

Educator Guide

to Accessibility within the
STAAR Program

2019–2020

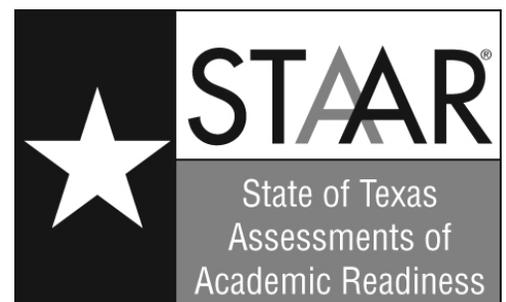


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Resources

Online Resource Materials	
Resource materials available online	Located at
Accommodation Resources	https://tea.texas.gov/student.assessment/accommodations/
<i>2019–2020 District and Campus Coordinator Resources</i>	http://txetests.com/dccr/
LPAC Resources	http://tea.texas.gov/student.assessment/ell/lpac/
Online testing technology	http://TexasAssessment.gov/administrators/technology/
STAAR and STAAR Spanish Released Test Questions	http://tea.texas.gov/student.assessment/STAAR_Released_Test_Questions/
STAAR Resources	http://tea.texas.gov/student.assessment/staar/
STAAR Spanish Resources	https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/STAAR_Spanish_Resources/
Student Assessment Division	http://tea.texas.gov/student.assessment/

Purpose of This Guide

This guide is provided to familiarize educators with features and supports that increase the accessibility of the State of Texas Assessments of Academic Readiness (STAAR®) for all students. Accessibility features are available to any student who regularly benefits from their use during instruction. Accommodations, or designated supports, are changes to assessment materials or procedures that are intended to allow test takers to demonstrate their knowledge of the content being tested without the format of the assessment, the non-tested language, or the type of response needed to answer the questions being barriers. General information outlining the updated accommodation policies is available in this guide. In addition, specific examples of the online features and supports offered on STAAR, including STAAR Spanish, are provided. All information in this guide, as well as additional resources about accessibility on STAAR, can be accessed online through the link in the NOTES column on this page.



Accommodation
Resources

Icons

The icon shown below is used throughout the guide. This icon is located in the NOTES column.



This icon indicates additional information that is available online. The text located below the icon links to specific online resources.

Understanding STAAR Accessibility

The goal of STAAR and STAAR Spanish accessibility is to ensure that each student can interact appropriately with the content, presentation, and response modes of the state assessment. In order to meet this goal, the STAAR accessibility features and designated supports are designed to allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, the non-tested language, or the type of response needed to answer the questions being barriers. The various accessibility features and designated supports made available on STAAR paper and online tests are also designed to be the same or similar to those accommodations commonly used during classroom instruction.

STAAR is available on paper and online as indicated for the grades and subjects listed below.

Program	Grade	Subject	Paper Available	Online Available
STAAR	3–8 and EOC	all	√	√
STAAR Spanish	3–5	all	√	√
STAAR Alternate 2	3–8 and EOC	all	√	

Accessibility within the STAAR Program

For STAAR and STAAR Spanish, accessibility falls into three categories: accessibility features, locally approved designated supports, and designated supports requiring Texas Education Agency (TEA) approval. It is important to refer to the individual designated support policy documents on the Accommodation Resources webpage for comprehensive information about the procedures and materials within each of these categories.

Accessibility Features

Accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from their use during instruction; however, a student cannot be required to use them during a state assessment. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, 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 are maintained.



Accommodation
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Locally Approved Designated Supports

Locally approved designated supports include accommodations that may be made available to students who meet eligibility criteria. The decision should be based on the eligibility criteria and aimed at addressing a student's consistent academic struggle in a specific area even after intensive instruction and remediation. The appropriate team of people at the campus level as indicated in each policy document determines eligibility. The decision to use a designated support during a state assessment should be made on an individual student basis and take into consideration the needs of the student and whether the student routinely receives the support during classroom instruction and classroom testing. This does not mean that the support must be used every day during instruction. Routine accommodation, or designated support use, as defined by TEA, means that the student has used the support often enough during classroom instruction and testing that he or she is able to use it independently during the state assessment. (Independent use is applicable to some designated supports [e.g., Calculation Aids] but may not be to others [e.g., oral administration].) In addition, the support has been proven to be effective in meeting the student's specific needs as evidenced by student scores or teacher observations with and without support use. For more information on designated supports, access the TEA's Accommodation Resources webpage.

Designated Supports Requiring TEA Approval

For designated supports requiring TEA approval, districts must submit an Accommodation Request Form to TEA. The appropriate team of people at the campus level as indicated in each policy document determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated admission, review, and dismissal [ARD] committee decisions). The request must be approved by TEA before a student can use the designated support on the state assessment. This type of support must be documented in the student's paperwork as "pending TEA approval." In the event that a request is denied, the campus should be prepared to meet the student's needs with accessibility features or any of the locally approved designated supports.

Considering Paper Versus Online

A student may take STAAR on paper for one subject and online for another. The mode of testing should not be documented in the student's paperwork and should be determined closer to testing once the student has been given the opportunity to practice online.

Due consideration should be given to the mode in which various designated supports can be offered. A braille assessment of mathematics or science can be provided only with a paper form; a braille assessment of English language reading, writing, or social studies can be provided online using a refreshable braille display.

Content and language supports are embedded online supports. Paper versions of these accommodations are available only to a small population of students who have applied for and received a TEA-approved special administration form designed for students who cannot access computers or technology.

Other supports such as mathematics manipulatives or oral administration can be provided to students taking either an online or paper test.

A complete list of all accessibility features and designated supports, including availability on paper or online, can be found on the following page.

NOTES



Accommodation
Resources

	Paper	Online
Accessibility Features		
Amplification Devices	√	√
Bilingual Dictionary	√	√
Color Overlay/Color Setting	√	√*
General Reminders to Stay on Task	√	√
Highlighter, Colored Pencil, etc.	√	√*
Individual Administration	√	√
Magnifying Devices/Zoom	√	√*
Minimize Distractions (e.g., stress ball, headphones, music)	√	√
Photocopying or Enlarging Non-secure Test Materials	√	
Place Marker/Guideline	√	√*
Projection Devices	√	√
Read Aloud Writing Prompt to Student	√	√
Read Test Aloud to Self	√	√
Reading Assistance for Grade 3 Math	√	√
Scratch Paper/Notes Tool/Sticky Notes	√	√*
Signing Test Directions	√	√
Small Group	√	√
Translating Test Directions	√	√
Typing Assistance for Grade 4 Writing		√
Designated Supports		
Basic Transcribing	√	√
Braille/Refreshable Braille [†]	√	√*
Calculation Aids	√	√*
Content and Language Supports	√ [§]	√*
Extra Time	√	√
Individualized Structured Reminders	√	√
Large Print	√	
Manipulating Test Materials	√	√
Mathematics Manipulatives	√	√
Oral Administration/Text-to-Speech	√	√*
Signed Administration/Signed Videos	√	√*
Spelling Assistance	√	√*
Supplemental Aids	√	√
Designated Supports Requiring TEA Approval		
Complex Transcribing	√	√
Extra Day	√	√
Mathematics Scribe	√	√
Other	√	√

* These features and supports are embedded within the online system. All other accommodations are administered independent of the online system.

[†] Refreshable Braille is only available on English versions of grades 3–8 reading, grades 4 and 7 writing, grade 8 social studies, English I, English II, and U.S. History.

[§] Content and language supports are available on paper via approval of a special administration request.

Online Accessibility Features

Accessibility features are available to all students taking STAAR and STAAR Spanish on paper or online. Some of these features are embedded in the online system, while others (e.g., individual administration, general reminders to stay on task) are not. The following figures describe the accessibility features embedded in the online system and provide their associated icon. These features are automatically available on all STAAR assessments (i.e., mathematics, reading, writing, science, and social studies) and do not need to be activated in the online system.

Figure 1. Zoom
(available in English and Spanish)

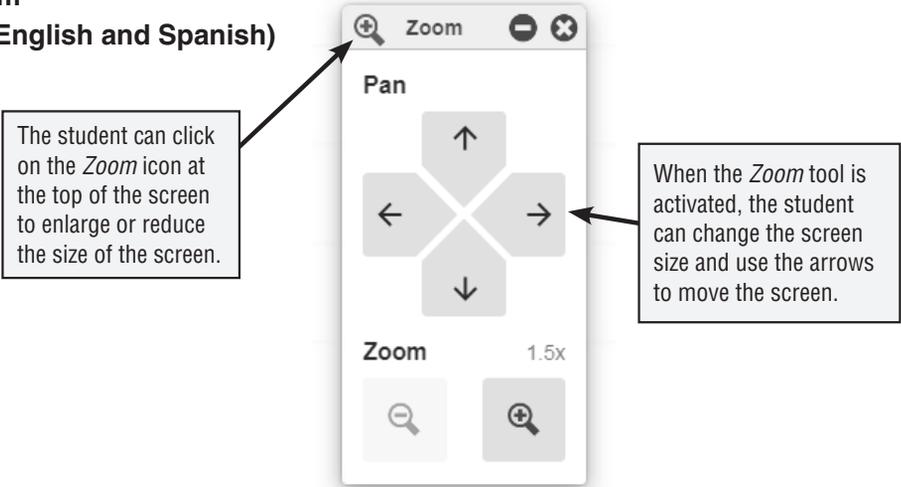
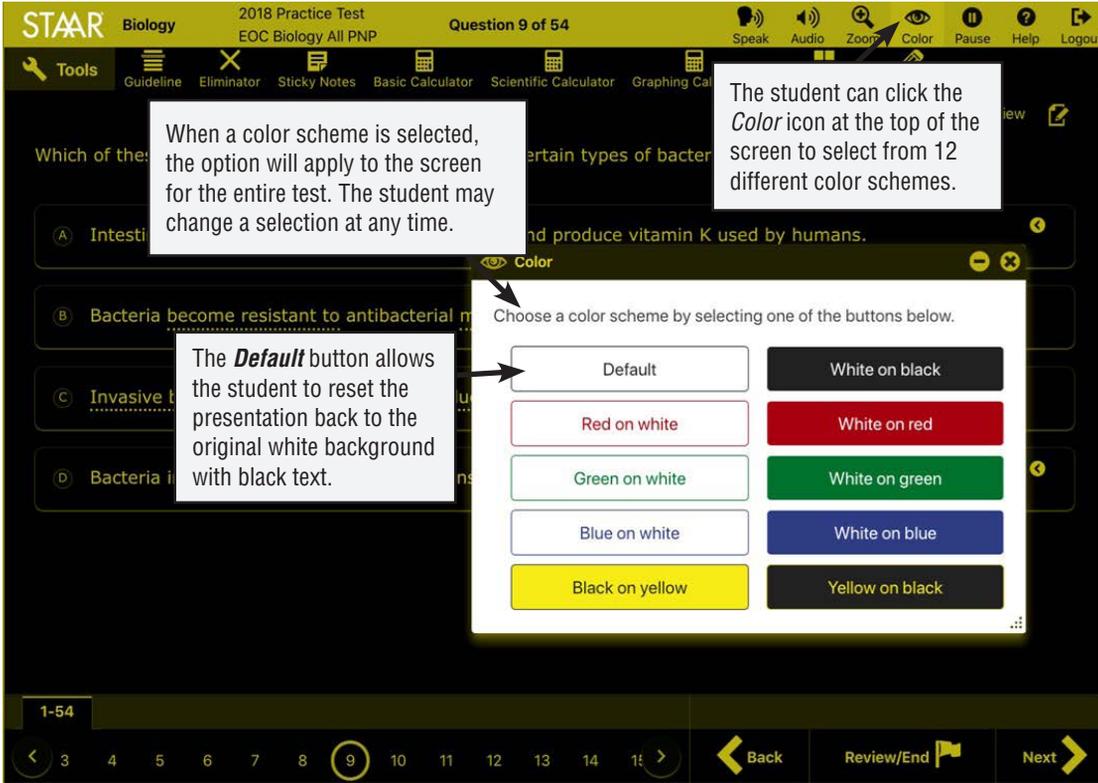


Figure 2. Color Setting (available in English and Spanish)



NOTES

Figure 3. Guideline (available in English and Spanish)

The *Guideline* tool helps a student focus attention on specific lines of text.

When the *Guideline* tool is activated, a tinted bar appears at the top of the screen. The student can move the bar up and down the selection.

If the student wants the guideline to remain on one line, the lock must be turned on (locked). The student must turn the lock off to move the guideline again.

Passage-based tests have split screens and two guidelines.

NOTE: On certain tablet devices, the guideline is locked as soon as it appears. Instead of moving the guideline, students scroll content through the guideline as they read.

Figure 4. Highlight (available in English and Spanish)

To show the *Highlight* menu, the student will click and scroll with the mouse to select the text. Once specific text has been selected, the *Highlight* menu appears.

Clicking *Highlight* in the menu highlights the text. Clicking the highlighted text and choosing *Erase Highlights* removes the highlighting.

Figure 5. Pencil (available in English and Spanish)

The screenshot shows the STAAR interface for a Biology question. The 'Tools' menu is open, highlighting the 'Pencil' tool. Callouts provide the following information:

- When the student activates the *Pencil* tool, a menu appears that allows students to choose options.
- The *Pencil* tool allows a student to make marks and annotations. The *Pencil* tool works best for noting important concepts in test questions. However, there is a limit on the number of marks allowable per question and per test. If a student reaches this limit he or she may receive an error message and will have to delete some marks. The student should use scratch paper for drafting text or solving equations.

NOTE: The *Pencil* tool functions differently on certain tablet devices. Students should practice using the *Pencil* tool prior to taking the test.

Figure 6. Sticky Notes (available in English and Spanish)

The screenshot shows the STAAR interface for a Grade 4 Writing question. The 'Sticky Notes' tool is active, and a yellow sticky note is placed over the text. Callouts provide the following information:

- The *Sticky Notes* tool allows a student to make notes about what he or she is reading. There is a 500-character count limit for each sticky note. Many sticky notes can be activated at the same time.
- A student can minimize the *Sticky Notes* tool to keep it from blocking the test content.
- Clicking and dragging on the lower right-hand corner of the sticky note can resize the sticky notes window.
- Once activated, the *Sticky Notes* tool can be filled with notes and can be moved to different places within a screen.

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Accommodation
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Online Designated Supports

Designated supports are available to students who meet the eligibility criteria as determined and documented by the appropriate team of people at the local level. Some of these supports are embedded in the online system, while others are not. More specific information can be found in the individual policy documents on the Accommodation Resources webpage.

Supports not embedded in the online system may be made available to students testing online as well as to those testing on paper. The test administrator will provide the support to the student on the day of the test. For example, a student needing supplemental aids will need to use the type of assistance he or she uses in the classroom (e.g., grade-appropriate grammar and mechanics rules, mnemonic devices), as supplemental aids are not embedded into the online system.

Some designated supports available to students taking a paper test are also available as embedded online accommodations. For example, a student needing reading support can receive an Oral/Signed Administration of the paper test booklet from the test administrator or can take the test online using text-to-speech or American Sign Language (ASL) videos.

Content and language supports are available only as embedded online accommodations. In order to receive these supports, a student must test online. The delivery of an online assessment offers an opportunity to provide these types of supports in a standardized way to students who use similar accommodations in the classroom and find this type of assessment to be the most appropriate and accessible for them. Content and language supports have accommodations in the form of pop-ups, rollovers, supplementary materials, and prereading text. These supports are only applied to particular selections and test questions based on expert judgments about which supports are likely to make a question more accessible to students.

The following figures describe those designated supports embedded in the online testing system.

Figure 7. Basic Calculator (available in English and Spanish)

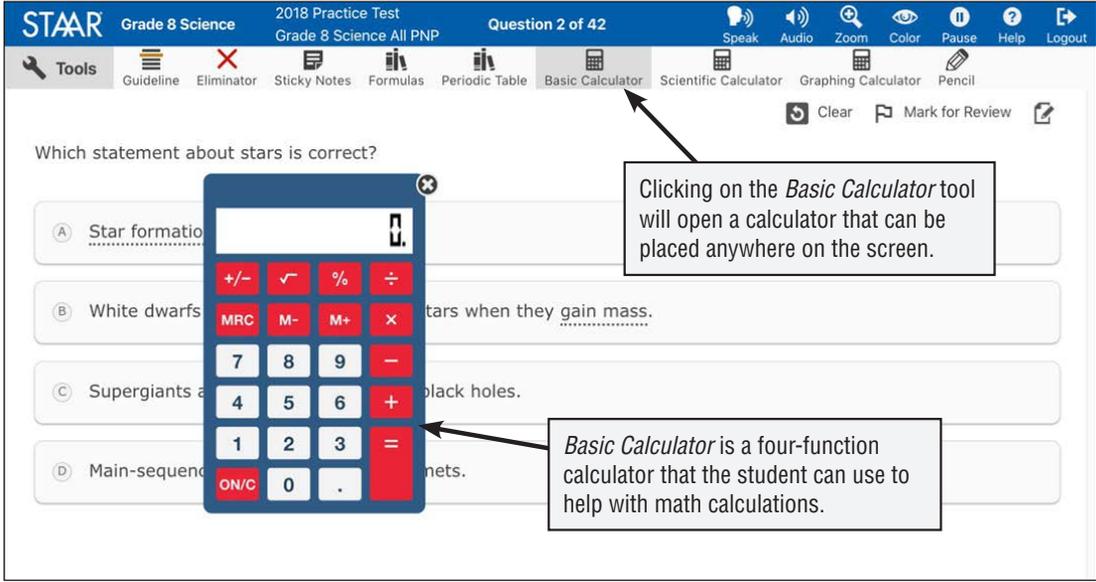


Figure 8. Text-to-speech (available in English and Spanish)

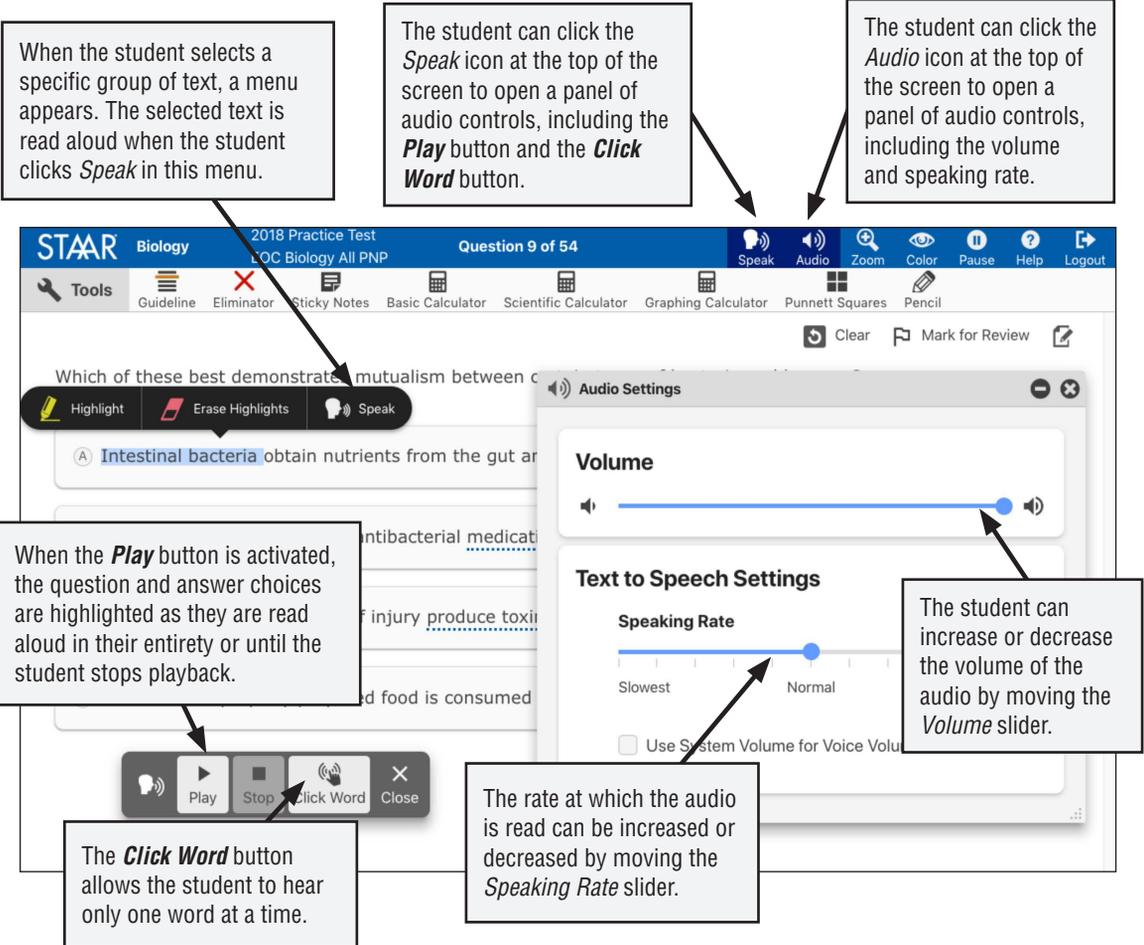


Figure 9. Signed Videos (available in English)

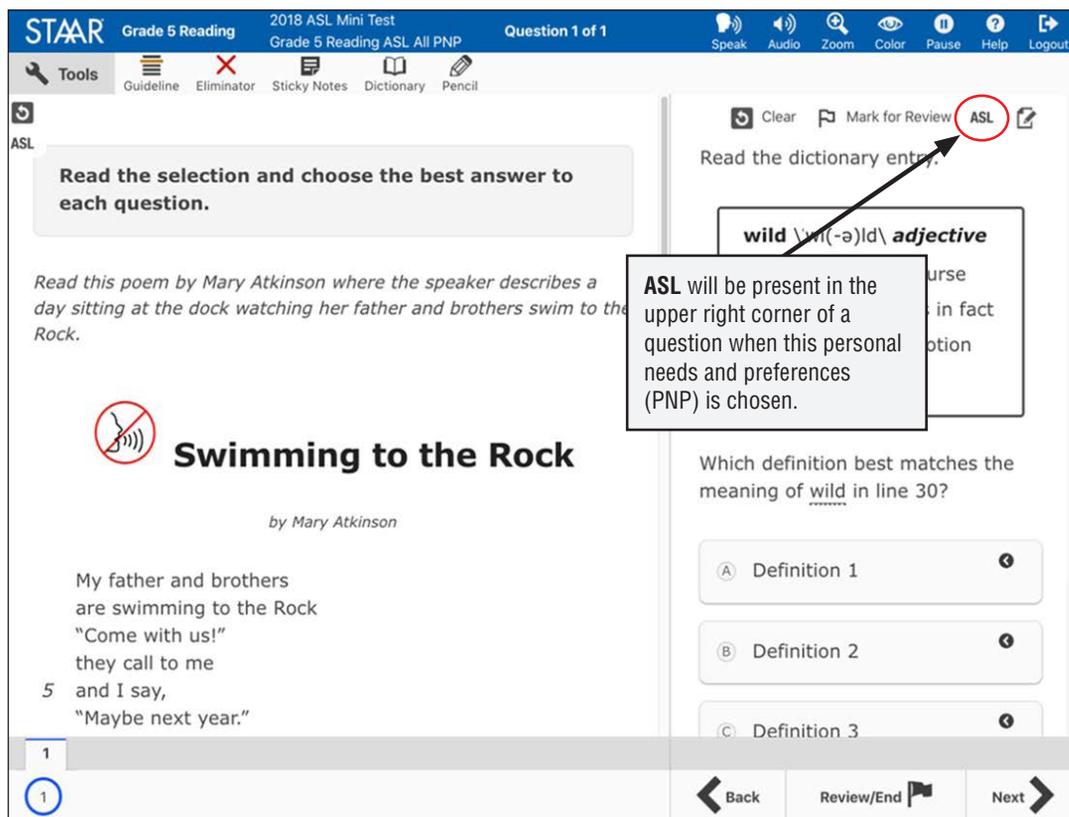


Figure 10. Signed Videos (available in English)

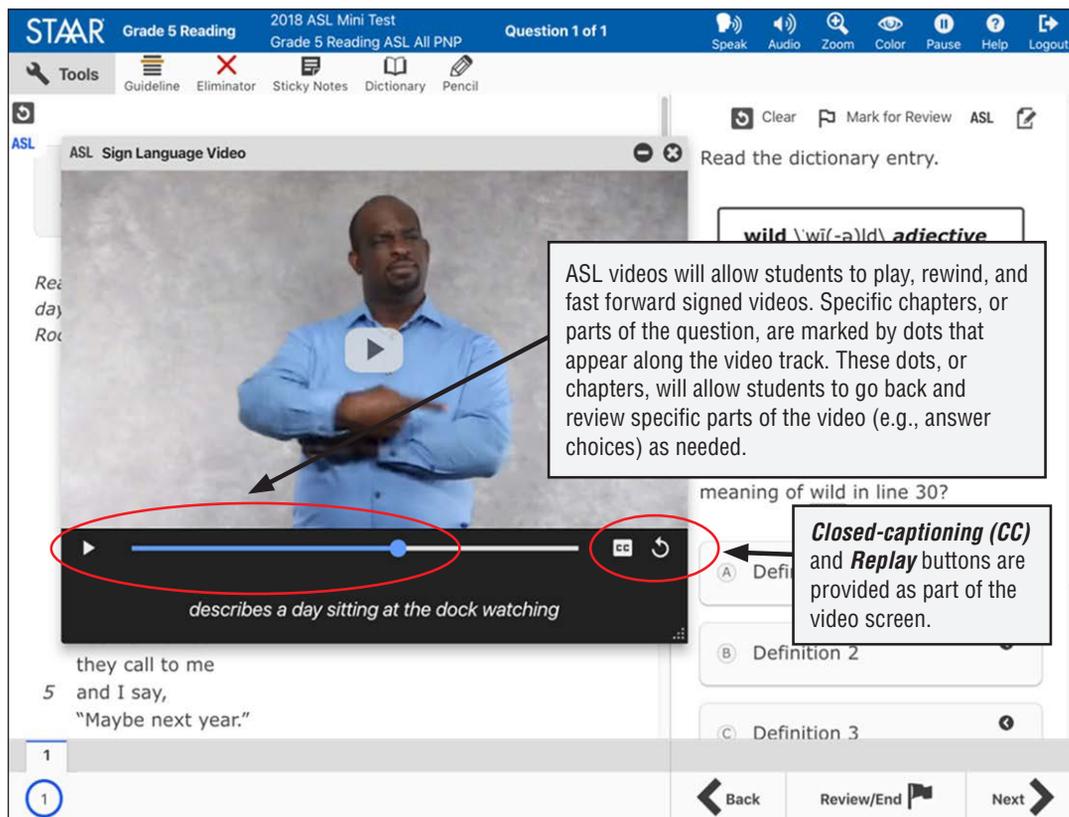


Figure 11. Rollovers (available in English and Spanish)

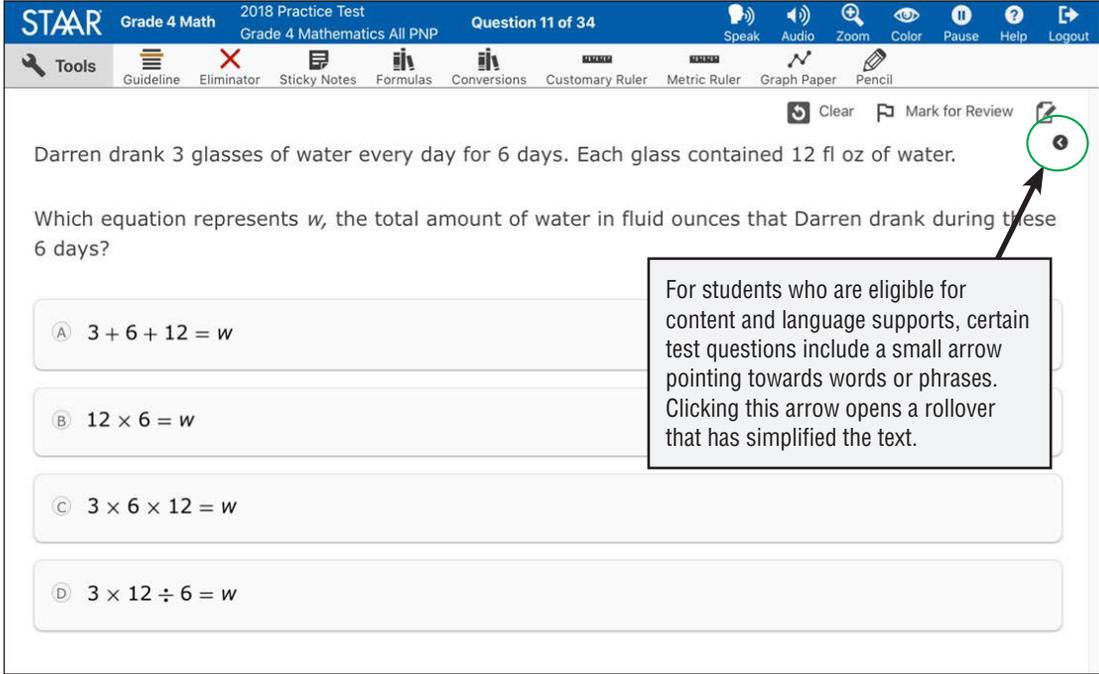


Figure 12. Rollovers (available in English and Spanish)

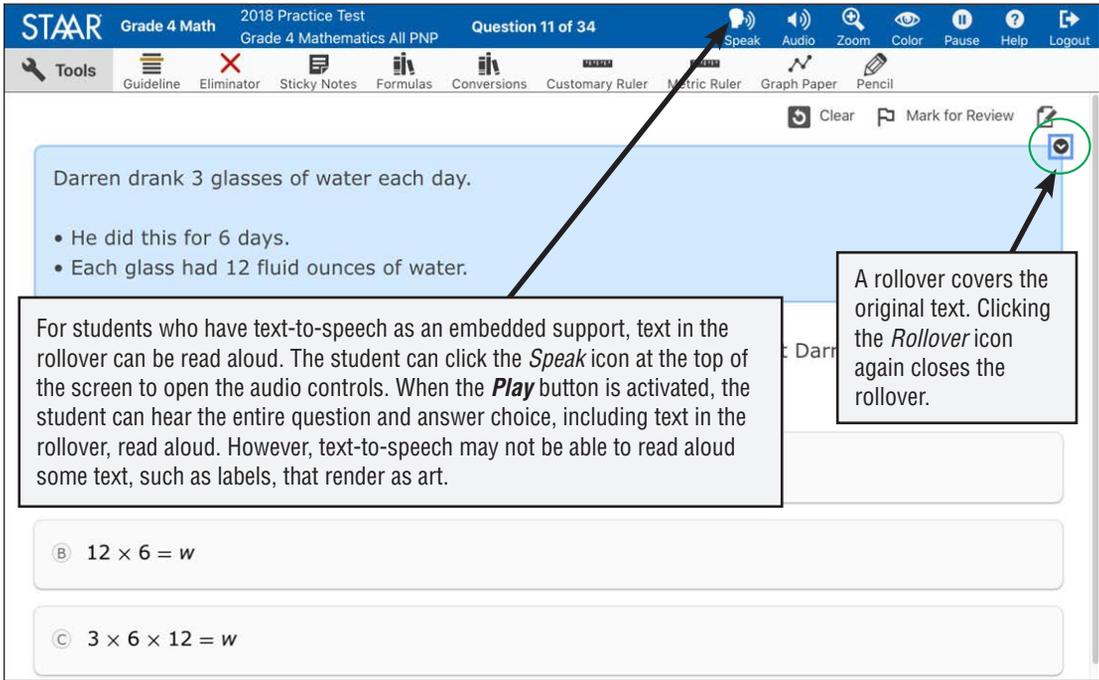


Figure 13. Pop-ups (available in English and Spanish)

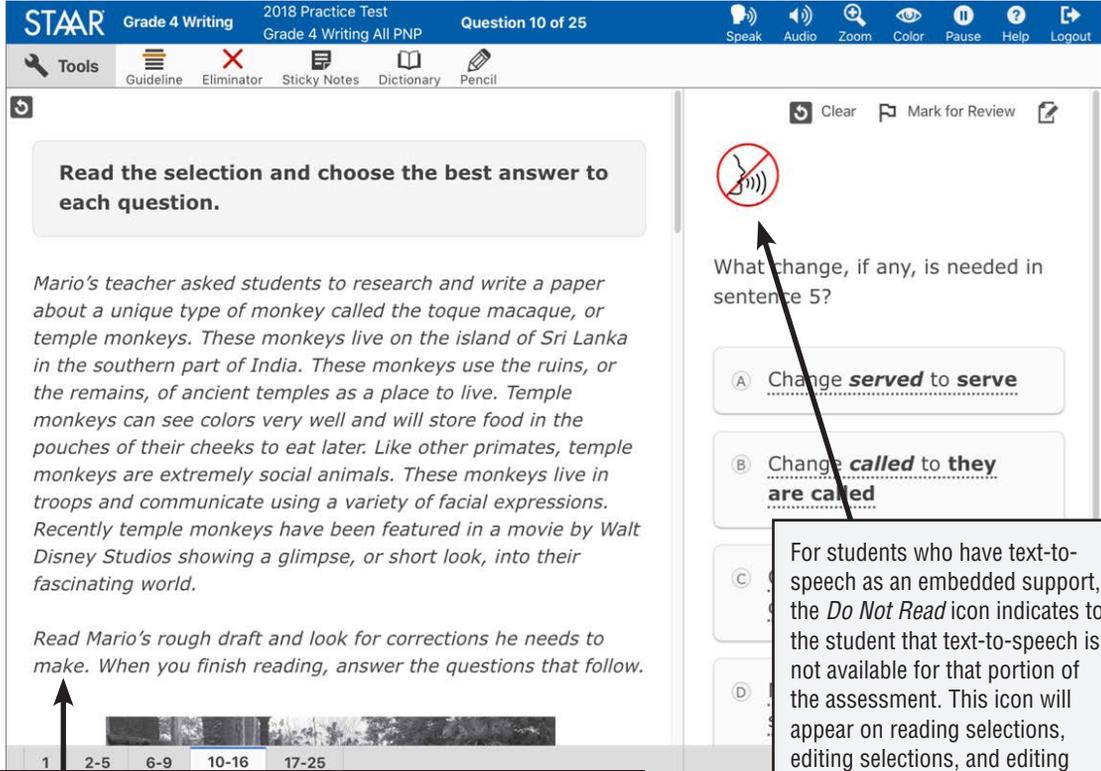
The screenshot displays the STAAR 2018 Practice Test interface for the EOC U.S. History All PNP. The question asks for the purpose of the Reconstruction Finance Corporation. The text in the question has several words and phrases underlined with dotted lines or boxes. A pop-up window is open over the text 'The Reconstruction Finance Corporation is allowed to buy gold for more money, making the value of the dollar decrease and increasing the price of U.S. raw materials that can be bought and sold.' This pop-up contains the same text but with a 'Speak' icon (a speaker) on the left and an 'X' icon on the right. Another pop-up window is open over the text 'The Reconstruction Finance Corporation is authorized to buy gold at increasing prices, devaluing the dollar and raising prices of U.S. commodities.' This pop-up also contains the same text but with a 'Speak' icon on the left and an 'X' icon on the right. A third pop-up window is open over the text 'To ensure deposits into customer savings accounts' and contains the same text but with an 'X' icon on the right. The interface also shows a navigation bar at the bottom with question numbers 11 through 22, and buttons for 'Back', 'Review/End', and 'Next'.

For students who are eligible for content and language supports, certain words and phrases appear with a dotted underline or dotted box. This indicates that the word or phrase has been simplified in a pop-up.

For students who have text-to-speech as an embedded support, the *Speak* icon will appear in all pop-ups. The student can click the icon to hear the text in the pop-up read aloud. However, text-to-speech may not be able to read aloud some text, such as labels, that render as art.

When a pop-up is clicked, a window appears above or below the dotted underline or dotted box. Clicking the "X" closes the *Pop-up* window.

Figure 14. Additional Content and Language Supports Features
(available in English and Spanish)



Prereading text prior to reading and writing selections is a content and language support. For students who also have text-to-speech as an embedded support, prereading text can be read aloud by clicking the *Speak* icon at the top of the screen.

For students who have text-to-speech as an embedded support, the *Do Not Read* icon indicates to the student that text-to-speech is not available for that portion of the assessment. This icon will appear on reading selections, editing selections, and editing test questions since reading aloud these portions of the test is NOT allowed.

**Figure 15. Supplementary Materials and Spelling Assistance
(available in English and Spanish)**

The screenshot displays the STAAR Grade 4 Writing interface. At the top, the header includes 'STAAR Grade 4 Writing' and '2018 Practice Test Grade 4 Writing All PWP'. A 'Tools' menu is visible with options for 'Guideline', 'Sticky Notes', 'Writing Checklist', and 'Pencil'. The main content area is titled 'WRITTEN COMPOSITION: Expository' and contains instructions: 'READ the following quotation.', 'THINK about all the hard work you may be doing at school, at home, and outside.', and 'WRITE about one type of hard work. Tell about your work and explain why it is so hard to do.' A text entry box contains the sentence 'I do not know of anyone who has gotten to the top without hard work.' A red underline is under the word 'gotten'. A 'Suggestions' pop-up box shows the word 'accomplishment'. The text 'It was an achomlishment that' is displayed with a red underline under 'achomlishment'. A character count at the bottom right shows 'Characters: 24 of 1750'. The bottom navigation bar includes 'Back', 'Review/End', and 'Next' buttons.

Supplementary materials are content and language supports. The student can click on the tool for the writing checklist and use as needed. Punnett squares are available for the Biology test.

For students who are eligible for spelling assistance as an embedded support, a red underline will show below a word or words that are misspelled within the open response entry section. The student can click the underlined word to see suggestions for replacements.

Clicking on the suggested word or words will replace the misspelled word.

Figure 16. Refreshable Braille (available on English versions of grades 3–8 reading, grades 4 and 7 writing, grade 8 social studies, English I, English II, and U.S. History only)

The image shows two screenshots of the STAAR testing interface. The top screenshot is titled "Help for JAWS and Braille Users" and contains instructions for test takers. A callout box points to this section, stating: "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." The bottom screenshot shows a test question titled "Touring Cenotes" with a passage and a multiple-choice question. A callout box points to the question area, stating: "Streamlined selections/passages and test questions display all elements within a single column and frame. As students navigate to specific elements or regions the screen reader says the element or region name aloud, simplifying navigation and increasing item comprehension." The question asks for a change to be made in sentence 5, with options A, B, C, and D. The interface includes navigation buttons like "Next" and "Review/End".

Additional Information on Content and Language Supports

Content and language 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 on the optional Algebra II or English III tests.)

Content and Language Supports Guidelines

The guidelines specify how STAAR selections and test questions are accommodated for content and language supports. Accommodations are done in a standardized manner while maintaining the integrity of the knowledge and skills being assessed. 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 grade 4 English and Spanish writing, grade 7 writing, English I, and English II only)

Classroom Accommodations and the Link to Content and Language Supports

The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the individual needs of students, thus allowing those students to maximize their academic potential. Content and language supports available online on STAAR offer opportunities for students to meaningfully access the required state assessments.

Decisions about designated supports used during a statewide assessment should

- be made on an individual basis,
- consider the needs of the student, and
- be routinely used during classroom instruction and testing.

Although it is unlikely that students will routinely use the computer-based content and language supports during classroom instruction, they may use variations of them as illustrated in the table on the next page. This list is not exhaustive; it includes examples of classroom accommodations that may correspond to the embedded online content and language supports on STAAR.

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing might differ from designated supports allowed for use on state assessments. Instruction comes first and can be customized to meet the needs of each student. Unlike instruction, state assessments are standardized to provide a reliable comparison of outcomes across all test takers. Certain accommodations used in the classroom would invalidate the content being assessed or compromise the security and integrity of the state assessment. For this reason, not all accommodations suitable for instruction are allowed during the state assessments. However, the policies for accessibility on state assessments do not limit an educator's ability to develop individualized materials and techniques to facilitate student learning.

To make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine whether the accommodation becomes inappropriate or unnecessary over time due to the student's age or changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

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Classroom Accommodations Examples that Link to STAAR Content and Language Supports
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.
Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.
The teacher isolates specific information to focus the student on the core concept being taught.
The teacher acts out or has the students role-play newly introduced vocabulary or difficult concepts.
The teacher simplifies difficult vocabulary and then reformats complex word problems by bulleting or spacing out each step required to solve the problem.
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.
The teacher provides the formula(s) that is needed to solve a problem.
The teacher provides visual aids (e.g., demonstrations, photographs, art) to identify people and/or places.
The teacher provides visual aids (e.g., demonstrations, photographs, art) to define or clarify vocabulary.
During classroom discussions, the teacher clarifies or rewords complex text or questions using simpler language.
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.
The teacher presents parts of a complex concept one at a time.

Special Situations for Content and Language Supports

Because content and language supports are embedded accommodations presented in an online format, replicating these features in a paper or braille version is not always possible. Technology-based supports enable most students to test online; however, in instances in which the use of an embedded support is not feasible, 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 use a paper test booklet. The paper administration request document can be found in the Prepare for Paper Administrations section of the *Coordinator Resources*.

For students who take a braille test (including students who use screen reader support for refreshable braille displays) and are eligible for content and language supports, districts should contact the Texas Assessment Support Center to request a paper version of STAAR with embedded supports. Once materials are received, the test administrator will use instructions in the Paper Administration Guide to provide access to the content and accommodations in the specific test being administered. The guide will provide the following information: picture descriptions of content and language support images and graphics (e.g., charts, tables, graphs) that may be reproduced for accessibility (e.g., braille graphics, pairing graphics with tactile symbols, texts, or objects, enlarging or projecting). The form received from the Support Center will provide instructions on how to return the materials.

Students who are deaf or hard-of-hearing and eligible for oral/signed administrations and content and language supports need to take STAAR online to access these embedded supports. However, since these students are unable to access the text-to-speech function, a signed administration is allowed for those parts of the test that can be read



Coordinator Resources

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Accommodation
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STAAR
Assessment
Management
System

aloud. ASL videos are offered as an online option for a signed administration. ASL videos allow a student to independently select and change the level of signing support during the test administration. However, it is important to note that ASL videos are only available for test questions and revising passages in English, and are not offered on Spanish tests or for content and language supports (i.e., pop-ups and rollovers). In these instances, the test administrator may sign test content in the same way as they do for paper tests. Test administrators should be trained using the Oral/Signed Administration Guidelines and also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document. Both of these documents are located on TEA's Accommodation Resources webpage. In addition, proctor codes will be available to district testing coordinators in the Assessment Management System to download and distribute to test administrators providing a signed administration of an online STAAR test.

Planning for Testing

Careful review of the state accessibility policies is required so that students receive only those accessibility features and designated supports that are allowed or approved by TEA for use on state assessments. Testing coordinators, test administrators, and other campus personnel involved in state testing must consider these questions related to ensuring accessibility for students on test day.

- Which students receive accessibility features or designated supports on test day?
- What special arrangements need to be considered for students who will use accessibility features and designated supports on test day? For example, ensuring that calculators and other equipment have sufficient batteries or choosing separate settings for students who use certain supports requires advance planning.
- What staff training is needed to properly provide certain designated supports? For example, transcribing a student's response onto an answer document or providing an oral/signed administration of a paper test requires advance training.
- What campus and district procedures are in place to ensure test security, especially if the student is using technology as a support? Please refer to the Technology Guidelines for the Texas Assessment Program page in the Texas Assessment Program Highlights section of the *Coordinator Resources* and the Technology Use Guidelines Presentation on the Accommodation Resources webpage.
- What procedure is in place and who is responsible for recording designated supports on the answer document or in the Assessment Management System for online tests?
- Have students taking STAAR online had the opportunity to practice interacting with the tools and features in the online testing system? It is important that students have used the online tutorials and released tests to become familiar with selecting answers, using the online tools, moving through the test, submitting the test, etc.

Coordinator Resources

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Online Testing
Technology

- What special arrangements need to be considered for students taking different versions of STAAR with different designated supports? For example, should students taking STAAR online without designated supports be grouped with students taking STAAR online with designated supports? Should students taking STAAR on paper and STAAR online be grouped together?
- Are computers prepared for online testing according to the *STAAR Online Testing Platform Technology Guide* available online at <http://TexasAssessment.gov/administrators/technology/>?
- If your students are using the refreshable braille embedded online support, are the computers prepared for online testing according to the *STAAR Online Testing Platform Technology Guide* available online at <http://TexasAssessment.gov/administrators/technology/>?

For additional information, contact the TEA's Student Assessment Division at 512-463-9536 or assessment.specialpopulations@tea.texas.gov.