

Accessibility Updates

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.



Accessibility Features:

- Guidance on small group size

Content and Language Supports:

- Beginning in spring 2020 pre-reads will **only** be provided prior to reading selections and editing passages

Authority for Decision and Required Documentation:

- An LPAC can make a decision for a student to use the following designated supports **WITHOUT** an ARD or Section 504 committee, if eligible for:
 - Extra Time
 - Content and Language Supports
 - Oral/Signed Administration

Braille/Refreshable Braille:

- A submission of an Accommodation Request Form is **NOT** needed for braille students who 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 during testing week for districts administering the following:
 - Braille assessment with the STAAR large-print test booklet
 - Braille assessment in conjunction with the STAAR with Embedded Supports paper test

Accessibility Features

- Can be found in the *District and Campus Coordinator Resources* and the *Accommodations Resources* webpage.
- Are 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 using certain accessibility features 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

- 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
- Reading test aloud to self (e.g., PVC pipe, recording device)
- Reading aloud or signing the expository or persuasive writing prompt
- Reading assistance on the grade 3 mathematics test
- Scratch paper (or any medium that can be erased or destroyed)
- Tools to minimize distractions or to help maintain focus (e.g., stress ball, headphones, instrumental music)

Accessibility Features

- Highlighters (including online tool), colored pencils, or crayons
- Reminding students to stay on task
- Color overlays or online color setting
- Blank place markers or online guideline tool
- Magnifying devices or online zoom feature
- Online sticky notes tool
- 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)
- 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

Accessibility Features

Photocopying or enlarging non-secure test materials such as:

- Test administration directions
- Blank answer documents
- State-supplied graph paper
- State-supplied reference materials

Individual or small-group administrations:

- Number of students in small group is determined at local level based on the needs of each student
- Number of students in a small group should mirror, as much as possible, the same group size classroom testing situations



NEW

An orange starburst graphic with a white outline, containing the word "Reminder" in white text.

Reminder

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.
- 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.

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 policy 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

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



Policy documents located on the DCCR and Accommodation Resources website

Basic Transcribing

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.
- Eligibility includes routinely and effectively uses the support in classroom instruction and testing.
- 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.
- Added in 2019, 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.)

Basic Transcribing—Special Instructions/Considerations

- 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).
- 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.

Manipulating Test Materials

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.
- Eligibility includes routinely and effectively uses the support in classroom instruction and testing.

Calculation Aids

A student may receive this support if:

- The student is served by an ARD or Section 504 committee.
- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
- 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 STAAR and STAAR Spanish, the basic calculator (i.e., four-function) will be offered as an embedded PNP support on the STAAR online assessment for students who meet the eligibility in grades 3–7. For questions about the functions allowed on a basic calculator, refer to the calculator tool in the online 2018 STAAR released tests and technology guidelines training PPT.

Calculation Aids—Examples/Types

- Allowable Examples/Types
 - Basic (i.e., four-function) handheld calculator or calculator application, including large-key or speech-output
 - Basic calculator available as an online embedded support on STAAR
 - Abacus or Cranmer modified abacus
 - 0–9 addition grid without special number (e.g., even numbers) indicated
 - Grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated

A student may receive this support if:

- routinely and effectively using the support in classroom instruction and testing, and
- served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.
 - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
- 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. **Districts do NOT need to submit a request for TEA to approve for the STAAR with Embedded Supports.**
- 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.
- The state will provide both contracted and uncontracted braille test materials in UEB ONLY.



NEW

Braille/Refreshable Braille



NEW
INFORMATION

- Online screen reader support for refreshable braille displays will be available in reading/language arts and social studies assessments.
- For braille administrations, there is no need submit an Accommodation Request Form to request "Extra Day". (Included in "General Instructions for Administering Braille State Assessments".)
- 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.



NEW

UPDATE

- The contents of a braille assessment and the STAAR large-print test booklet may be previewed by the test administrator during the district-determined preview window. The preview may take place on any school day prior to the subject-area test, during the testing week. Districts and campuses are responsible for keeping testing materials secure. If a student receives the STAAR with Embedded Supports test in conjunction with the braille assessment, this preview window is also allowable.

Check for Understanding



Content and Language Supports

A student may receive this support if:

- Served by an ARD committee, Section 504 committee, or LPAC committee (for an English test)
 - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
 - ELs taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines the student is eligible.
- The ARD, Section 504, or LPAC committee determines he/she uses the support routinely and effectively in classroom instruction and testing.
- **NOTE:** Students for whom the LPAC recommends the use of these supports for any reading or writing assessment may not be considered for reclassification at the end of the school year.

- STAAR and STAAR Spanish online tests **only** (not available for Algebra II or English III).
 - **NOTE:** 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.
- Content and Language Supports include
 - Pop-ups
 - Rollovers
 - Supplementary Materials
 - Prereads
- **NEW:** Writing—beginning in spring 2020 all writing tests, including Eng. I and II, will **ONLY** have prereads prior to the editing passages.
- Reading—all reading selections, including Eng. I and II, will have prereads prior to the selection.
- STAAR and STAAR Spanish with embedded supports paper version available through the Special Paper Administration Process.



NEW

A student may receive this support if:

- Served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team and a determination is made that the student meets eligibility criteria.
- For a student that 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.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's file.
- For a student that is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
 - **NOTE:** Students for whom the LPAC recommends the use of these supports for any reading or writing assessment, may not be considered for reclassification at the end of the school year.

Oral/Signed Administration

- Eligibility
 - routinely and effectively uses in class
 - meets at least one of the following: EL and takes English test; dyslexia or related disorder; documented evidence of reading difficulties
 - **NOTE:** ELs taking STAAR Spanish may be eligible for an oral administration **IF** they are identified with dyslexia or related disorder **OR** have documented evidence of reading difficulties.
- Evidence of reading difficulties can be caused by various reasons including, but not limited to,
 - learning disability in reading
 - ADD/ADHD
 - behavioral or emotional problem
 - processing or memory issue

Oral/Signed Administration

Policy Highlights:

- ASL videos—online PNP option for STAAR
- STAAR Spanish online—TTS is offered as a tool for oral reading support
- Revising passages, test questions, and answer choices can be read aloud on STAAR and STAAR Spanish PAPER writing assessments. Title page on test booklet will identify revising section.
- STAAR online with a screen reader support for refreshable braille displays is available for students taking a braille test.
- 2019–2020 Oral/Signed Administration Guidelines available in DCCR and the Accommodation Resources webpage
 - Guidelines for writing oral/signed administration added with examples

Oral/Signed Administration

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.
 - Text-to-speech (TTS) tool is an online option for oral administration and allows a student to independently select and change his or her level of reading support.
 - **NOTE:** A student can request a change in the level of reading support during testing IF this option is documented.
- It is recommended that students use the STAAR online tutorial and practice released tests prior to test administrations.

Oral/Signed Administration- For Students who are Deaf or Hard of Hearing

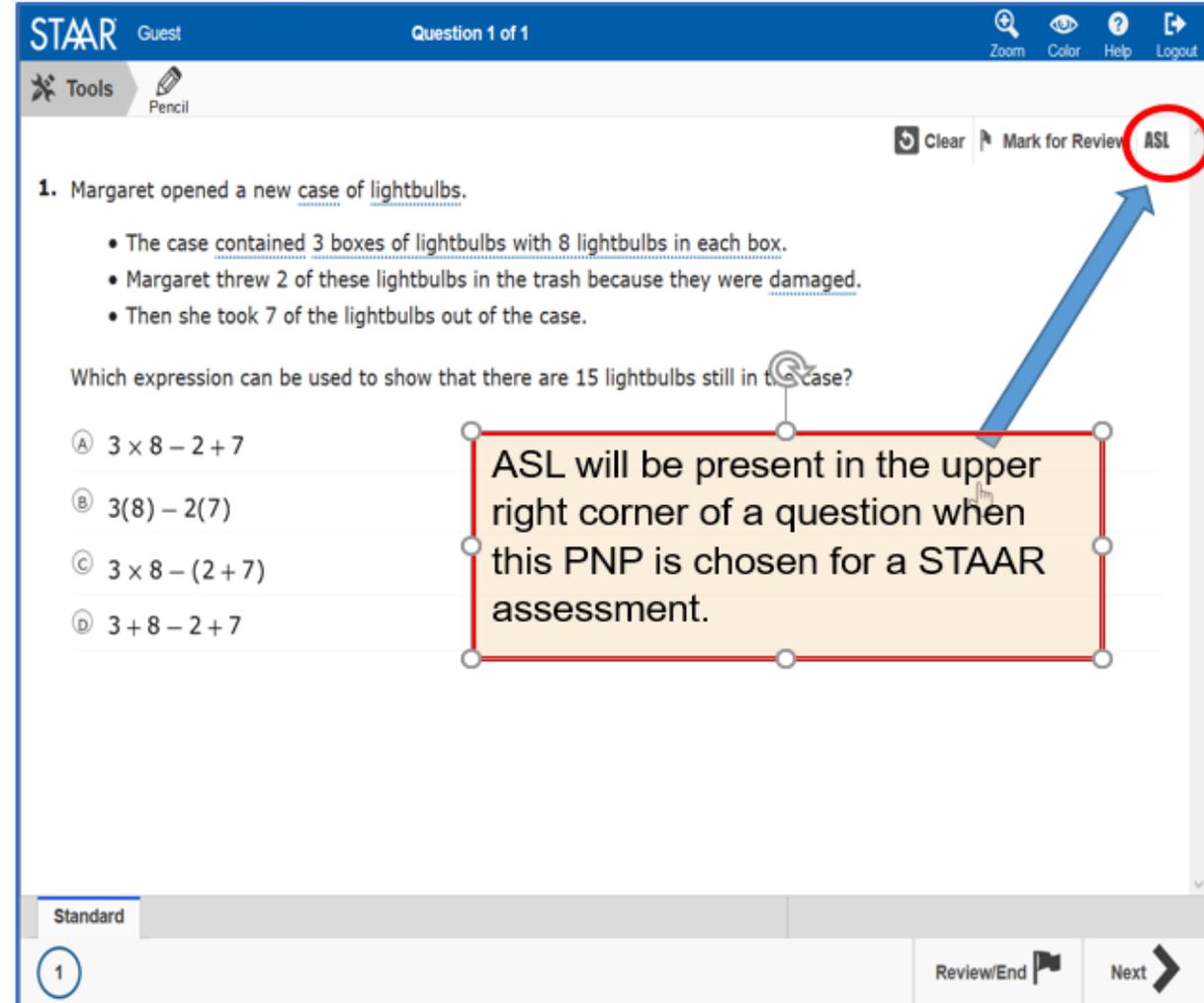
For students who are deaf or hard-of-hearing who are eligible for Content and Language Supports, AND Oral/Signed Administration

- Signing of allowable test content is allowed.
- ASL videos are available as an embedded PNP support; however, these are not available for Content and Language Supports. A test administrator will need to sign this information for the student.
- If a student does not use ASL or needs signing support, test administrator may sign.
- Required training: Oral/Signed Administration Guidelines and the specific guidelines for signing test content are included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing.
- Proctor codes are 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.

American Sign Language (ASL) Videos

Available on STAAR online as a PNP for students eligible for Oral/Signed Administration

- PNP made available in spring 2019
- Questions and answer choices signed in ASL for all subjects (not available for Content and Language Supports)
- Closed-Captioning
- Mini practice test with a few samples to practice using functionality is available



The screenshot shows the STAAR online assessment interface. At the top, it says "STAR Guest Question 1 of 1". There are navigation icons for Zoom, Color, Help, and Logout. Below that, there are "Tools" and "Pencil" icons. On the right side, there are "Clear", "Mark for Review", and "ASL" buttons. The "ASL" button is circled in red, and a blue arrow points from it to a video player. The video player shows a text box with the following text: "ASL will be present in the upper right corner of a question when this PNP is chosen for a STAAR assessment." Below the video player, there is a question: "1. Margaret opened a new case of lightbulbs." followed by three bullet points: "The case contained 3 boxes of lightbulbs with 8 lightbulbs in each box.", "Margaret threw 2 of these lightbulbs in the trash because they were damaged.", and "Then she took 7 of the lightbulbs out of the case." Below the question, it asks: "Which expression can be used to show that there are 15 lightbulbs still in the case?" and provides four multiple-choice options: (A) $3 \times 8 - 2 + 7$, (B) $3(8) - 2(7)$, (C) $3 \times 8 - (2 + 7)$, and (D) $3 + 8 - 2 + 7$. At the bottom of the interface, there is a "Standard" tab, a "1" in a circle, and "Review/End" and "Next" buttons.

American Sign Language (ASL)

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.

The screenshot shows a video player interface within a 'Tools' window. At the top right of the window are buttons for 'Clear', 'Mark for Review', and 'ASL'. The video player itself has a title bar '1. ASL Sign Language Video' and a 'Chapter 3' label. The video content shows a woman signing. A progress bar at the bottom of the video player features several yellow dots representing chapters. A red circle highlights the 'CC' (closed-captioning) and replay buttons on the right side of the progress bar. Below the video player, there is a 'Standard' tab, a '1' in a circle, and navigation buttons for back, forward, and next. The 'Next' button is highlighted with a right-pointing arrow.

Spelling Assistance

A student may receive this support if served by an ARD committee or Section 504 committee.

- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
- 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.
- 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

- Available as an online embedded PNP support on STAAR writing (composition) if a student routinely uses a similar tool during class instruction.
 - For example, if a student uses a frequently misspelled word list or speech-to-text, then do NOT activate the online spelling assistance PNP. The student will use what he or she routinely uses in class.
- Available on the STAAR Spanish online as an embedded PNP support for grade 4 writing.

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

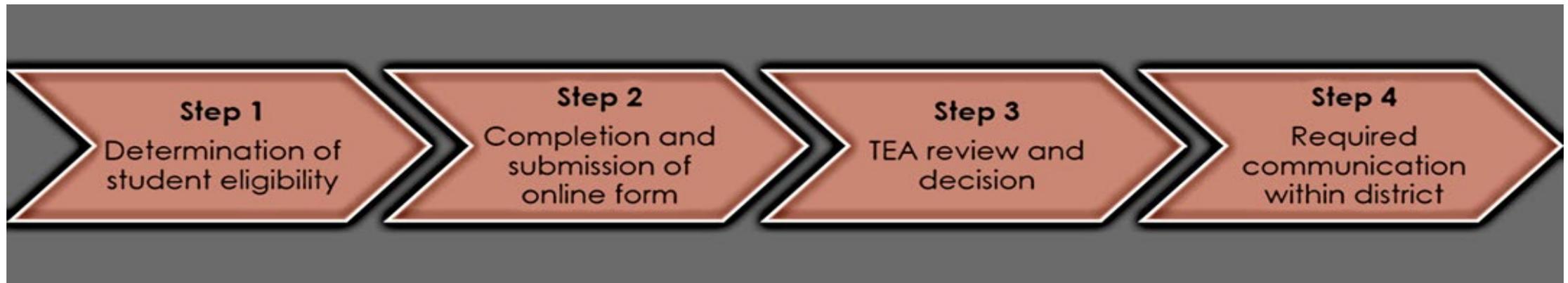
Complex Transcribing	Mathematics Scribe
Extra Day	Other

Accommodation Request Process

- Online Accommodation Request Forms should only be submitted for designated supports requiring TEA approval (i.e., complex transcribing, math scribe, extra day, or other).
- Open: October 2019
- Link to form and training document: Accommodation Resources webpage
- Expiration date of approved requests: The day the last test is administered for the academic year or by June 30, 2020.

Accommodation Request Process

- Accommodation requests must be approved before a student can use the accommodation on a state assessment. Documentation in the appropriate paperwork should state "Pending TEA approval."
- Accommodation Request Forms must be received by TEA at least one week prior to testing. Late requests will NOT be processed unless circumstances involving the student change after the deadline. Refer to the submission deadlines document
- Do NOT include confidential student information (e.g., student's first and last name, Social Security numbers, pages from an IEP, medical documents). Request will be deleted, and you will be asked to resubmit.



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 special request may be made to TEA for approval to administer a paper test booklet.
 - This process also applies to TELPAS reading.
 - For students taking TELPAS Listening and Speaking, a special request may be made to TEA for approval to assess holistically.

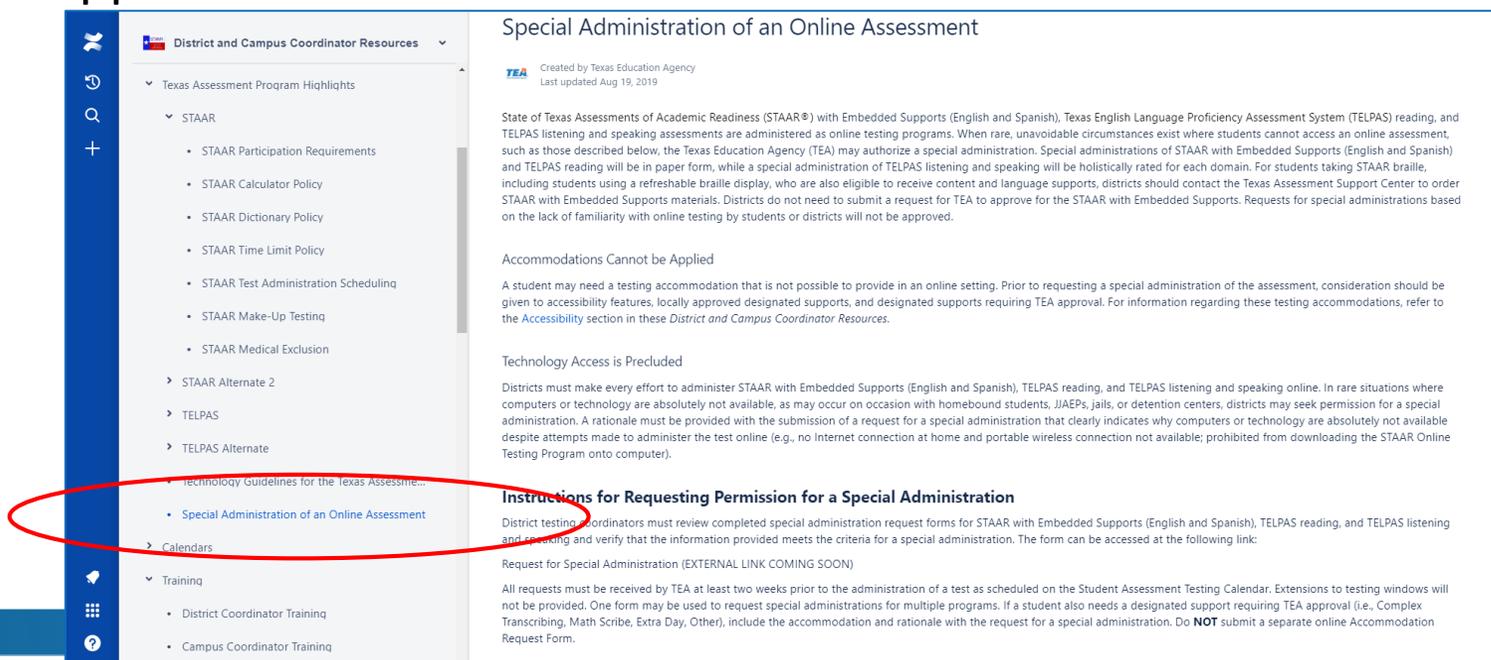
Special Administration Requests

- Example situations when a request for a special administration of STAAR with Embedded Supports paper test is appropriate:
 - Student has 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



- Form will be in the *District and Campus Coordinator Resources* under the link of Special Administration of an Online Assessment.
- Special Administration Request Form will be open for submissions in October 2019.
- NEW:** Students taking braille who are also eligible for content and language supports will **NOT** need to have a special administration request form for the paper STAAR with Embedded Supports submitted.



The screenshot shows a web page titled "Special Administration of an Online Assessment" from the Texas Education Agency. The page content includes sections for "Accommodations Cannot be Applied" and "Technology Access is Precluded". A red circle highlights the link "Special Administration of an Online Assessment" in the left-hand navigation menu under "Texas Assessment Program Highlights".

Special Administration of an Online Assessment

Created by Texas Education Agency
Last updated Aug 19, 2019

State of Texas Assessments of Academic Readiness (STAAR®) with Embedded Supports (English and Spanish), Texas English Language Proficiency Assessment System (TELPAS) reading, and TELPAS listening and speaking assessments are administered as online testing programs. When rare, unavoidable circumstances exist where students cannot access an online assessment, such as those described below, the Texas Education Agency (TEA) may authorize a special administration. Special administrations of STAAR with Embedded Supports (English and Spanish) and TELPAS reading will be in paper form, while a special administration of TELPAS listening and speaking will be holistically rated for each domain. 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. Districts do not need to submit a request for TEA to approve for the STAAR with Embedded Supports. Requests for special administrations based on the lack of familiarity with online testing by students or districts will not be approved.

Accommodations Cannot be Applied

A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a special administration of the assessment, consideration should be given to accessibility features, locally approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the *Accessibility* section in these *District and Campus Coordinator Resources*.

Technology Access is Precluded

Districts must make every effort to administer STAAR with Embedded Supports (English and Spanish), TELPAS reading, and TELPAS listening and speaking online. In rare situations where computers or technology are absolutely not available, as may occur on occasion with homebound students, JJAEPs, jails, or detention centers, districts may seek permission for a special administration. A rationale must be provided with the submission of a request for a special administration that clearly indicates why computers or technology are absolutely not available despite attempts made to administer the test online (e.g., no Internet connection at home and portable wireless connection not available; prohibited from downloading the STAAR Online Testing Program onto computer).

Instructions for Requesting Permission for a Special Administration

District testing coordinators must review completed special administration request forms for STAAR with Embedded Supports (English and Spanish), TELPAS reading, and TELPAS listening and speaking and verify that the information provided meets the criteria for a special administration. The form can be accessed at the following link:
Request for Special Administration (EXTERNAL LINK COMING SOON)

All requests must be received by TEA at least two weeks prior to the administration of a test as scheduled on the Student Assessment Testing Calendar. Extensions to testing windows will not be provided. One form may be used to request special administrations for multiple programs. If a student also needs a designated support requiring TEA approval (i.e., Complex Transcribing, Math Scribe, Extra Day, Other), include the accommodation and rationale with the request for a special administration. Do **NOT** submit a separate online Accommodation Request Form.

LPAC Decision-Making Requirements

- Designated supports decisions should be made as close as possible to the assessment to account for students' progress in acquiring the English language.
- Making a determination for a student the previous year may not take into account this progress and must be revisited.
- LPAC alone has authority for decision restricted to Oral Administration, Content and language supports, and Extra time.



NEW

RTI (and similar) Committee Decision-Making Requirements

- Depending on local policies for these committees (i.e., 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.

Section 504 Committee Decision-Making Requirements

- Section 504 committee 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.

ARD Committee Decision-Making Requirements

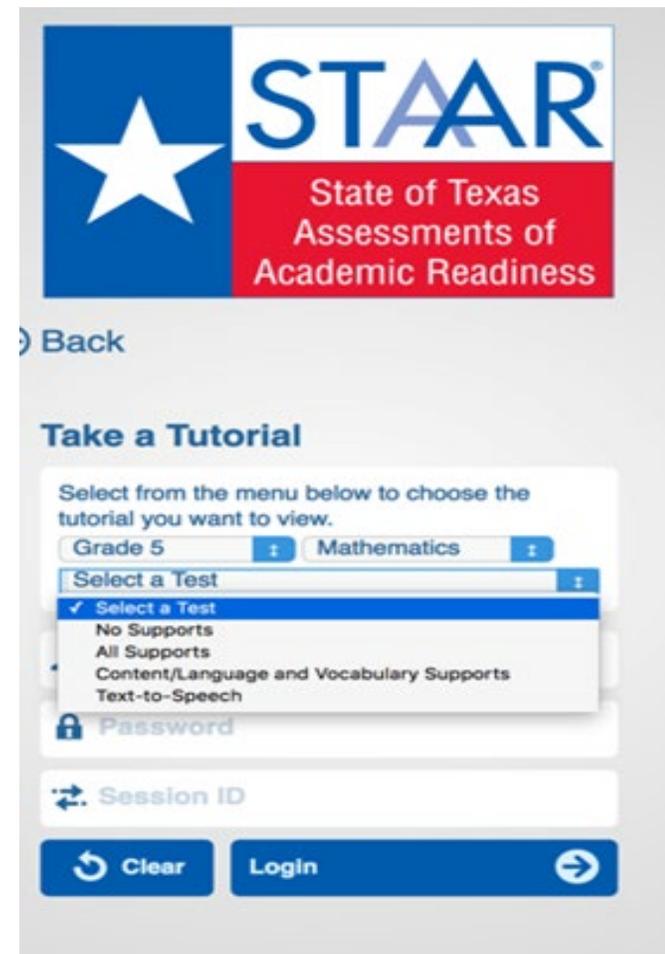
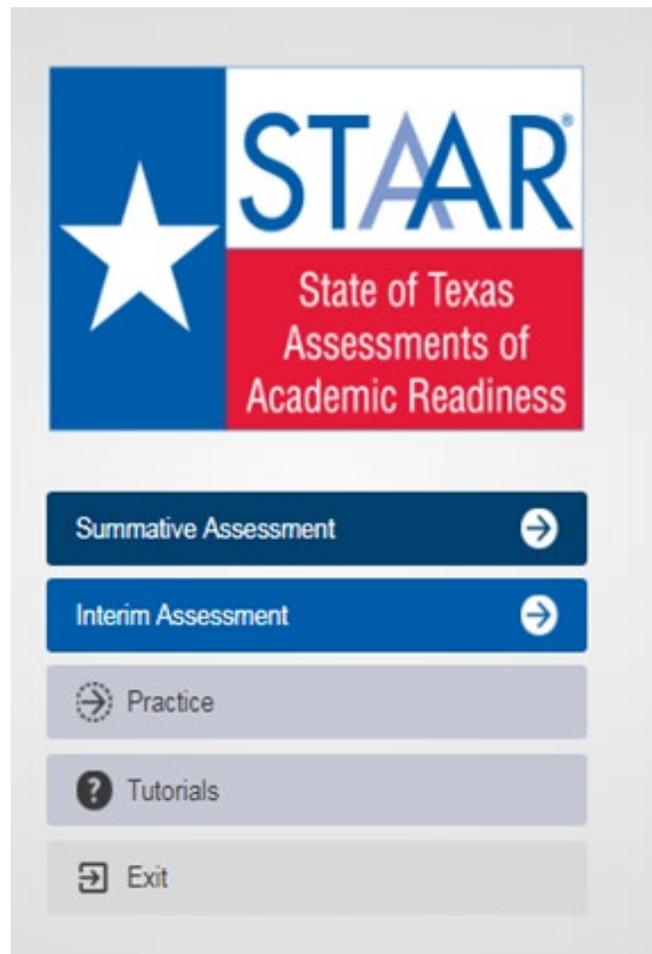
- The responsibilities of the ARD committee do not change simply because the state assessment accommodation policy has changed. The purpose of an IEP is to document current and correct information. Any part of that document that is no longer true and valid should be updated.
 - The ARD committee does 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.

Check for Understanding



STAAR Online Tutorials

- When you open the STAAR Online Testing Platform (SOTP), 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.



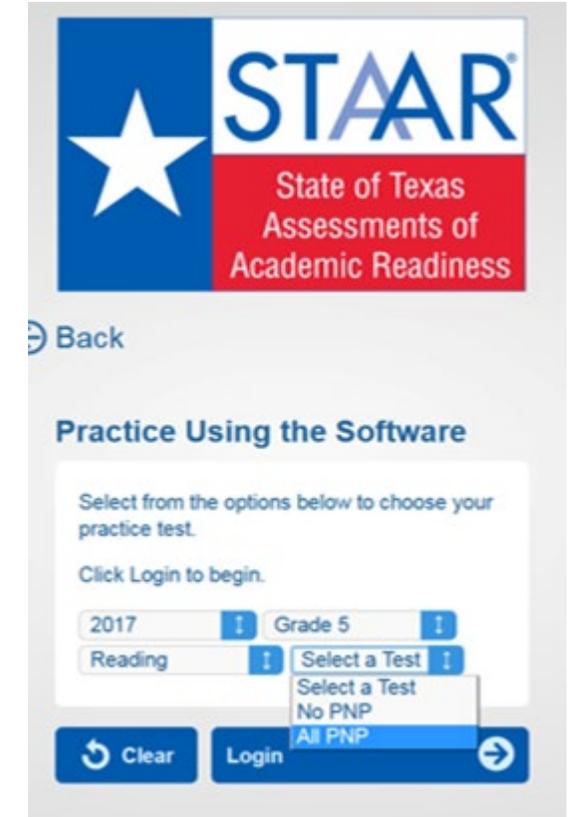
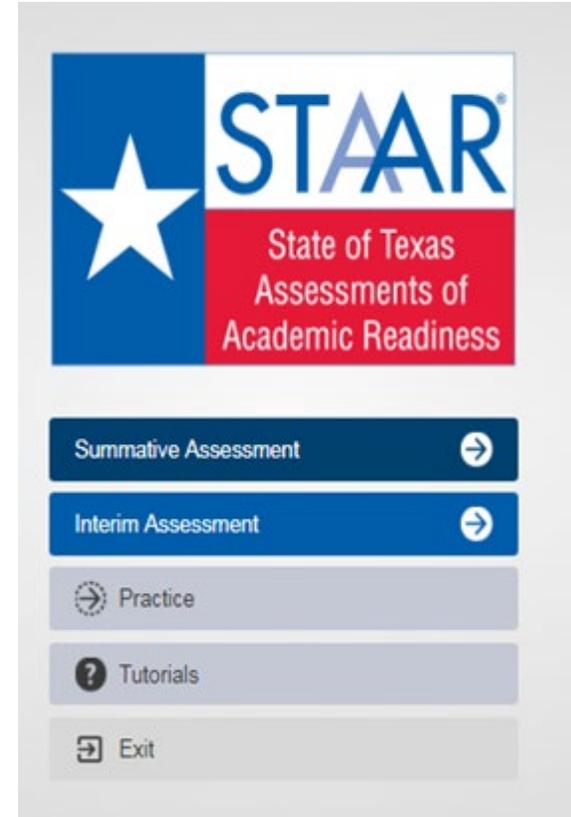
STAAR Online Tutorials

- 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.

The screenshot displays the STAAR Student Tutorial interface. At the top, there is a blue header with the STAAR logo and the text "Student Tutorial". Below the header, there is a navigation bar with icons for Speak, Audio, Zoom, Color, Pause, Help, and Logout. The main content area features a text box explaining the Sticky Notes feature: "You can use **Sticky Notes** to make marks and annotations. Many **Sticky Notes** can be activated at the same time. Once activated, the notes can be moved to different places within a screen. Clicking and dragging on the lower right-hand corner of the **Sticky Notes** can resize the **Sticky Notes** window. Watch the video to see how to use **Sticky Notes**." Below this text is a video player showing a question: "1. Which animal barks?" with options A) Cat, B) Duck, C) Dog, and D) Pig. A yellow sticky note is overlaid on the question, containing the text "You can move sticky notes on screen." and a "Delete" button. The video player has a "Tools" menu with options for Eraser, Eliminator, Sticky Notes, and Pencil. At the bottom of the screen, there is a navigation bar with tabs for Directions, Eliminator, Clear, Notepad, Sticky Notes, Guideline, Zoom, Color, and Ruler. The "Directions" tab is currently selected, and the page number "11" is visible. Navigation buttons for Back, Review/End, and Next are also present.

STAAR Online Practice

- When you open the STAAR Online Testing Platform (SOTP), 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



STAAR Online Practice

Rollover

24. The frequency table shows the number of points scored by each player on a basketball team during a game.

Player	Tally
Stephen	
Alfred	
Kenji	
Pete	
Eric	
Wesley	
Hayes	

What is the combined number of points scored by Stephen, Alfred, Pete, and Wesley?

Player	Tally
Stephen	
Alfred	
Kenji	
Pete	
Eric	
Wesley	
Hayes	

Record your answer in the boxes below. Be sure to use the correct place value.

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Pop-ups

16. A group of 64 children and 24 adults will travel to a zoo in vans.



How many vans will be needed to take the group to the zoo?

Ⓐ 11
Ⓑ 80
Ⓒ 8
Ⓓ 5

Punnett Squares

29. In cattle the allele for cloven hooves (H) is dominant over the allele for mule-foot hooves (h). The phenotype for each trait is shown in this picture.

What is the probability of cloven hooves in the offspring of parents that are heterozygous for the trait?

- A 25%
- B 50%
- C 75%

Spelling Assistance

1. READ the following quotation.

I do not know of anyone who has gotten to the top wisout hard work.

—Margaret Thatcher

THINK about all the hard work you do. It may be work you do at school, at home, or outside.

WRITE about one type of hard work you do. Tell about your work and explain why it is so hard to do.

Be sure to —

- clearly state your central idea

Suggestions

- wipeout
- without
- wideout
- missout
- miscut

Writing Checklist

STAR 2018 Practice Test Grade 4 Writing All PNP Question 1 of 25

Tools: Guideline, Sticky Notes, Writing Checklist, Pencil

WRITTEN COMPOSITION: Expository

1. READ the following quotation.

I do not know of anyone who has gotten to the top without hard work.
—Margaret Thatcher

THINK about all the hard work you do. It may be work you do at school, at home, or outside.

WRITE about one type of hard work you do. Tell about your work and explain why it is so hard to do.

Be sure to —

- clearly state your central idea
- organize your writing

Getting to the top is hard work.

Writing Checklist

- Did I write one or two sentences that clearly explain the main point of my paper?
- Do all my sentences help the reader understand my main point?
- Did I write my sentences in an order that makes sense?
- Did I use specific details and examples to develop my ideas?
- Did I use specific words that helped me clearly explain my main point?
- Did I write in complete sentences using capital letters and correct punctuation?
- Are all of my words spelled correctly?

Characters (26/1750)

1 2-5 6-9 10-16 17-25

Back Review/End Next

Prereading Text

STAR 2018 Practice Test Grade 8 Reading All PNP Question 1 of 44

Tools: Guideline, Eliminator, Sticky Notes, Pencil

Read the selection and choose the best answer to each question.

In this selection, the author recalls a devious adventure he and his brother, Kenny, took when they were young children. The boys' mother asks them to go buy groceries from Miss Andrews' store. The author and Kenny have taken their old, monochromatic gray wagon to the store many times, but this time the author has concocted a new plan. The author wants to explore a new street that is off-limits to him and Kenny since it is near the busy Dallas Highway. After the boys buy their groceries from Mr. Byford, they begin their foray, or trip, down the forbidden street. On their way they pass behind businesses and see their house through a vacant, empty lot.

Read the selection to learn what happens with the boys' adventure beyond Parrish Street.

 **The Road Almost Taken**

by Joe Holley

1 I was 5 years old that summer afternoon when my brother and I set off on our daring adventure. Kenny was 3.

2 Our prairie schooner, our Pinta-Niña-Santa María, was our little gray wagon. It used to be a little red wagon, but it had gotten

stretch \strech\ n

1. something that seems beyond what is normal 2. the length or extent of an area 3. a continuous period of time 4. the amount of elasticity of something

Which definition best matches the way the word stretch is used in paragraph 9?

A Not quite normal

B Definition 2

C Definition 3

D Definition 4

1-7 8-15 16-30 31-39 40-44

1 2 3 4 5 6 7

Back Review/End Next



A photograph of a classroom scene. A male teacher in a white shirt is seated at a table, looking towards the camera with his hands raised. Several young students are also seated at the table, with their hands raised. The background shows a classroom setting with blue shelves, a bookshelf, and a banner that says '2mi'. A semi-transparent white box with the word 'Questions?' is overlaid on the center of the image.

Questions?