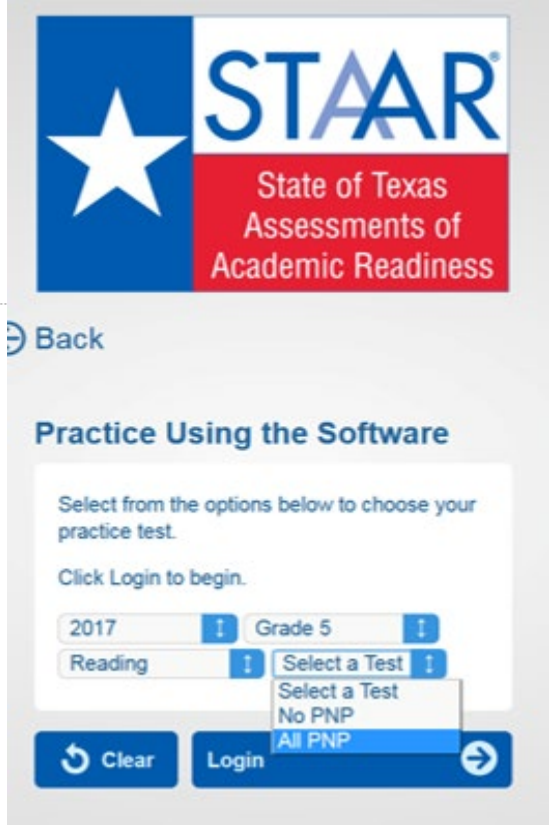


- Tabs at the bottom of the screen act as a table of contents. Each tab contains a page that explains the online feature/tool and provides a short video.
- Videos do not have sound except for the Speak and Audio videos, which only read aloud the text on the screen.
- The second page of each tab has a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

STAAR Online Practice

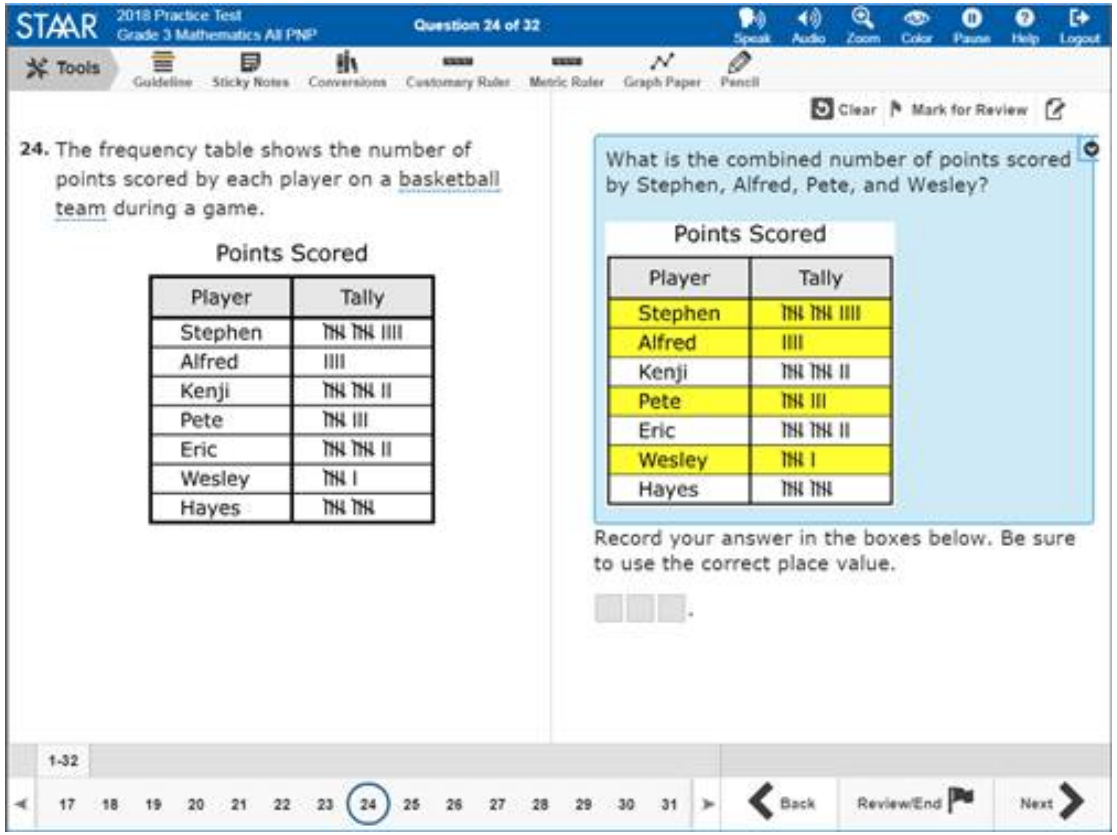
- When you open the STAAR online testing platform, you will see a menu of options, including “Practice.”
- Here you will find released tests for 2017 and 2018.
- All PNP will include the following supports:
  - Text-to-Speech (when available)
  - Spelling Assistance (writing compositions only)
  - Content and Language Supports
    - Writing Checklists (writing compositions only)
    - Punnett Squares (Biology)
    - Pop-ups
    - Rollovers
    - Prereading text (when applicable)



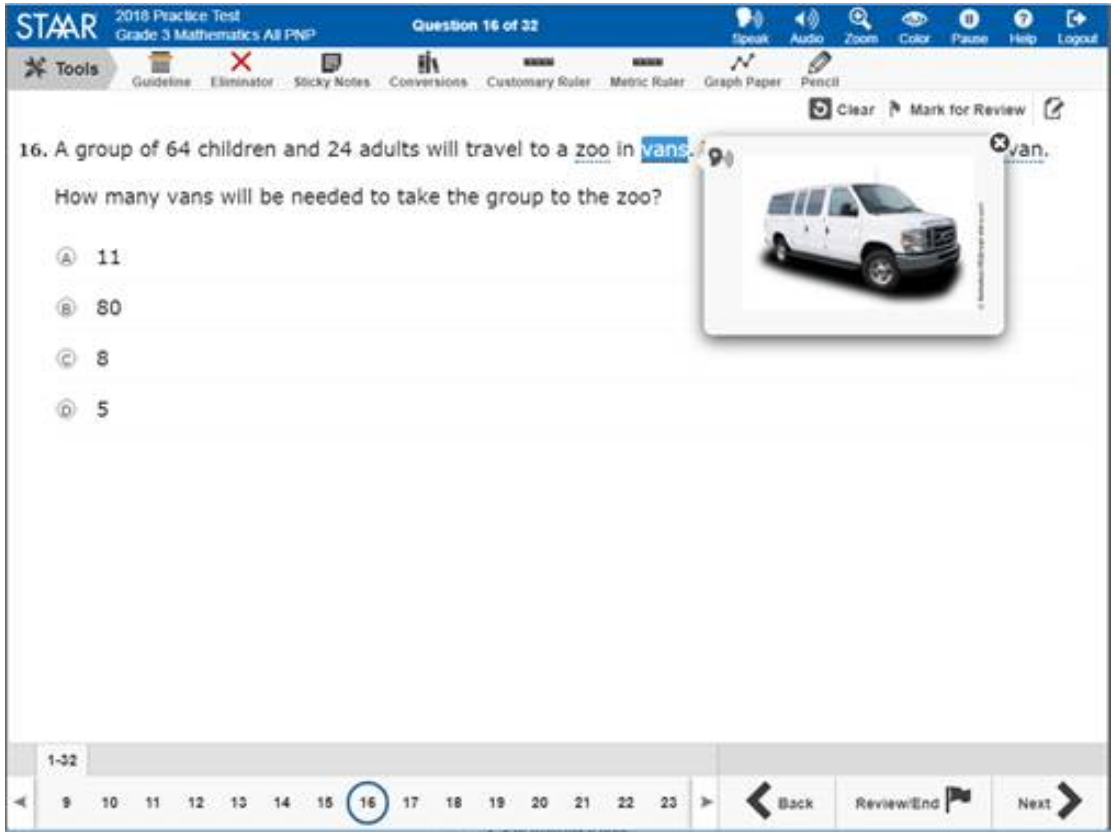


STAAR Online Practice

Rollover

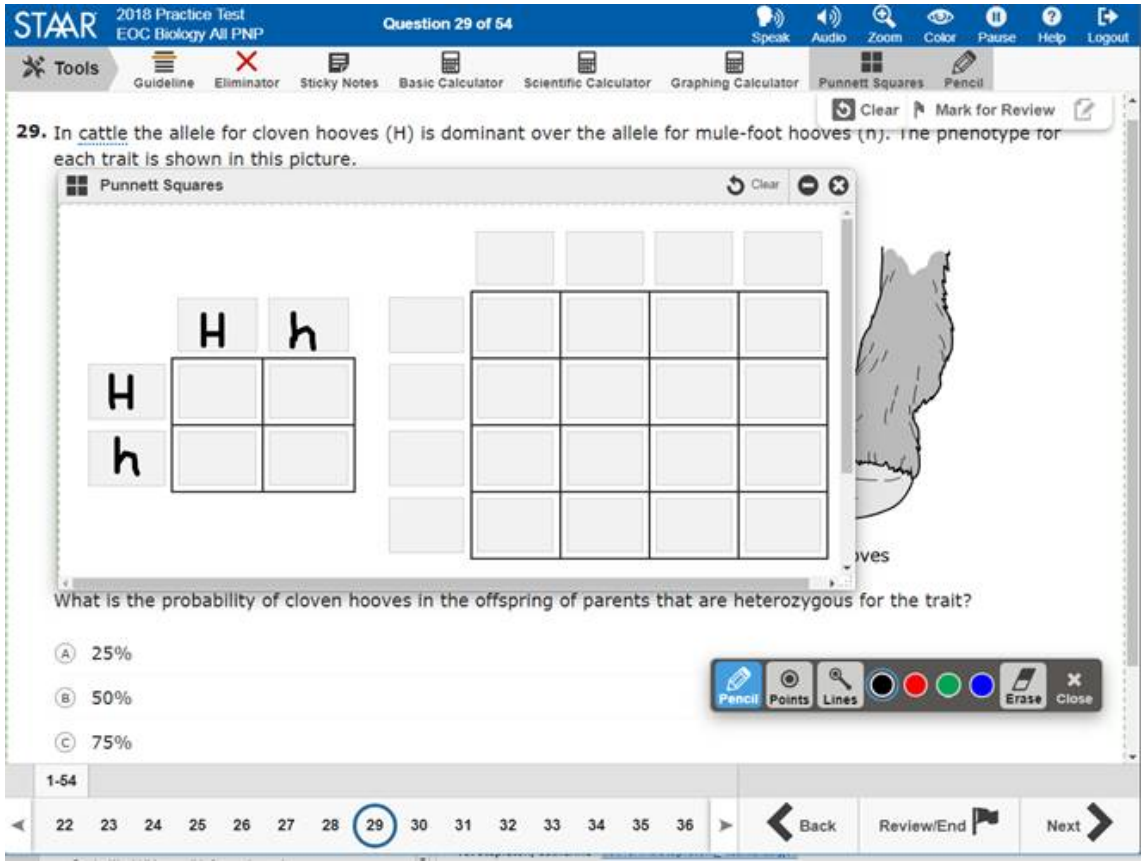


Pop-ups

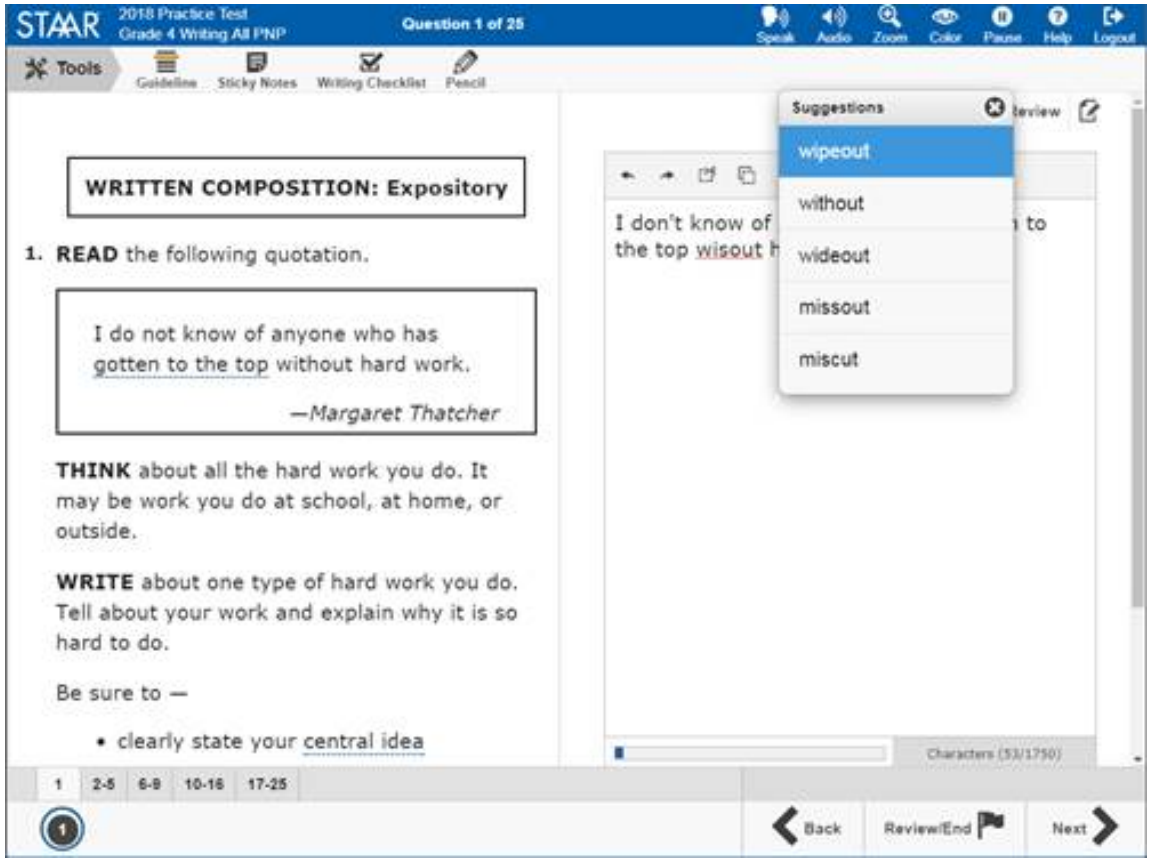


STAAR Online Practice

Punnett Squares

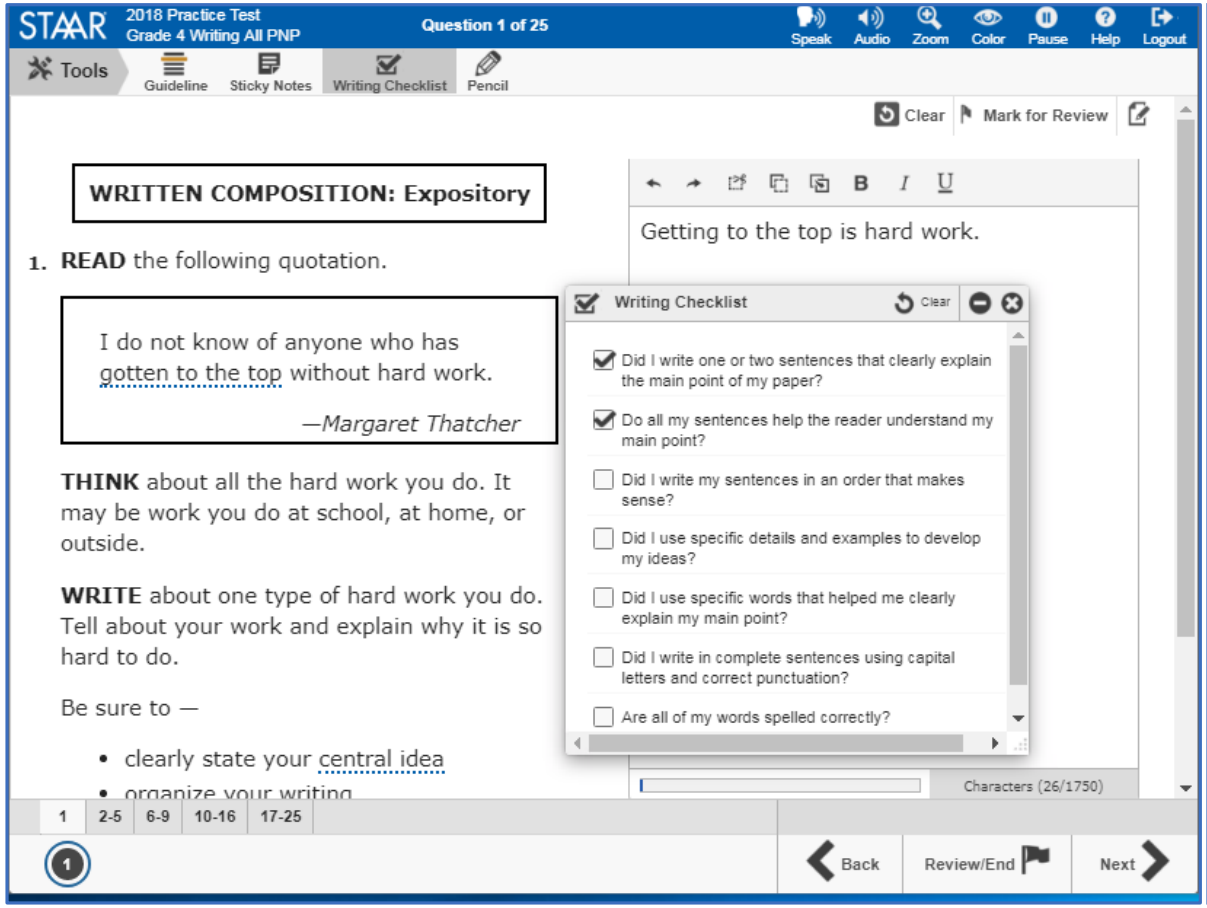


Spelling Assistance

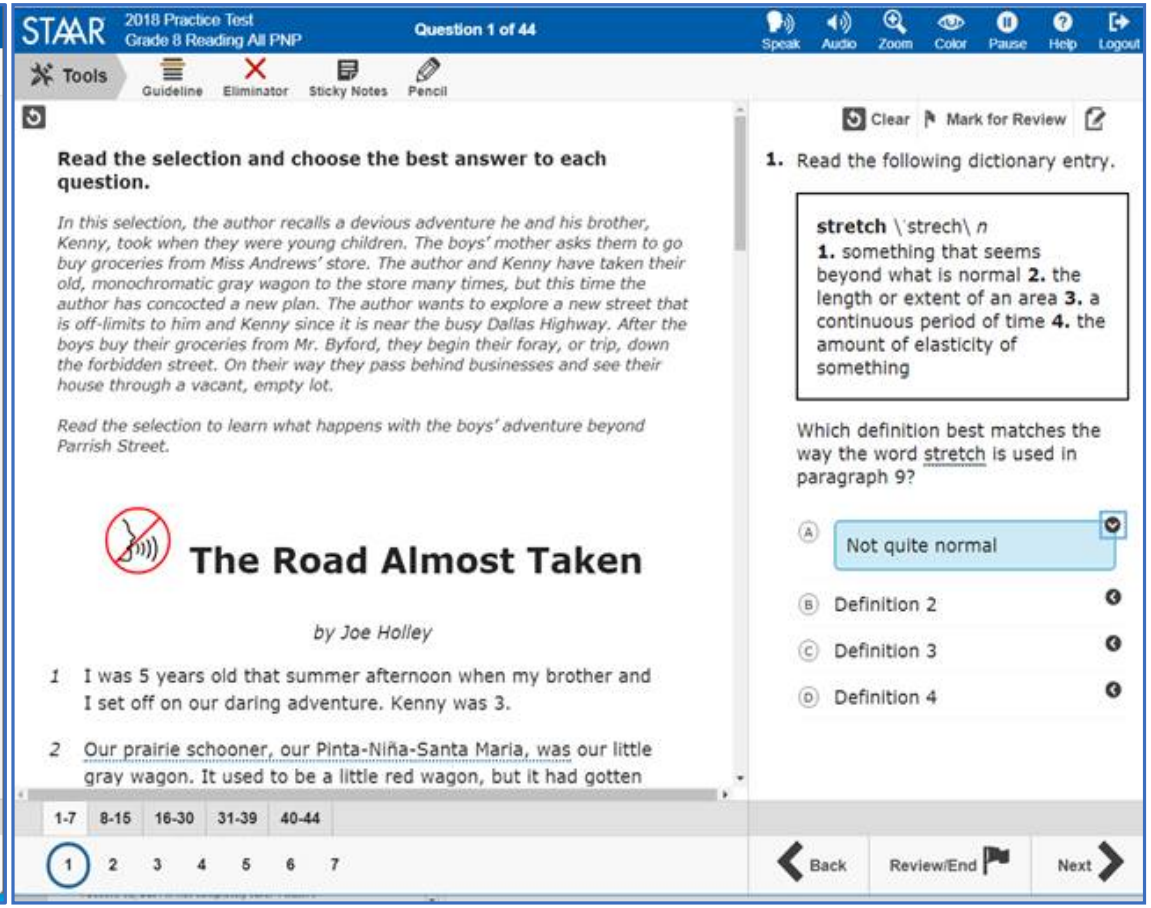


STAAR Online Practice

Writing Checklist



Prereading Text



Agenda

- Accessibility Within the Texas Assessment Program
- 2019-2020 Accessibility Updates
- Accessibility Features
- Locally-Approved Designated Supports
- TEA-Approved Designated Supports
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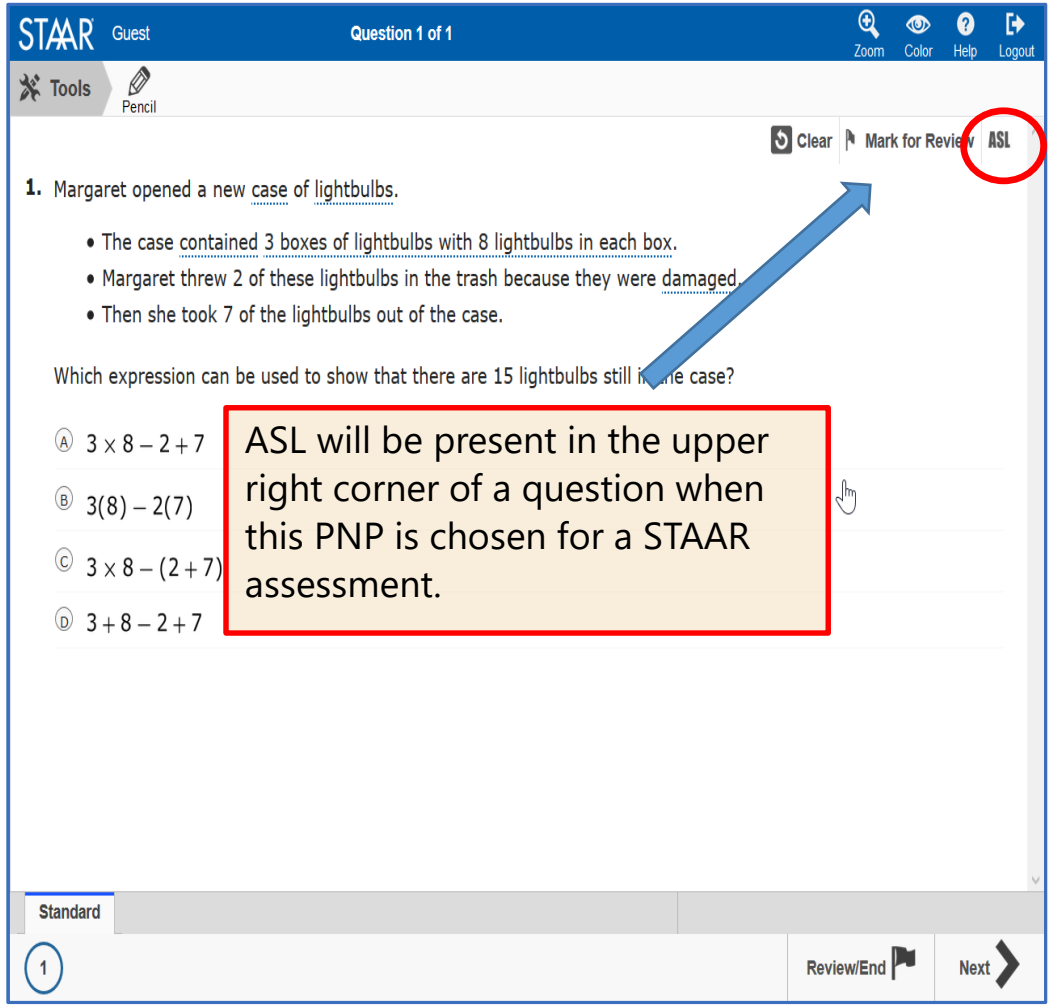
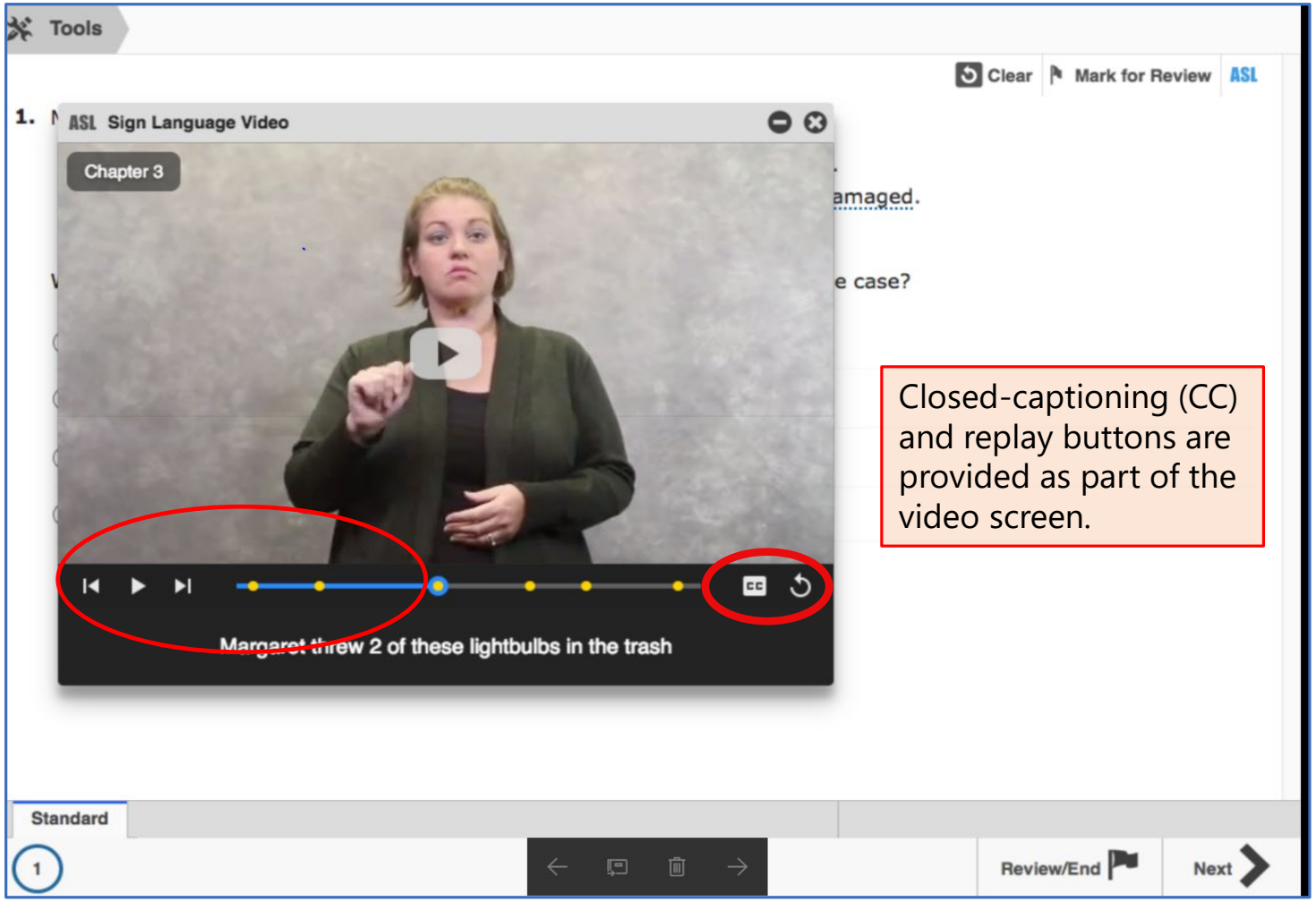
American Sign Language (ASL)-PNP

- Available on STAAR online as a PNP for students eligible for Oral/Signed Administration
- STAAR questions and answer choices are signed in ASL.
- Closed-Captioning is supported in each video.
- Available in all subjects, grades, and administrations
- A release of a mini practice test is available with a few samples to how the ASL functions online.
- ASL is not currently available for Content and Language Supports.
  - **NOTE**: Content and Language Supports can still be available for signed users through Oral/Signed Administration. See Oral/Signed Administration Guidelines for procedures. If a student does not use ASL or needs signed support for some of the signs in a video, the TA may need to assist with the signing for certain words.



American Sign Language (ASL) Videos-PNP

ASL videos will allow students to play, rewind, and fast forward signed videos. Specific chapters, or parts of the question, are marked by dots that appear along the video track. These dots, or chapters, will allow students to go back and review specific parts of the video (e.g., answer choice) as needed.



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

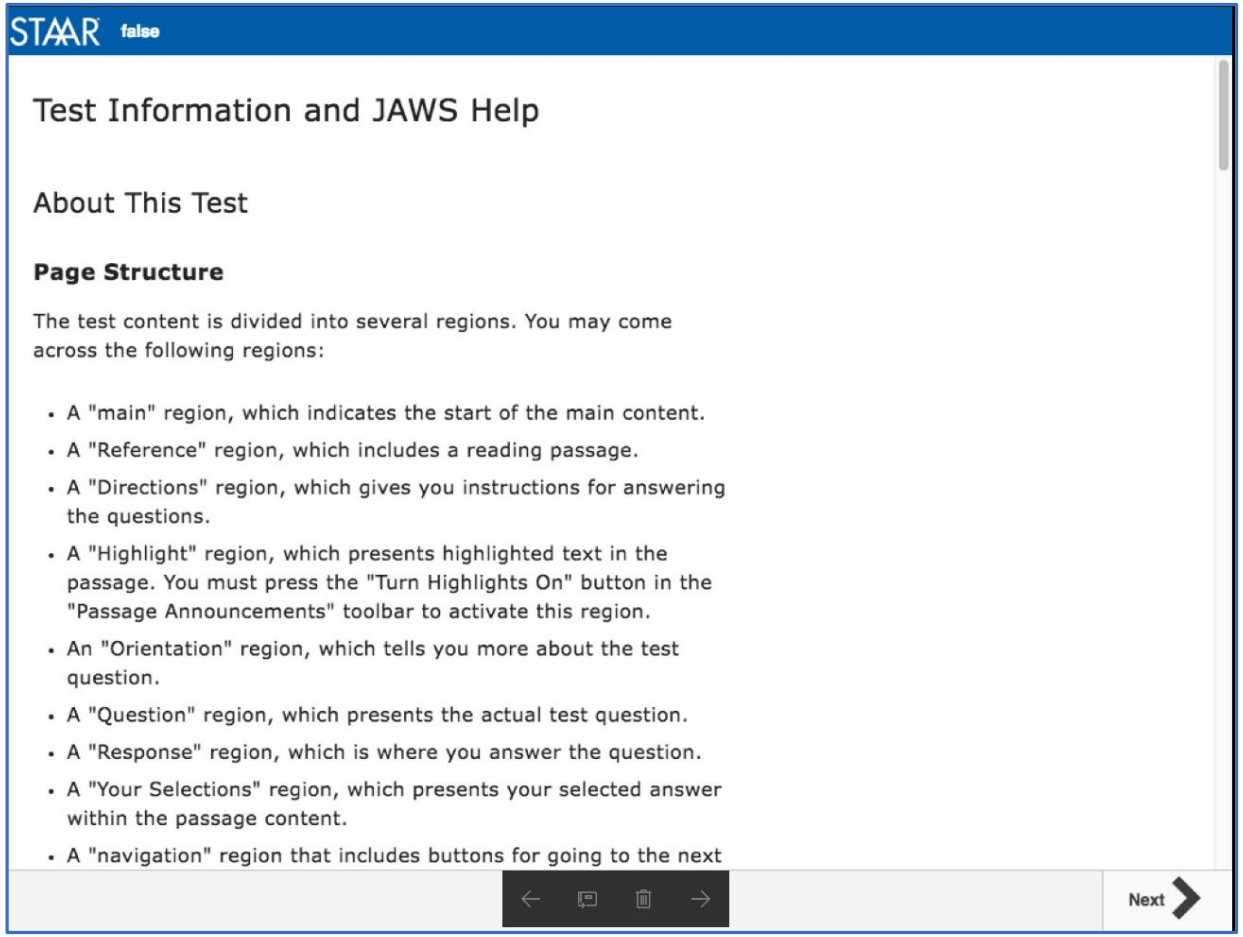
Refreshable Braille-PNP

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

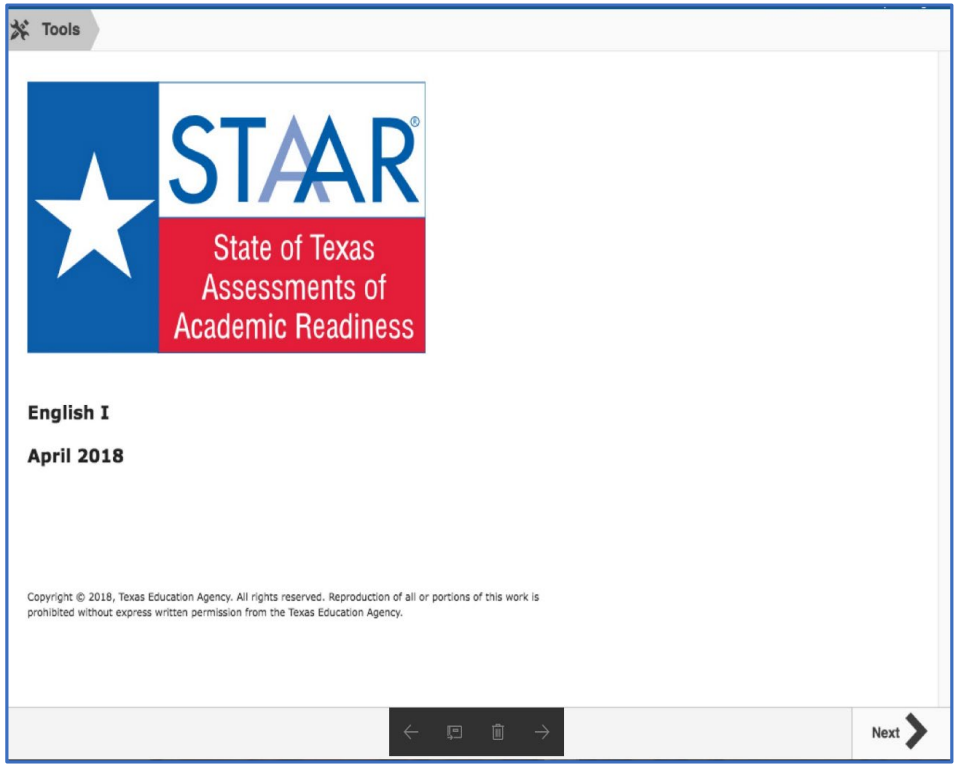
Refreshable Braille-PNP

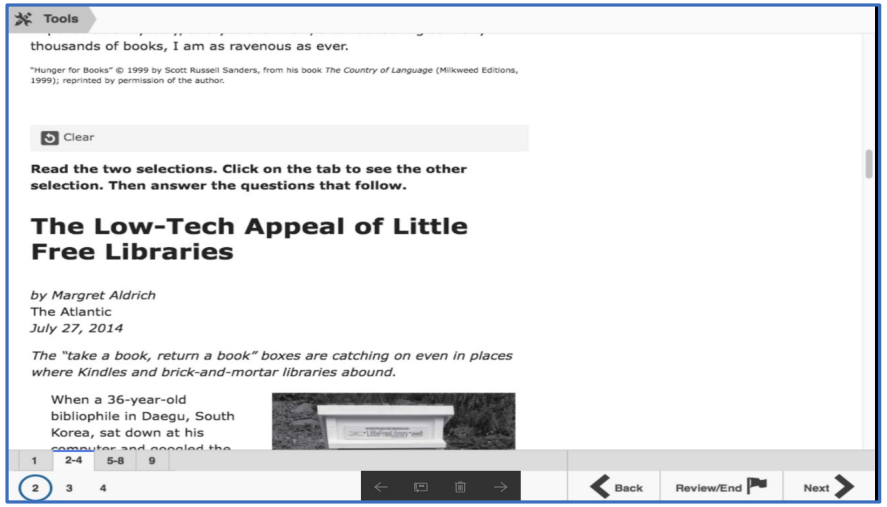
- It is important for technology staff to set up devices for spring administrations prior to testing.

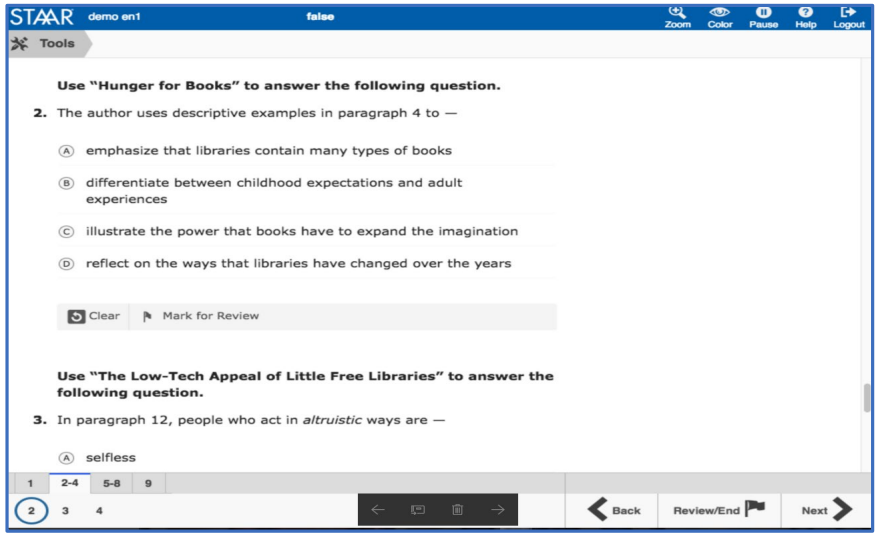
- Prior to beginning a test using a refreshable braille display, a JAWS Help screen is provided to orient the test taker to the regions within the test. A student should practice interacting with this online PNP prior to testing day.



Refreshable Braille-PNP





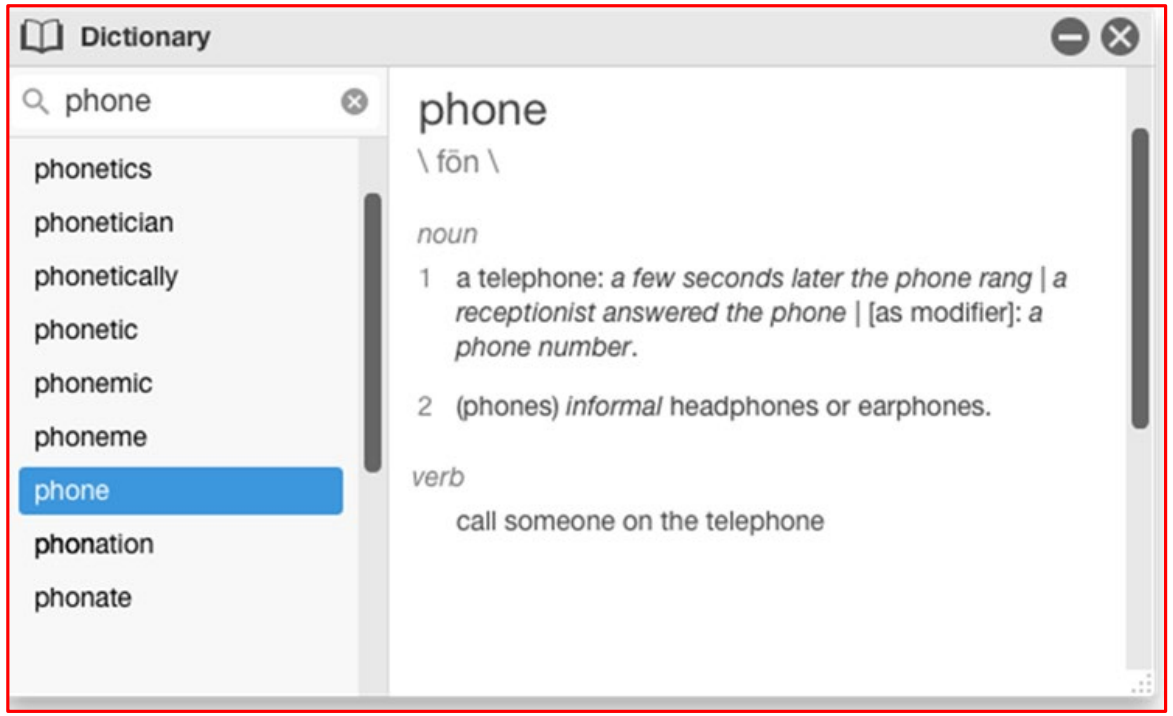


Basic Calculator-PNP

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

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

Dictionary Tool-Reading and Writing



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

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Related Resources

- Allowable Supplemental Aids: What's New?
- Technology Guidelines
- Technology Use Guidelines Presentation (2019-2020 update coming soon)
- Accommodations in Unexpected or Emergency Situations
- TEA-Approved Accommodations Procedure documents:
  - Math Scribe
  - Extra Day
  - Complex Transcribing STAAR
  - Complex Transcribing TELPAS
- STAAR and STAAR Spanish with Embedded Supports Non-Secure Front Matter
- General Instructions for Administering Large-Print State Assessments
- General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing
- General Instructions for Administering Braille State Assessments
- Oral/Signed Administration Guidelines
- Educator Guide to Accessibility within the STAAR Program
- Font and Point Size Matrices for STAAR, STAAR Spanish, and TELPAS

New in 2019 - 2020:

- At-a-Glance Chart for Accessibility Resource (coming soon)

Contact Information

Student Assessment Division

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

For inquiries regarding:

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

Curriculum Standards and Student Support

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

Performance Reporting

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

Student Assessment Division resources:

Student Success Initiative
Accommodation Resources Webpage
District and Campus Coordinator Resources
State-Developed STAAR Interim Assessments

Disclaimer

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

Questions?

The TEA Accessibility Team thanks you for participating in this session!