



# 2015-2016 Update

## Accommodations

### STAAR A

### STAAR Alternate 2

SEPTEMBER 17, 2015

ASSMNT. FOR STUDENTS W/ DISABILITIES TETN #36603

# Disclaimer

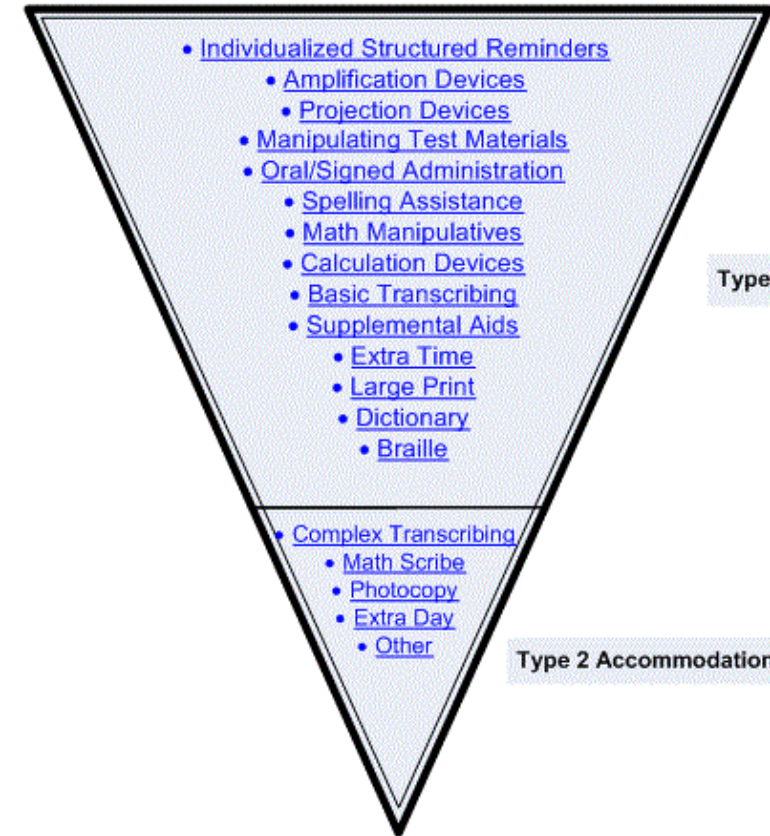
- ▶ These slides have been prepared and approved by the Student Assessment Division of the Texas Education Agency.
- ▶ If any slide is amended or revised for use in local or regional trainings, please remove this slide as well as the TEA footer at the bottom of each slide.

# Suggested Training for Region, District, and Campus Professionals

- ▶ It is the intent of TEA's Student Assessment Division that all resources created to clarify testing and accommodation policies be accessible to educators at the region, district, and campus levels, including classroom teachers.
- ▶ This is a comprehensive training but does not take the place of reading the associated documents.
- ▶ Relevant district and campus staff will need to read all of the policies and related resources once they are posted on TEA's Student Assessment webpage. These documents contain all the details.

# Accommodations for Students with Disabilities

## Accommodations for Students with Disabilities



# Overview of Changes for the 2015-2016 School Year

- ▶ No policy changes to allowable accommodations, just clarifications
- ▶ Added STAAR Algebra II and English III where applicable
- ▶ Online Accommodation Request Form
  - ▶ Requests approved during the 2015 calendar year remain effective until December 31, 2015. Only submit additional requests for new Type 2 accommodations (e.g., new student, change in accommodation).
  - ▶ Requests for the 2016 calendar year can be submitted beginning in January, and all approvals remain effective until December 31, 2016.

# Accommodation Resources Webpage

Contains comprehensive information about accommodations for students with disabilities taking state assessments.

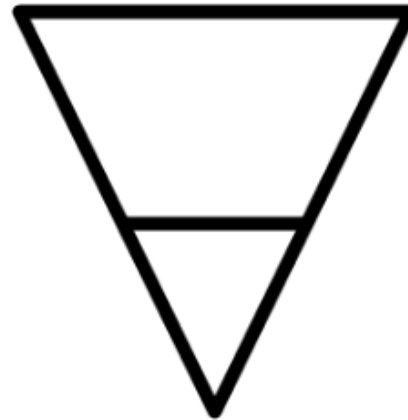
## Accommodation Resources

Accommodations are changes to materials or procedures that enable students with disabilities or English language learners (ELLs) to participate meaningfully in learning and testing. It is important to keep in mind that while some accommodations may be appropriate for instructional use, they may not be appropriate or allowable on a statewide assessment.

The accommodation resources on this website are provided by the Texas Education Agency (TEA) for districts to use in implementing accommodation policies for the STAAR, the Texas English Language Proficiency Assessment System (TELPAS), and the TAKS assessments.

## STAAR and TELPAS Accommodations

TEA accommodation policies are divided into two main categories:



### 1. Accommodations for Students with Disabilities Taking State Assessments

These policies address accommodation needs related to a disability or disabling condition and are intended to provide students effective and equitable access to grade-level or course curriculum and assessments.

- [2016 Accommodations for Students with Disabilities Taking State Assessments](#)
- [2015 Accommodations for Students with Disabilities Taking State Assessments](#)

# Students with Disabilities Who are Eligible for Accommodations on State Assessments

- ▶ Students with an identified disability who receive **special education** services and meet established eligibility criteria for certain accommodations
- ▶ Students with an identified disability who receive **Section 504** services and meet established eligibility criteria for certain accommodations
- ▶ Students with a disabling condition who **do not receive special education or Section 504 services** but meet established eligibility criteria for certain accommodations

# Authority for Decisions

- ▶ Admission, Review, and Dismissal (ARD) committee
- ▶ Section 504 placement committee
- ▶ Appropriate team of people at the campus level (e.g., Response to Intervention (RTI) team, student assistance team)



# Critical Information about Accommodations for Students with Disabilities

- ▶ Educators should review this document on TEA's Accommodations for Students with Disabilities webpage
  - ▶ General information about accommodations
  - ▶ Accommodations during classroom instruction and testing
  - ▶ Accommodations during state assessments
    - ▶ Not all accommodations suitable for instruction are allowed during the state assessments
    - ▶ Routinely, independently, and effectively
  - ▶ The Accommodation Triangle
  - ▶ Planning for testing accommodations

# Accommodation Triangle



Type 1

**Type 1** accommodations are approved locally based on specific eligibility criteria. The decision to provide these accommodations is made by the appropriate team of people at the campus level.

Type 2

**Type 2** accommodations require TEA approval to use during a state assessment. The appropriate team of people at the campus level determine whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA.

Accommodation type

The image shows a document from the Texas Education Agency (TEA) titled "Individualized Structured Reminders". It is categorized as "Type 1" in a triangle icon. The document is divided into several sections, each highlighted with a colored bar and a corresponding callout box:

- Description of Accommodation:** This accommodation allows a test administrator to provide a student with a disability individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures.
- Assessments:** For a student who meets the eligibility criterion, this accommodation may be used on:
  - STAAR
  - STAAR Spanish
  - STAAR L
  - STAAR A
- Student Eligibility Criteria:** A student may use this accommodation if he or she:
  - routinely and effectively uses this accommodation during classroom instruction and classroom testing.
- Authority for Decision and Required Documentation:**
  - For a student receiving special education services, the decision is made by the IEP committee based on the eligibility criteria and is documented in the student's IEP.
  - For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
  - For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
  - In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
  - For state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. The ACCOMM. field indicates that an allowable general accommodation was made available to the student.
- Examples/Types:** This accommodation includes but is not limited to:
  - paperclips or adhesive notes used to divide test into sections
  - more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures
  - structured reminders that are part of a behavior plan
  - 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 preestablished times during the test
  - index cards that have handwritten or color-coded reminders to continue working
- Special Instructions/Considerations:**
  1. General reminders to stay on task (e.g., test administrator tapping on the shoulder, verbal reminder to continue working) are allowable test administration procedures for any student who needs them per the Allowable Test Administration Procedures and Materials document on the TEA's Accommodations for Students with Disabilities webpage. General reminders are not

Additional callouts include:

- A pink box pointing to the "Type 1" icon: "This icon indicates whether or not an Accommodation Request Form is required."
- A pink box pointing to the "No Accommodation Request Form required." text and the "ACOMM" icon: "No Accommodation Request Form required."

This section provides a general description of the accommodation.

This section lists the assessments the accommodation may be used on by eligible students.

This section lists the eligibility criteria that must be met in order for the student to use the accommodation on a state assessment.

This section describes who can make accommodation decisions for students, where to document these decisions, and what to record on the answer document.

This section describes the specific examples/types of the accommodation that may be used on the state assessment. Pay careful attention to this list because it is sometimes exhaustive.

This section outlines special instructions and considerations about the accommodation. Educators must be aware of this information when making decisions about using accommodations and when administering assessments with accommodations.

# Type 1 Accommodations

- ▶ Individualized Structured Reminders
- ▶ Amplification Devices
- ▶ Projection Devices
- ▶ Manipulating Test Materials
- ▶ **Oral/Signed Administration**
- ▶ Spelling Assistance
- ▶ **Mathematics Manipulatives**
- ▶ **Calculation Devices**
- ▶ Basic Transcribing
- ▶ **Supplemental Aids**
- ▶ Extra Time (Same Day)
- ▶ Large Print
- ▶ Dictionary
- ▶ Braille



Type  
1

# Oral/Signed Administration

- ▶ STAAR Algebra II and English III were added.
- ▶ In the “Assessments” section, edits were made to clarify what could and could not be read aloud during an oral administration.
- ▶ All mention of STAAR A was removed except for a note explaining that an oral administration was not applicable to STAAR A. Oral administration eligibility for STAAR A should NOT be determined or documented.
- ▶ In the “Authority for Decision and Required Documentation” section, a minor edit was made to account for the fact that the OA bubble is not on a writing answer document. Eligibility for an oral administration may be determined for these assessments; however, if a student is eligible, this accommodation will not be recorded on the answer document.

# Mathematics Manipulatives

- ▶ STAAR Algebra II was added.
- ▶ The format of the “Student Eligibility Criteria” was changed for clarification; however, the policy is the same as the previous year.
- ▶ In the “Examples/Types” section, the use of clocks was restricted to the following: “clock with or without numbers shown on clock face; **the clock should NOT have gears**” (meaning the clock should have independently moving hour and minute hands)

# Calculation Devices

- ▶ STAAR Algebra II was added.
- ▶ Calculators used by eligible students as a testing accommodation must adhere to the guidelines set forth in the STAAR Calculator Policy.
  - ▶ Please note that the STAAR Calculator Policy was revised and posted on TEA's STAAR Mathematics Resources webpage. The guidelines set forth in this updated policy also apply to calculator use as an accommodation.

# Supplemental Aids

- ▶ The format of the “Student Eligibility Criteria” was changed for clarification; however, the policy is the same as the previous year.
- ▶ The following change was made to the #2 example of allowable math charts: *Multiplication charts that are grade appropriate may be used. The multiplication chart must be a grid used to find the product, not a list of multiplication facts. Indicating special numbers (e.g., highlighting or circling perfect squares within the body of the chart) is **NOT** allowed.*
  - ▶ Deleted from previous policy: Each axis may only be numbered 0 through 12.

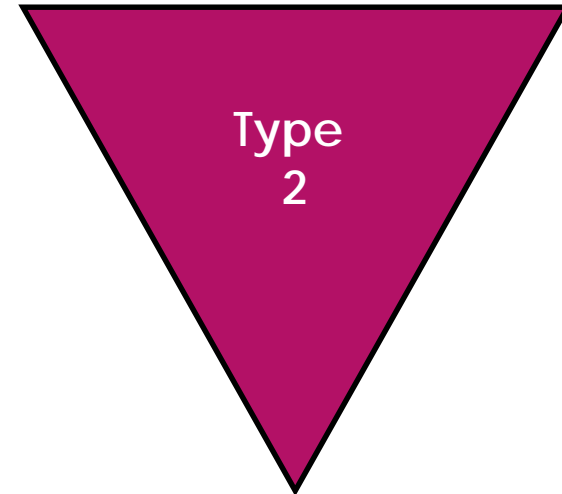


## Supplemental Aids (cont.)

- ▶ The following change was made to the #3 example of allowable math charts: *A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is **NOT** allowed.*
- ▶ Previous language restricted this type of supplemental aid to 100 charts.

# Type 2 Accommodations

- ▶ Complex Transcribing
- ▶ Mathematics Scribe
- ▶ Photocopying Test Materials
- ▶ Extra Day
- ▶ Other



# Accommodations in Emergency or Unexpected Situations

- ▶ Follow these steps when unexpected or emergency situations (e.g., broken arm, lost eyeglasses) occur just prior to or on the day of the state assessment. More specific information can be found on TEA's Accommodations for Students with Disabilities webpage.
  - ▶ **Step 1:** No need to contact TEA if a student's needs can be met with allowable test administration procedures or materials.
  - ▶ **Step 2:** No need to contact TEA if a student's needs can be met with Type 1 accommodations.
  - ▶ **Step 3:** Contact TEA if the student's needs cannot be met with Step 1 or 2, and Type 2 accommodations are being considered.

# Recording Accommodations on the Student's Answer Document

## ▶ *District and Campus Coordinator Manual*

- ▶ **GA** = general accommodation
- ▶ **BR** = braille administration
- ▶ **LP** = large print administration
- ▶ **OA** = oral administration
- ▶ **XD** = extra day
- ▶ **LA** = linguistic accommodation

ACCOMM.	
M	R
GA	GA
BR	BR
LP	LP
OA	OA
XD	XD
LA	LA

- ▶ Record the accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing.

# COMING SOON!

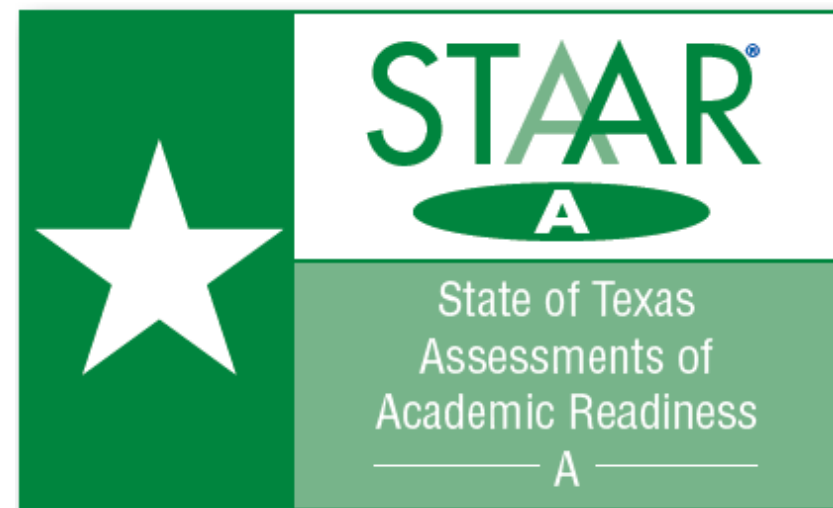
## Supplemental Accommodation Resources

- ▶ Accommodation Request Process For Type 2 Accommodations
- ▶ General Instructions for Administering Braille State Assessments
- ▶ General Instructions for Administering Large-Print State Assessments
- ▶ General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing
- ▶ Font and Point Size Matrices
- ▶ Miscellaneous training presentations (e.g., Supplemental Aids)
- ▶ Allowable Test Administration Procedures and Materials

# Accommodations for STAAR Alternate 2, TELPAS, and TAKS

- ▶ Information about accommodations for students taking the following assessments can be found in the applicable manuals.
  - ▶ **STAAR Alternate 2:** *Educator Guide for STAAR Alternate 2* and the test administration manual
  - ▶ **Texas English Language Proficiency Assessment System (TELPAS):** test administration manual
  - ▶ **Texas Assessments of Knowledge and Skills (TAKS):** *Directions for District Coordinators, Campus Coordinators and Test Administrators* on the TAKS Resources webpage

# STAAR A



# December 2015 STAAR A End-of-Course (EOC) Administrations


- ▶ Reference the August 20, 2015 Letter to Districts
  - ▶ December 2015 administration will be offered **only** on paper
    - ▶ No online assessments
    - ▶ No special request process for paper administrations of online assessments



# December 2015 STAAR A EOC Administrations

- ▶ Students are required by Texas Education Code (TEC) §28.025(c) to meet all curriculum requirements and assessment graduation requirements in order to receive a Texas high school diploma.
  - ▶ Graduation requirements for students receiving special education services can be found in Texas Administrative Code (TAC) §89.1070(b).
- ▶ **It is not necessary to revisit the assessment decision simply because STAAR A will be administered only on paper in December.** If a student meets the STAAR A Eligibility Requirements, he or she may take STAAR A regardless of the mode of administration.

# December 2015 STAAR A EOC Administrations

- ▶ The secure *STAAR A Paper Administration Guide* provides specific instructions for how embedded accommodations are to be provided.
  - ▶ Accommodations may include definitions, synonyms, graphics, rewording of text, or indication by the test administrator of certain parts of the selection, test question, or reference materials.
  - ▶ Supplemental materials, such as blank Punnett squares for biology and writing checklists for English I and English II, will be provided as separate handouts.
- ▶ The test administrator may read aloud text as needed by the student. The student's test booklet will indicate text that cannot be read aloud ("do not read" icon). Specific information about what can be read aloud is located in the *STAAR A Paper Administration Guide*. 

# December 2015 STAAR A EOC Administrations

- ▶ Allowable test administrator-provided accommodation support is specifically described in the accommodation tables. These tables allow the test administrator to **SAY** something to the student, to **Show** the student a visual, or to **Indicate** to the student specific information in the student's test booklet.
  - ▶ **SAY:** This text must be communicated to the student exactly as written.
  - ▶ **Show:** The "Accommodation" column in the accommodation table may instruct the test administrator to show the student an image (e.g., political cartoon, chart, photo) on a specific page in the guide.
  - ▶ **Indicate:** In some instances, the test administrator will need to indicate to the student (e.g., point to the information, cover the information not indicated, place the student's hand on the information, etc.) specific information in the student's test booklet.

# Test Question in Student Booklet

How did geography influence the early economic development of New York, Boston, and Charleston?

- A** Long coastlines offered abundant natural resources.
- B** Proximity to flooding rivers limited development.
- C** Natural harbors provided access to markets.
- D** Extreme climates limited productive activity.

# Accommodation Table in Paper Administration Guide

Test Question Number	Parts of Test Question with Dotted Underlines	Accommodation
1	New York, Boston, and Charleston	<b>Show</b> map on page 21.
	<b>A</b> abundant	<b>SAY</b> large amounts of
	<b>B</b> Proximity	<b>SAY</b> Being close
2		

*Blank, shaded rows in the STAAR A Paper Administration Guides indicate that there are no accommodations for this test question (therefore no dotted underlines in the student booklet).*

# Supporting Images in Paper Administration Guide

Map  
Test Question Number 1

The supporting image is reproduced on the page and identified according to the type of image and the test question number.



# December 2015 STAAR A EOC Administrations

- ▶ Test administrators who have not administered a paper version of STAAR A, must be trained according to the *STAAR A Paper Administration Guide*.
- ▶ Because test administrators respond to student requests for reading text aloud and presenting additional accommodations, individual or small group administrations are necessary.
- ▶ Students taking a paper administration of STAAR A cannot be grouped with students taking other assessments.
- ▶ Students record their responses to test questions on the answer document.

Applies  
ONLY to  
Dec. 2015  
admin.

# STAAR A Survey Results

- ▶ Available from May 11-22, 2015
- ▶ All 20 regions participated
- ▶ 5,732 total number of respondents
  - ▶ 57% test administrators
  - ▶ 38% region, district, or campus test coordinators
  - ▶ 5% technology personnel
- ▶ Overall respondents were positive
  - ▶ Required activities easy to perform
  - ▶ Students had positive overall experience
  - ▶ Students were sufficiently prepared to use STAAR A online features and tools on the day of test
  - ▶ STAAR A accommodations improved student access to tested content



# STAAR A Survey Results: *Online Testing*

	Easy	Neutral	Difficult	N/A
Configuring student computers for online testing	41%	24%	29%	7%
Coordinators setting up online testing sessions	60%	22%	7%	10%
Test administrators setting up online test sessions	42%	29%	9%	20%
Coordinators training staff	55%	32%	9%	4%
Coordinators organizing campus logistics for test day (e.g., rooms, computers, accommodations)	45%	27%	22%	7%
Test administrators actively monitoring	80%	15%	4%	1%
Students testing online	56%	29%	15%	

# STAAR A Survey Results: Accommodations

- ▶ Are classroom accommodations similar to STAAR A accommodations?

	Yes	No
Vocabulary support	92%	8%
Reading support	91%	9%
Writing checklists	80%	20%
Graphic organizers	82%	18%
Scaffolding steps in a process (e.g., bulleted lists, spacing)	88%	12%
Isolating specific information (e.g., deleting extraneous information, emphasizing important information)	90%	10%

# STAAR A Survey Results: *Extra Time*

- ▶ Average test times for STAAR A grades 3-8 mathematics, reading, writing, science, social studies
  - ▶ Approximately 2-3 hours
  - ▶ 80-98% of students finished in less than 4 hours
- ▶ Average test times for STAAR A algebra I, biology, and U.S. history
  - ▶ Approximately 1 ½ - 2 hours
  - ▶ 97-99% of students finished in less than 4 hours
- ▶ Average test times for STAAR A English I and English II
  - ▶ Approximately 3 ½ hours
  - ▶ 76-82% of students finished in less than 5 hours

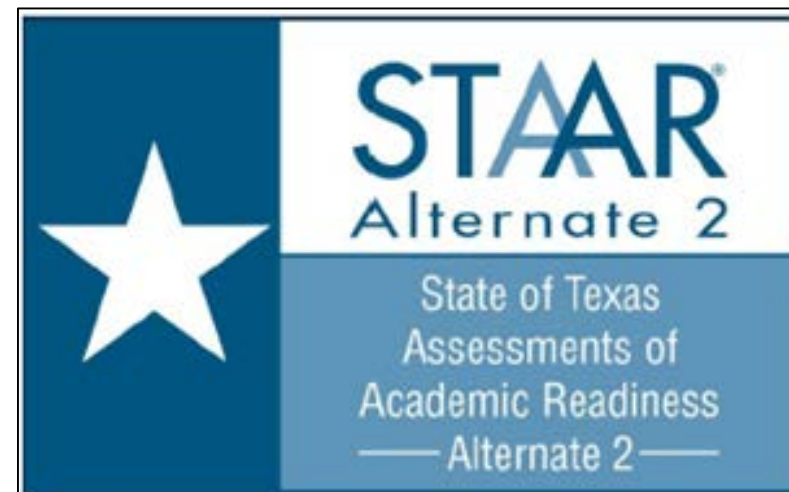
# Spring 2016 STAAR A Administrations

- ▶ ETS is the new vendor for STAAR, STAAR Spanish, STAAR L, and STAAR A. As a result, there will be some changes to the processes associated with the student assessment program as the contractor launches their test management and online testing platforms to meet the overall needs of the program.
- ▶ Updated resources for STAAR A, additional resources, and new training opportunities will be posted to the STAAR A Resources webpage as they become available, and another TETN training will be scheduled for later in the 2015-2016 school year.

# Spring 2016 STAAR A Administrations

- ▶ Special Paper Request Process
  - ▶ Only applies to STAAR L, STAAR A, and TELPAS reading assessments for grades 2-12
- ▶ A special request can be made to TEA for approval to administer a paper test **IF...**
  - ▶ The use of an accommodation is not feasible or appropriate for an online administration
  - ▶ The administration of an online test is inappropriate due to a student's particular disability
- ▶ The paper administration request document can be found on the coordinator manual resources webpage.
  - ▶ An Accommodation Request Form should NOT be used for these requests, even if the student needs Type 2 accommodations as well. Type 2 requests should be included in the paper request.

# STAAR Alternate 2



# Fall Update

In order to inform the further development of the STAAR Alternate 2 assessment, the fall update:

- provides feedback from standard setting (April 2015),
- provides statewide feedback from spring surveys, Focus Group, and external educator review meetings,
- provides a discussion for general performance results, and
- reports revisions to the STAAR Alternate 2 program for spring 2016.

# Overview of STAAR Alternate 2

- ▶ An assessment based on alternate academic achievement standards
- ▶ Designed for students with the most significant cognitive disabilities
- ▶ An assessment that meets federal and state requirements
- ▶ A non-traditional test that requires test administrators to observe students as they respond to standardized, state-developed assessment items that link to the grade-level Texas Essential Knowledge and Skills (TEKS) through prerequisite skills
- ▶ Each question type has a unique set of scoring instructions
- ▶ Student responses transcribed into online transcription form



# STAAR Alternate 2 Participation Requirements

- ▶ Students must meet all state-mandated participation requirements for STAAR Alternate 2.
- ▶ Students who are eligible for STAAR Alternate 2 **typically**:
  - ▶ May have an intellectual quotient below 70 resulting in limited potential
  - ▶ May be unable to reach grade level standards regardless of the quality of instruction
  - ▶ May require significant assistance in skills of daily living
  - ▶ Differ from students with specific learning disabilities who have average intelligence, but have learning problems that make reaching their potential difficult
- ❖ Additional guidance can be found in the Educator Guide for STAAR Alternate 2: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

**STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name of District Personnel Completing Form: \_\_\_\_\_ Position: \_\_\_\_\_

**Step I: Review the Eligibility Criteria for STAAR Alternate 2**  
 Prior to reviewing the eligibility criteria for STAAR Alternate 2, the administrator, reviewer, and district-level committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to TE state administrative code (2016) 89.074(d), school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the AEC committee must use this form to document its assessment decisions of STAAR Alternate 2 is being considered. The AEC committee must review the four criteria below and select **yes** or **no** if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to at least four of the questions below must be **yes**. If the answer to any of the questions is **no**, the student is not eligible to participate in STAAR Alternate 2 and must participate in one of the other state-wide assessments. Each **yes** answer requires a justification that contains evidence that the student meets the criteria.

**ELIGIBILITY CRITERIA**

**1. Does the student have a significant cognitive disability?**  Yes  No  
 A significant cognitive disability is determined by the AEC committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's individualized education program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.  
 Justification: \_\_\_\_\_

**2. Does the student require specialized supports to access the grade-level curriculum and environments?**  Yes  No  
 Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the student must have the necessary knowledge and skills or, in some cases, a student with a significant cognitive disability needs specialized academic instruction, as well as support throughout the day in such areas as: meeting his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.  
 Justification: \_\_\_\_\_

**3. Does the student require intensive, individualized instruction in a variety of instructional settings?**  Yes  No  
 The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.  
 Justification: \_\_\_\_\_

**4. Does the student access and participate in the grade-level tests through prerequisite skills?**  Yes  No  
 Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the tests through prerequisite skills that are linked to the grade-level curriculum.  
 Justification: \_\_\_\_\_

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**Initial the one that applies:**  
 For a student in elementary or middle school, the AEC committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.  
 For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Alternate 2 that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills.

**Indicate the alternate high school course and exam course number the student will be enrolled in this school year.**  
 English I Alternate 0220107  English I Alternate 0230007  Biology Alternate 0205007  U.S. History Alternate 0240107  
 English II Alternate 0220207

**Step III: Summarize Assessment Decisions**  
 The AEC committee must indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given. The AEC committee must ensure the assessment section and accommodations reviewed to ensure the student's academic achievement score were documented in the student's IEP order. The student who takes STAAR Alternate 2 for an required subject or assessed subject score/course also allow this form must be included in the IEP for students being assessed with STAAR Alternate 2.

**Indicate the STAAR Alternate 2 tests the student will take this school year.**

reading grade  mathematics grade  science grade  social studies   
 writing grade  Algebra I  biology  U.S. history   
 English I   
 English II

# Spring 2016 Essence Statements

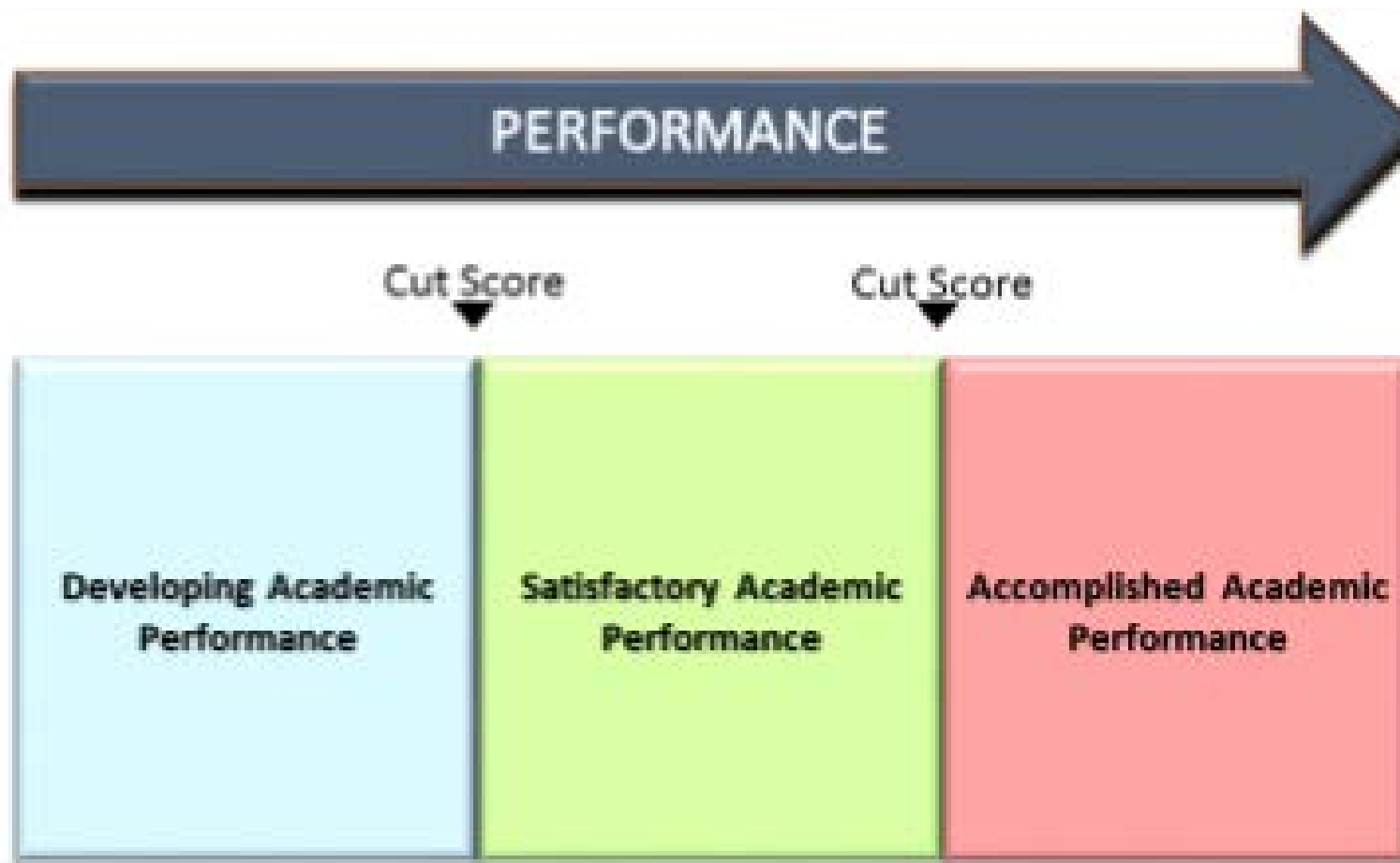
Essence Statements for the Spring 2016 administration, as well as additional STAAR Alternate 2 resources, were posted to the TEA website:

<http://tea.texas.gov/student.assessment/special-ed/staaralt/essence/>

# Standard Setting Process

- ▶ Conducted in April 2015
- ▶ Participants included educators, administrators, school psychologists
- ▶ Using the Performance Level Descriptors, participants determined whether or not students would require built-in supports on the test in order to meet each performance level
- ▶ Group scoring was collected and cut scores were determined based on standard setting analysis

# Standard Setting Process



# Standard Setting Feedback

- ▶ *“Each test item was considered individually. The process is more thorough than I imagined.”*
- ▶ *“I appreciate that my voice was heard and my students’ abilities were represented in this process.”*
- ▶ *“I really like Performance Level Indicators. They give me a better idea of the direction I should take my students academically.”*

## 2015 STAAR Alternate 2 Performance Results

Subject	Developing	Satisfactory	Accomplished
Reading	18	66	16
Mathematics	14	64	22
Writing	21	60	20
Science	9	66	25
Social Studies	14	61	25
English I	15	59	27
English II			
Algebra I	17	58	25
Biology	11	63	26
U.S. History	15	59	26

# 2015 Survey Results

## Test Administrator Group

47

- ▶ Online survey February 13 – March 13, 2015
- ▶ 2,552 test administrators responded
- ▶ 18 questions
- ▶ Training Resources, Online Activities, Testing Window, Administration Materials, Test Accommodations, and Administration Procedures

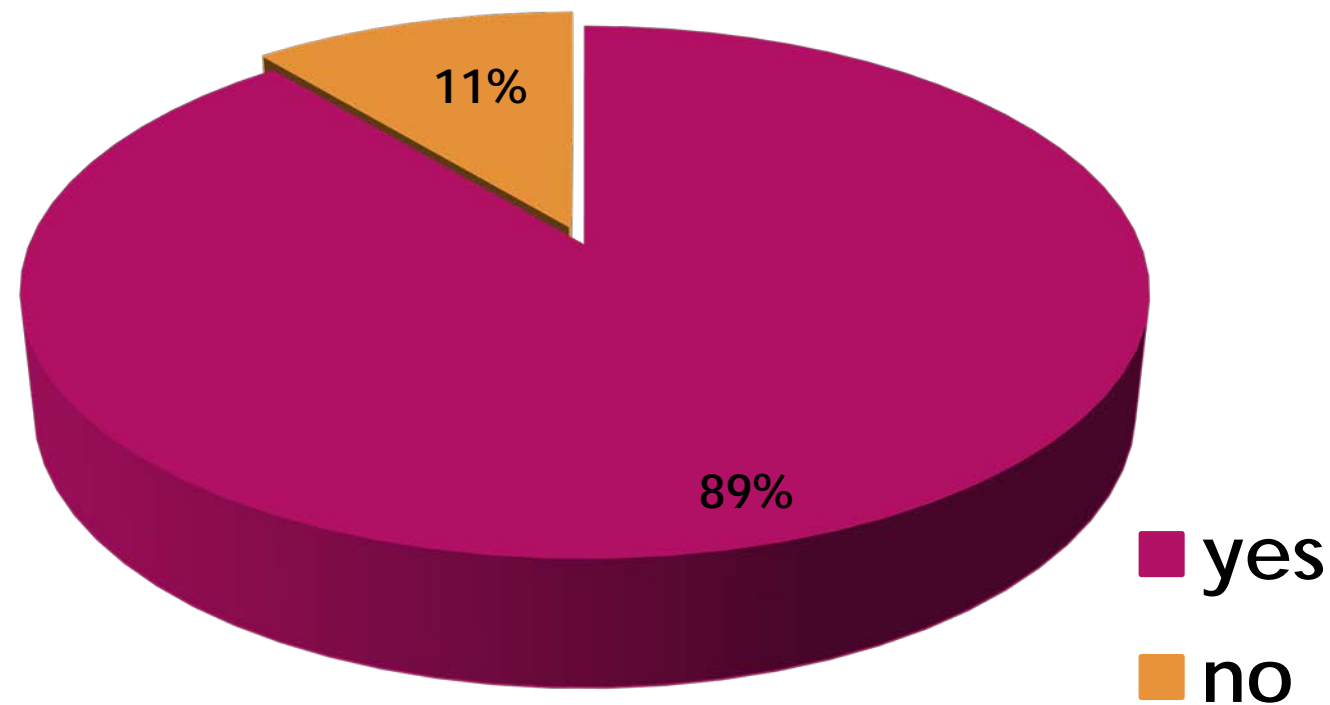
# Survey Responses to STAAR Alternate 2 Redesign

- ▶ Most frequently heard positive comments regarding the redesigned assessment
  - ▶ Reduced time to prepare and administer the assessment
  - ▶ The standardization of the administration
  - ▶ The flexibility in the administration of the assessment to students with various disabilities



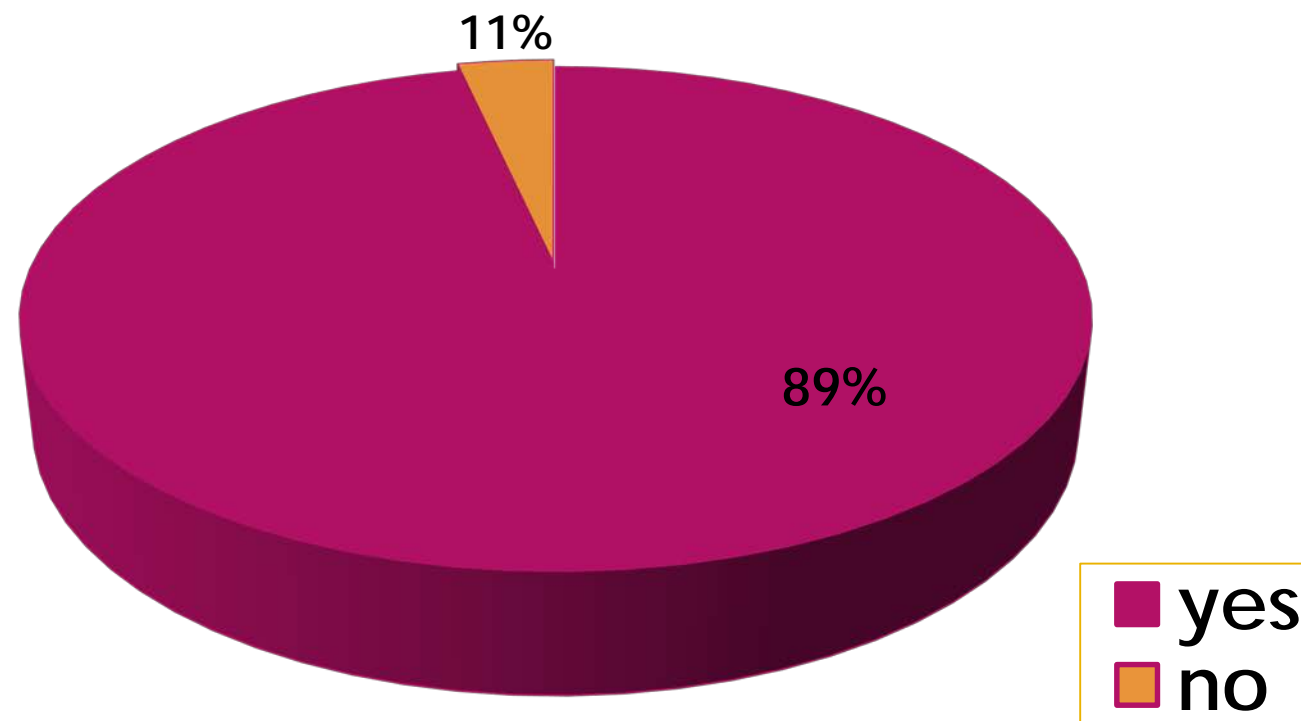
# Survey Responses: Test Administrators

Were the test materials easy to use during testing?



# Survey Responses: Test Administrators

- ▶ Did the resource materials adequately prepare you to complete your duties regarding the assessment?
  - ▶ Test Preparation
  - ▶ Test Administration
  - ▶ Training
  - ▶ The Test Booklet
  - ▶ Technology



# Survey Responses: Test Administrators

When asked to give suggestions for improvements to future STAAR Alternate 2 test administrations....



Reduce frequency of materials check-out



Additional procedural training



Provide more sample items or released test items

# Survey Responses: Test Administrators

When asked to give suggestions for improvements to security procedures for future STAAR Alternate 2 test administrations....



Reduce the frequency of check-in/check-out



Allow test administrators to secure testing materials in a locking cabinet

# 2015 Survey Results

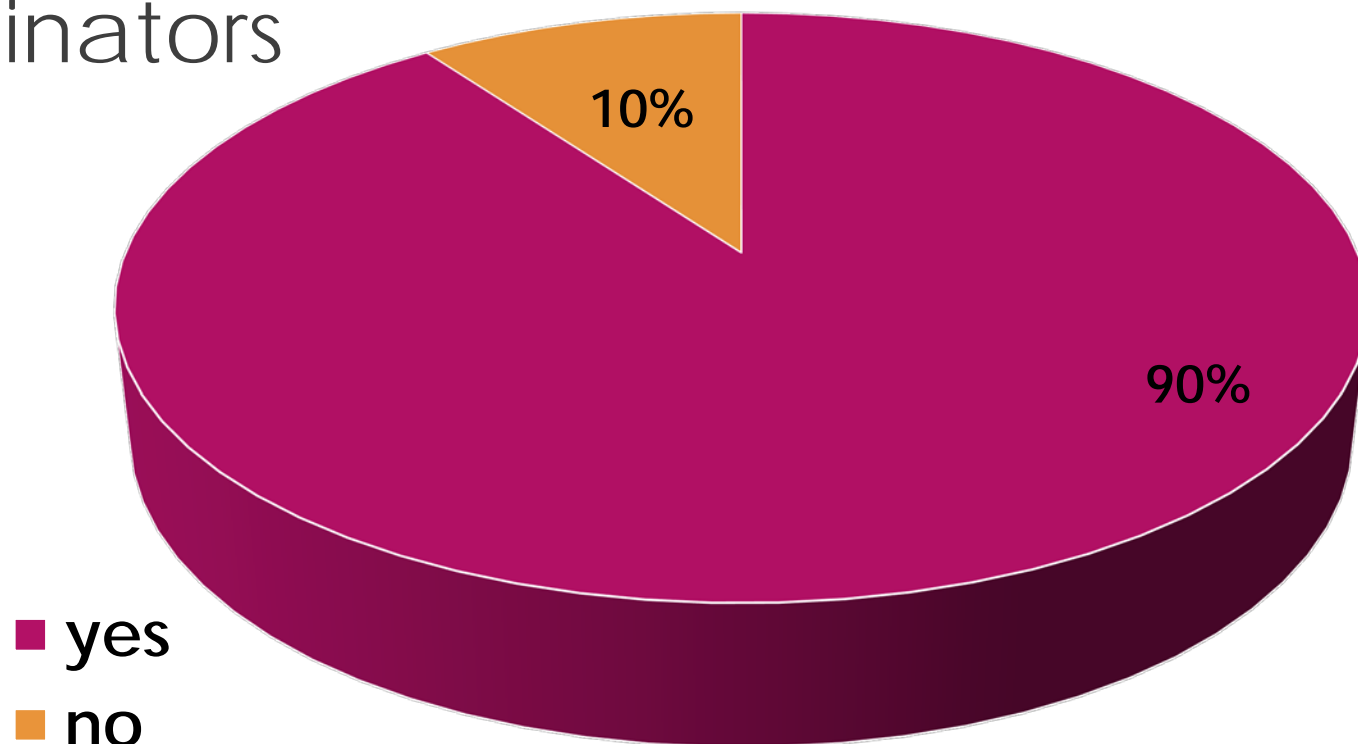
## Test Coordinator Group

53

- February 13 – March 13, 2015
- 1568 test coordinators responded
- 11 questions
- Resources, Test Materials, Preparation & Administration Time, Test Security, Online Activities

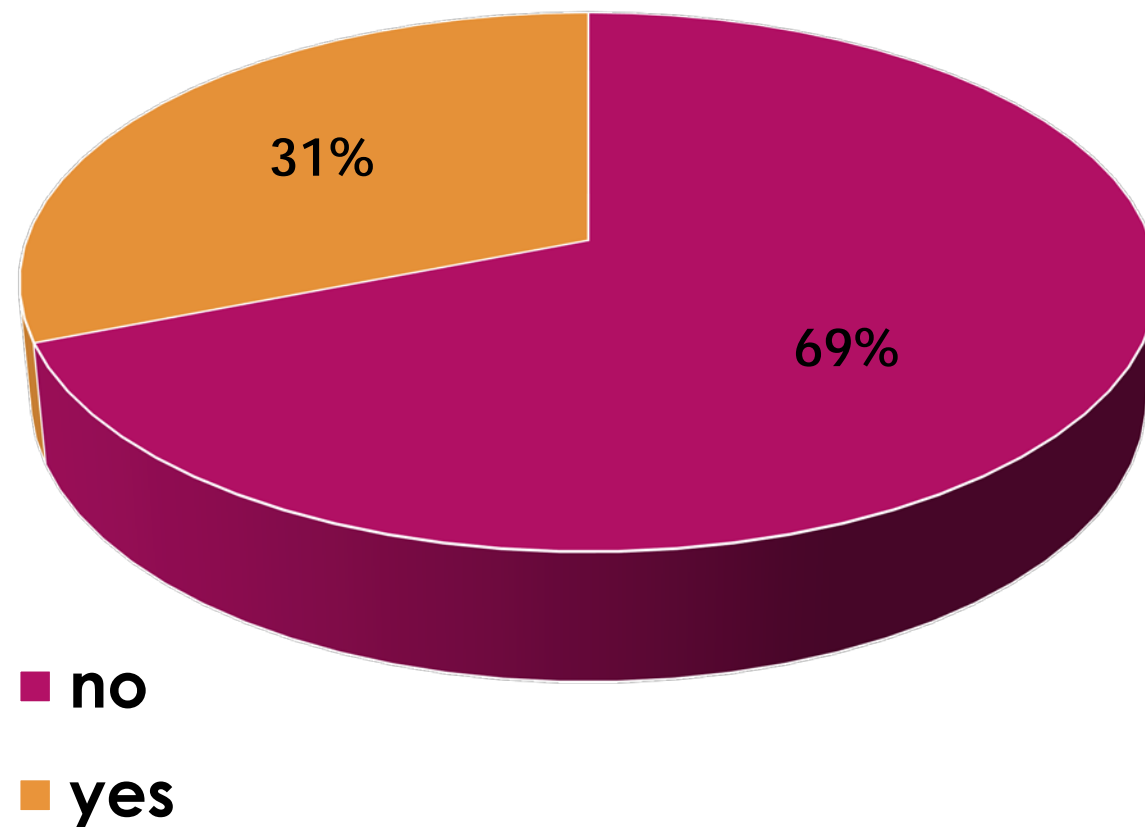
# Survey Responses: Test Coordinators

- ▶ Resource materials prepared test coordinators for the assessment
  - ▶ Technology
  - ▶ Training
  - ▶ Administration
  - ▶ Test Preparation



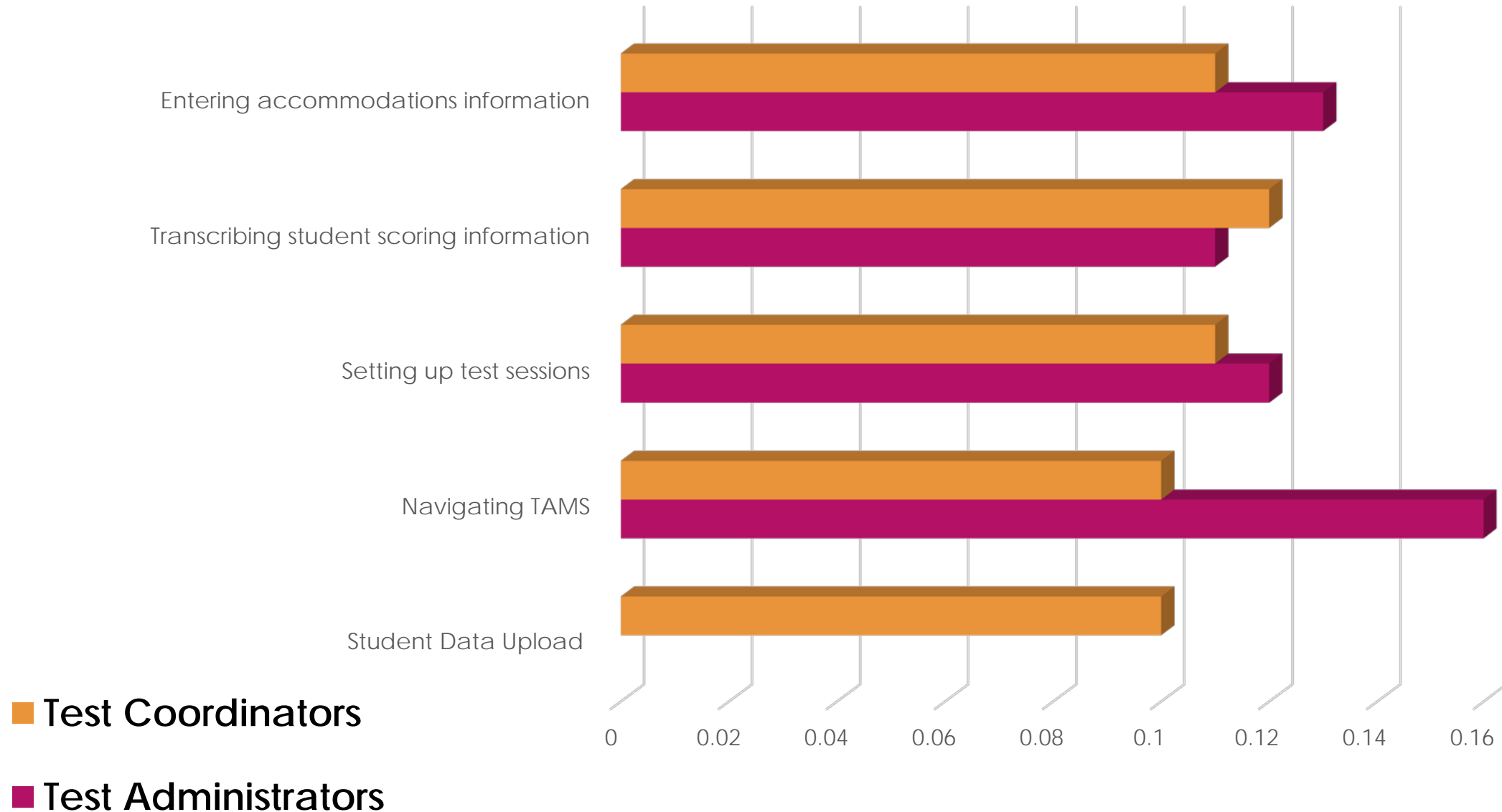
# Survey Responses: Test Coordinators

Was it more difficult to maintain test security during preview and accommodation window?



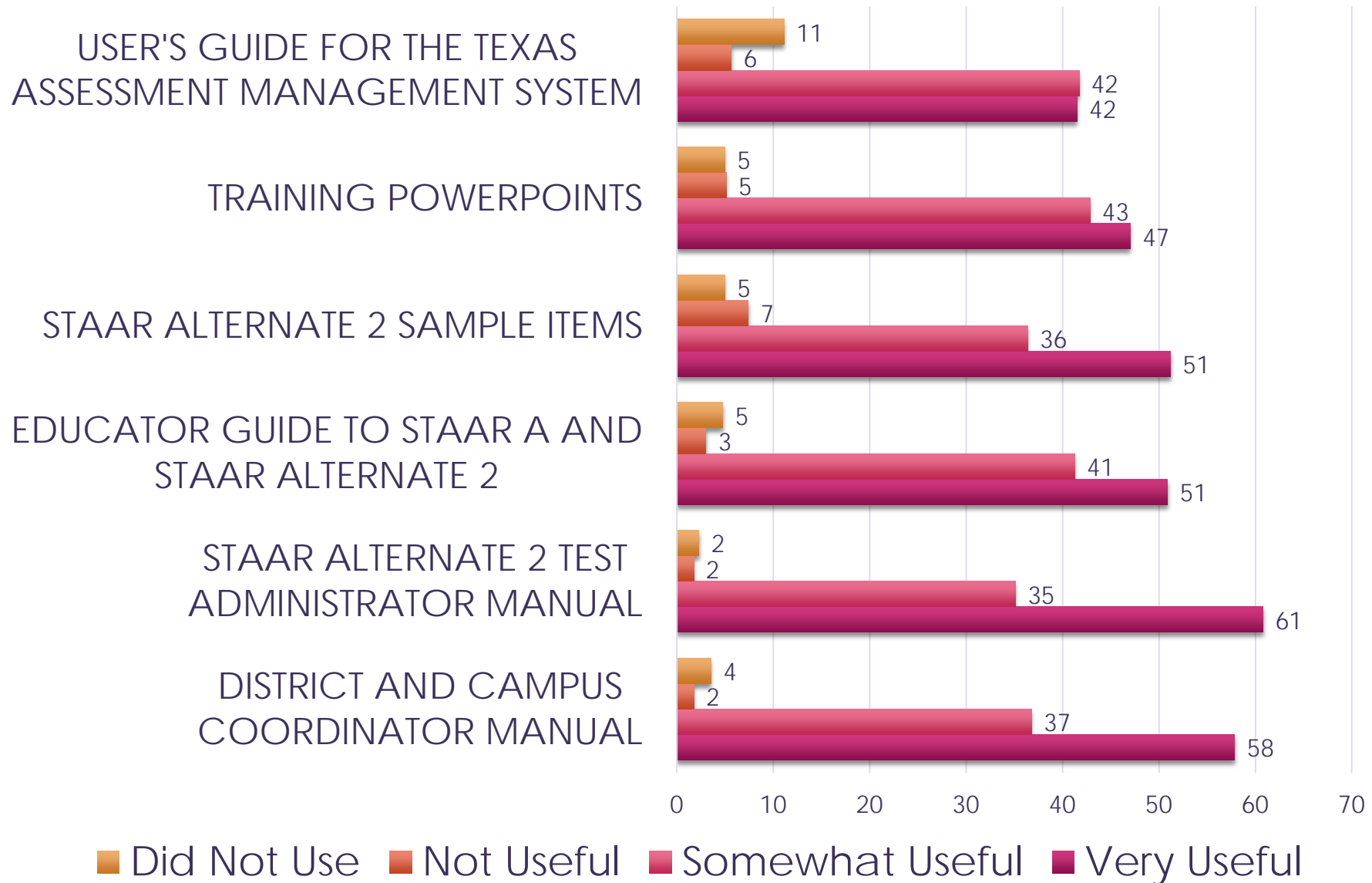
# Which online activities caused difficulty for school personnel?

56



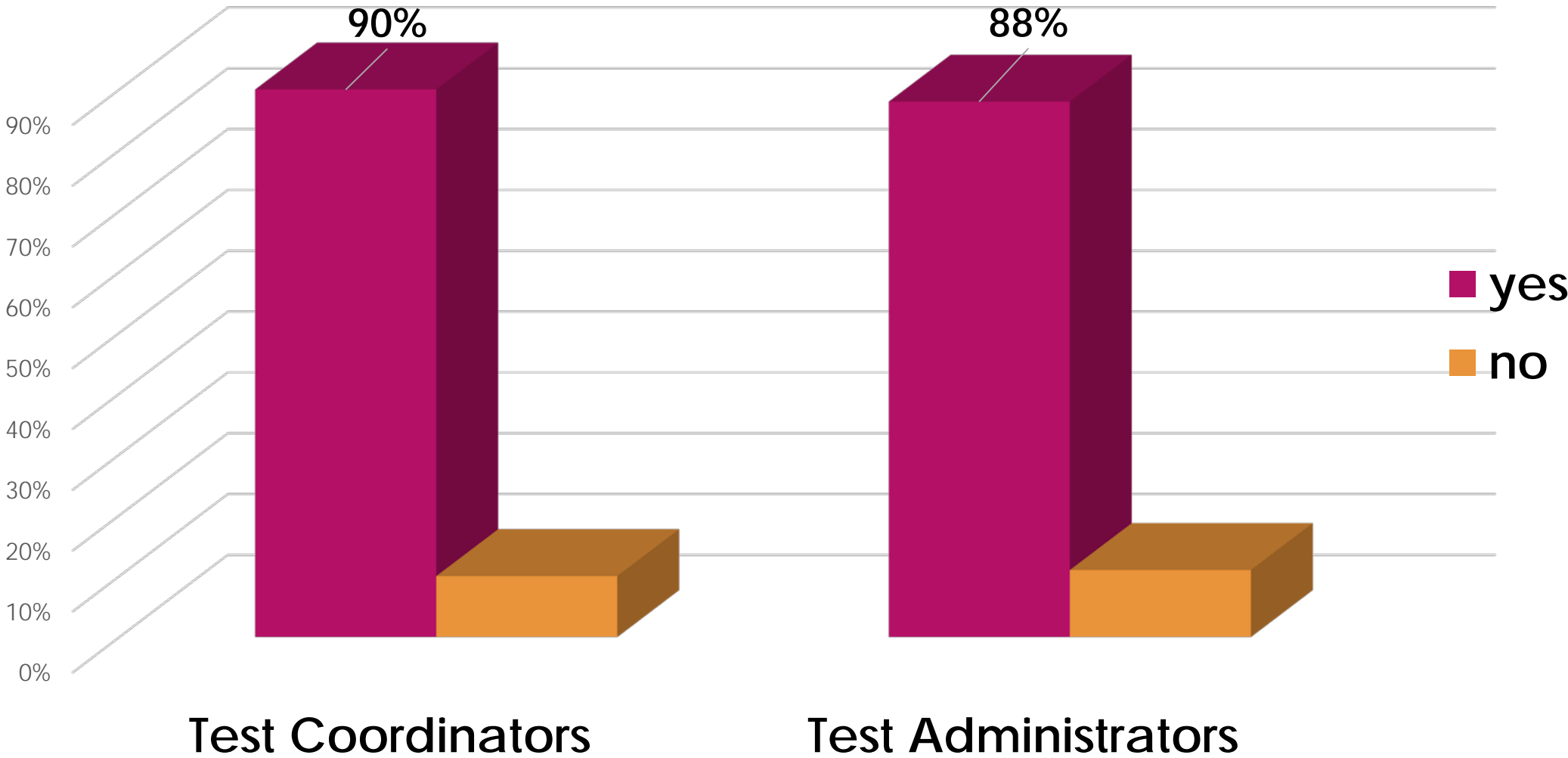


## How useful were the following resources?



# How many agreed that the 3-week window was sufficient?

58



# External Educator Review Meetings

- ▶ Conducted 13 days of external educator review meetings during summer 2015
  - ▶ Educators across the state reviewed field test questions according to the following guidelines:
    - ▶ Does the question accurately measure the targeted reporting category, knowledge and skills statement, essence statement, and prerequisite skill?
    - ▶ Is the question fair and free from bias (gender, ethnicity, or disability)?
    - ▶ Is the question accessible to students?

# 2016 STAAR Alternate 2

- ▶ Same assessed subjects and grade levels as in 2015
- ▶ Preview Window:  
March 21 – April 1
- ▶ Assessment Window:  
April 4 – April 22

3-8/EOC	Subjects Assessed
Grade 3	Mathematics and Reading
Grade 4	Mathematics, Reading, and Writing
Grade 5	Mathematics, Reading, and Science
Grade 6	Mathematics and Reading
Grade 7	Mathematics, Reading and Writing
Grade 8	Mathematics, Reading, Science, and Social Studies
End of course (EOC)	Algebra I, English I, English II, Biology, and U.S. History

# Test Design: Same as 2015 Administration


61

- ▶ Six clusters comprise a test form resulting in 24 scripted questions per test.
- ▶ The test materials will include a test administrator booklet and a student booklet for each subject.
- ▶ The test administrator booklet contains scripted questions and guidelines for how the test will be administered.
- ▶ The student booklet contains stimulus images and text for the presentation of test questions and answer options.

# Test Administrator Manual



NEW

- ▶ The format of the secure section of test administrator manual will include  3
- ▶ Prompts test administrators where the secure portion of the test booklet begins.

# Revision to Security Procedures

- ▶ Test administrators may keep test materials until the end of the day each day.
- ▶ Test administrators who check materials out for the entire day must keep materials in locked storage when not in use.
- ▶ Materials Control form will reflect format changes in order to accommodate the revised procedures.
- ▶ Revised procedure only to be performed when accommodating materials.



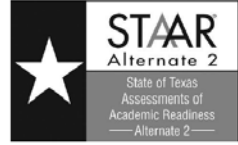
# Resources: Released Item Clusters

- ▶ TEA has released additional test questions in order for test administrators to
  - ▶ become more familiar with the test format,
  - ▶ practice the presentation instructions with students, and
  - ▶ determine options for students to access stimulus images presented in the test questions
- ▶ Released questions will soon be available on the STAAR Alternate 2 Resources webpage.



# Resources: Instructional Terms

- ▶ Updated lists include only terms that will appear on the Spring 2016 assessment.
- ▶ Each term appears under the grade level it first appears in the assessment.
- ▶ The lists are now alphabetized by row.
  - ▶ Since the Reading curriculum is the only subject organized by genre, and certain terms only go with certain genres, it was important to organize the terms list by genre as well. Since this list is organized into columns, each column is alphabetized within each grade level.



STAAR  
Alternate 2  
State of Texas  
Assessments of  
Academic Readiness  
— Alternate 2 —

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TEKS Curriculum Framework for STAAR Alternate 2  
**Grade 5 Mathematics**

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Grade 5 Mathematics			
equation	triangles: right, acute, obtuse	parallel intersecting/ perpendicular lines	coordinate grid
equivalent fractions	congruent		decimal
numerator/denominator	square inch	number line: point on a number line	estimation
attributes of geometric figures: sides			
Grade 6 Mathematics			
divide	table of related or paired numbers	area and formula of a rectangle or square: (length, width)	income/saving/spending ratio
number line: whole numbers, halves	pictograph/line graph/point		
Grade 7 Mathematics			
multiply	congruence	linear relationships conversions	mean/median/mode/range proportional
attributes of geometric figures: bases	formula for perimeter	radius/diameter/circumference	budget/deposit/withdrawal
	percent		
Grade 8 Mathematics			
line of symmetry	horizontal/vertical	increase/decrease/expenses	probability
Algebra I			
grid unit	square feet	rate-rate of change	expressions
recycled			

# Resources: Allowable Accommodations

- ▶ Reformatted allowable accommodations chart is in both *The Educator Guide for STAAR Alternate 2* and the *STAAR Alternate 2 Test Administrator Manual*

## Provide structured reminders

- ▶ Addition of:
  - Personal timers, token systems, color-coded or handwritten reminder, or visual schedules

# Resources: Educator Guide

Updated version will  
be available  
September 2015

## Scoring Instructions for Third Question in a Cluster

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the triangle,	⇒	mark <b>A</b> for question 3 and move to question 4.
If the student does not find the triangle,	⇒	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify the number of sides each shape has. <b>OR</b></li> <li>• Trace the outline of each shape. <b>OR</b></li> <li>• Highlight the outline of each shape.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the triangle,	⇒	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the triangle,	⇒	mark <b>C</b> for question 3 and move to question 4.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must select one of the allowable teacher assists before repeating the presentation instructions. An assist must be provided after an incorrect response. Appropriate assists must be determined prior to the administration of the test.
- While the assist must be the one that is most helpful to the student, it cannot have been provided as an accommodation during the initial presentation.
- The assist may be assigned to the student or the teacher. If it is not, either the student or the teacher may perform the assist.
- The direction to highlight can be performed by the test administrator or the student. Make sure that the method used to highlight does not interfere with the stimulus information on the back of the page.

# Online Activities

- ▶ TestNav 8 will replace TestNav 7.5
  - ▶ Supported by Chromebooks, iPads and Android tablets with stand alone keyboards
  - ▶ Accommodations will be entered separately from the online transcription form.
  - ▶ Accommodations can be entered before or after the test is completed.
- ▶ Pearson Access Next
  - ▶ The window for entering enrollment counts will be October 12- November 13.

# STAAR Alternate Scoring Document

- New look
- Clusters are marked on scoring document in highlighted fields. (NEW)



## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2 Scoring Document

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Form Number: \_\_\_\_\_

### Accommodations

Mark the accommodations used during this test administration.

<input type="checkbox"/>	Color or Highlight	<input type="checkbox"/>	Braille
<input type="checkbox"/>	Color Overlays	<input type="checkbox"/>	Describe Images
<input type="checkbox"/>	Photocopy or Cut Out	<input type="checkbox"/>	Presentation
<input type="checkbox"/>	Photographs or Objects	<input type="checkbox"/>	Isolate Images
<input type="checkbox"/>	Textured Materials	<input type="checkbox"/>	Picture Representations
<input type="checkbox"/>	Demonstrate	<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Raise or Darken Outline	<input type="checkbox"/>	Reread Text
<input type="checkbox"/>	Enlarge		

### Scoring

Mark the student's score for each question.

1 (A) (B) (C)

2 (A) (B) (C)

3 (A) (B) (C)

4 (A) (B) (C)

5 (A) (B) (C)

6 (A) (B) (C)

7 (A) (B) (C)

8 (A) (B) (C)

9 (A) (B) (C)

10 (A) (B) (C)

11 (A) (B) (C)

12 (A) (B) (C)

13 (A) (B) (C)

14 (A) (B) (C)

15 (A) (B) (C)

16 (A) (B) (C)

17 (A) (B) (C)

18 (A) (B) (C)

19 (A) (B) (C)

20 (A) (B) (C)

21 (A) (B) (C)

22 (A) (B) (C)

23 (A) (B) (C)

24 (A) (B) (C)

NEW  
format

# Students Testing in a Co-op

- ▶ When students from multiple districts or campuses are instructed and tested at a central location, additional considerations must be made in planning for the STAAR Alternate 2 administration.
- ▶ The district or campus where the student is testing should include the student in enrollment counts. This ensures that the testing location will receive enough materials for all students.
- ▶ If additional materials are needed, the testing district should use district overage or place an additional order for materials.

## Students Testing in a Co-op (cont.)

- ▶ The district or campus where the student is testing should register the student in the online system and complete all STAAR Alternate 2 online activities for the student, including entering scoring information and marking accommodations.
- ▶ The Reporting CDC field on the Student Registration Details page should be completed with the student's home campus number so the student's assessment results will be reported correctly.

# TEA Contact Information

- ▶ The district testing coordinator is the primary contact when questions arise.
- ▶ TEA's Student Assessment Division
  - ▶ 512-463-9536
  - ▶ Email
    - ▶ [assessment.studentswithdisabilities@tea.texas.gov](mailto:assessment.studentswithdisabilities@tea.texas.gov) (STAAR A and accommodations for all students with disabilities)
    - ▶ [staaralt@tea.texas.gov](mailto:staaralt@tea.texas.gov) (STAAR Alternate 2)



# Vendor Contact Information

- ▶ Prior to September 28<sup>th</sup>, contact the Pearson Austin Operations Center at 800-627-0225 for all questions related to the student assessment program.
- ▶ Beginning September 28<sup>th</sup>, contact ETS at 855-333-7770 for all questions regarding the STAAR grades 3–8 and EOC programs (includes STAAR, STAAR Spanish, STAAR L, and STAAR A).
- ▶ Beginning September 28<sup>th</sup>, contact the Pearson Austin Operations Center at 800-627-0225 for all questions related to the STAAR Alternate 2, TELPAS, and TAKS programs.