

# STAAR Accommodations 2017

## Accommodation Resources & Online Testing

Lorna Salgado  
Region 10 ESC  
lorna.salgado@region10.org



# Overview of Major Changes

- STAAR offered on paper and online in all grades and subjects. (STAAR ONLINE IS STAAR)
- Addition of 2 new **online-only** accommodations (if a student has these, they WILL take the online test)
  - Content Supports
  - Language and Vocabulary Supports
- New organization of accommodation policy
  - Accessibility Features
  - Designated Supports
  - Designated Supports Requiring TEA Approval
- Broader eligibility for many accommodations

# STAAR Online or Paper versus STAAR Online with Embedded Supports

- These tests have the same:
  - selections and test questions (including field test questions)
  - passing standards
  - assessed curriculum
  - test blueprints
  - progress measures
  - time limits
  - accessibility features

# Accessibility Features

*This training does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.*

# Accessibility Features

- Previously referred to as “Allowable Test Administration Procedures and Materials”
- Include things that may be provided to students based on their needs
- Available to **any student** who regularly benefits from the use of these procedures or materials during instruction- no committee needed.

# 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**
- Read test aloud to self (e.g., PVC pipe, recording device)
- Reading aloud or signing the expository or persuasive writing prompt
- Reading assistance on the grade 3 mathematics test
- Scratch paper (or any medium that can be erased or destroyed)
- Color overlays or online color setting
- Blank place markers or online guideline tool
- Magnifying devices or online zoom feature
- Highlighters (including online tool), colored pencils, or crayons
- Tools to minimize distractions or to help maintain focus (e.g., stress ball, headphones, instrumental music)
- Individual or small-group administrations
- Reminding students to stay on task

# Bilingual Dictionary for Mathematics, Science, and Social Studies

- Bilingual dictionaries must be word/phrase translation dictionaries only.
- They must NOT be designed to define words or to illustrate or explain content terminology or concepts. (So, just general dictionaries, not content dictionaries)

# Designated Supports that are locally approved (previously Type 1 Accommodations)

*This is training does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.*



# Policy Documents

- Contain the information needed to make accommodation decisions for all students taking STAAR, STAAR Spanish, and **TELPAS**
- Each document is organized the same way
  - Description of Accommodation
  - Assessments
  - Student Eligibility Criteria
  - Authority for Decision and Required Documentation
  - Examples/Types
  - Special Instructions/Considerations
- <http://tea.texas.gov/student.assessment/accommodations/>

# Locally-Approved Designated Supports

- Previously referred to as “Type 1 accommodations” or “linguistic accommodations,”
- These include supports that may be made available to students who meet eligibility criteria.
- The decision to provide a Designated Support to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, LPAC, RTI team, student assistance team) listed on the specific policy document.

# Locally-Approved Designated Supports

Basic Transcribing	Braille	Large Print	Spelling Assistance
Amplification Devices	Manipulating Test Materials	Oral/Signed Administration	Calculation Aids
Dictionary	Extra Time	Content Supports	Mathematics Manipulatives
Projection Devices	Individualized Structured Reminders	Language and Vocabulary Supports	Supplemental Aids

<http://tea.texas.gov/student.assessment/accommodations/>

# Extra Time: Student Eligibility Criteria

- A student may use this accommodation on STAAR or STAAR Spanish if he or she
  - routinely and effectively uses this accommodation during classroom instruction and classroom testing,
  - is unable to effectively use any Accessibility Features or Designated Supports to address this need, and
  - meets at least one of the following (which makes it necessary for the student to have more time than is allowed in the standard test administration procedures).
    - **The student is a current ELL.**
    - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
    - **The student** is identified with dyslexia or a related disorder per TEC §38.003 or **has documented evidence of reading difficulties.**
    - The student is receiving special education services and has evidence of reading difficulties documented in the IEP.
    - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a behavioral or emotional disabling condition that affects attention or focus.
    - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery.
    - The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible.

# Oral/Signed Administration: Assessments

Paper Tests	Online Tests
<p>STAAR and STAAR Spanish math, science, social studies</p> <ul style="list-style-type: none"><li>✓ Questions, reference materials, and accommodations may be read aloud by test administrator</li></ul>	<p>STAAR math, science, social studies</p> <ul style="list-style-type: none"><li>✓ Questions and <b>embedded supports</b> can be read aloud by text-to-speech (TTS)</li><li>✓ Reference materials and accommodations may be read aloud by test administrator</li></ul>
<p>STAAR and STAAR Spanish reading and English I-III reading section</p> <ul style="list-style-type: none"><li>✓ Questions, reference materials, and accommodations may be read aloud by test administrator</li></ul>	<p>STAAR reading and English I-III reading section</p> <ul style="list-style-type: none"><li>✓ Questions and <b>embedded supports</b> can be read aloud by TTS</li><li>✓ Reference materials and accommodations may be read aloud by test administrator</li></ul>
<p>STAAR and STAAR Spanish writing and English I-III writing section</p> <ul style="list-style-type: none"><li>✓ Required reference materials and accommodations may be read aloud by test administrator</li></ul>	<p>STAAR writing and English I-III writing section</p> <ul style="list-style-type: none"><li>✓ <b>Revising passages, revising questions, and embedded supports can be read aloud by TTS</b></li><li>✓ Required reference materials and accommodations may be read aloud by test administrator</li></ul>

# Oral/Signed Administration: Student Eligibility Criteria

- A student may use this accommodation if he or she
  - routinely and effectively uses this accommodation during classroom instruction and classroom testing, and
  - meets at least one of the following:
    - **The student is a current ELL.**
    - The student does not receive special education or Section 504 services but is identified with dyslexia or a related disorder per TEC §38.003.
    - **The student does not receive special education or Section 504 services but has documented evidence of reading difficulties.**
    - The student receives Section 504 services and is identified with dyslexia or a related disorder per TEC §38.003.
    - The student receives Section 504 services and has documented evidence of reading difficulties.
    - The student receives special education services and is identified with dyslexia or a related disorder per TEC §38.003.
    - The student receives special education services and has documented evidence of reading difficulties.

# Oral/Signed Administration

- Evidence of reading difficulties
  - This is a problem with reading that can be caused by various reasons, including (but not limited to) a
    - learning disability in reading
    - ADD/ADHD
    - behavioral or emotional problem
    - processing or memory issue
  - The appropriate team of people at the campus level (i.e., RTI team, Section 504 committee, ARD committee) should review the student's current documentation and instructional supports and determine if this evidence indicates a reading difficulty.
    - If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.

# Oral/Signed Administration

- **Text-to-Speech (TTS) on STAAR Online Tests**
  - TTS allows a student to independently select and change his or her level of reading support during the test administration. Do NOT document levels of reading support for TTS.
  - **A student MUST take an online test using TTS in the following instances:**
    - Students eligible for an Oral Administration of a writing test should take STAAR online since text-to-speech will read aloud the revising passages, test questions, and answer choices.
    - Students eligible for an Oral Administration and Content Supports and/or Language and Vocabulary Supports should take STAAR online since these supports are only offered online. TTS will also read aloud the text in the embedded supports (i.e., pop-ups and rollovers).
  - It is recommended that students complete the STAAR online tutorial as well as practice using the STAAR L or STAAR A release tests prior to test administration. These resources allow students to become familiar with the functionality of online tests.



# Supplemental Aids: Student Eligibility Criteria

- A student may use this accommodation on STAAR and STAAR Spanish if
  - instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and
  - he or she routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing.

# Supplemental Aids: Examples/Types

- ONLY the paper-based supplemental aids listed are allowed on STAAR or STAAR Spanish.
- You must review the policy document for specific information about each of these examples/types of supplemental aids listed in the presentation.
- All Subjects
  - Mnemonic Devices
  - Blank Graphic Organizers

# Supplemental Aids: Examples/Types

- Math Charts and Graphics
  - Number charts (e.g., 100 chart) with no special highlighting
  - Place value chart with **no labels** (i.e., words) or specific examples
  - Pictorial models of fraction bars or fraction circles with **no labels**
  - Pictorial models of one-, two-, and three-dimensional geometric figures with no labels
- **NOTE: Addition and multiplication charts were removed from this list and added to Calculation Aids.**

# Supplemental Aids: Examples/Types

- Written Composition
  - Grammar and Mechanics Rules with no specific examples
- Science Graphics
  - Graphics of scientific concepts with no labels
  - Formula triangles with variables only
- Social Studies
  - Blank maps
  - Timelines with dates only

# Supplemental Aids

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

# Calculation Aids: Student Eligibility Criteria

- A student may use this accommodation on STAAR or STAAR Spanish grades 3-7 mathematics and 5 and 8 science if he or she
  - *receives special education or Section 504 services,*
  - *routinely, independently, and effectively uses the accommodation during classroom instruction and classroom testing, and*
  - *meets at least one of the following for the applicable grade.*

## Grades 3 and 4

- The student has a physical disability...
- The student has an impairment in vision...

**NOTE- unless one of the above is applicable, students in grades 3-4 may NOT use multiplication charts**

## Grades 5 through 8

- The student has a physical disability...
- The student has an impairment in vision...
- The student has a disability that affects mathematics calculations...

# Calculation Aids: Examples/Types

- This accommodation may include **only**
  - four-function calculator
  - scientific calculator
  - graphing calculator
  - large-key calculator
  - abacus or Cranmer modified abacus
  - audio-graphing calculator
  - speech-output calculator
  - 0-9 addition grid with no special numbers indicated
  - grade-appropriate multiplication grid with no special numbers indicated (remember that these are NOT for grades 3-4 unless there is visual or physical disability)

# Calculation Aids

- Eligibility for grades 3-4 versus grades 5–8
  - Students in grades 3 and 4 may use a calculator if they meet eligibility criteria; however, having a “disability that affects mathematics calculation” is not one of those criterion.
  - The state curriculum (TEKS) at grades 3 and 4 include student expectations that focus on students learning the algorithms for adding, subtracting, multiplying, and dividing.
  - The state assessments at these grades include test questions that measure calculation skills.
  - It is important that students in grades 3 and 4 are given the time to learn these skills.



# Calculation Aids

- Disability in math calculation
  - This is a problem adding, subtracting, multiplying, and dividing using paper and pencil that can be caused by various reasons, including (but not limited to) a
    - learning disability in mathematics calculation
    - ADD/ADHD
    - behavioral or emotional problem
    - processing or memory issue
  - The ARD or Section 504 committee should review the student's current documentation and instructional supports and determine if this evidence indicates that the student's disability causes him or her to have a problem calculating with pencil and paper.
    - If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.

# Math Manipulatives: Examples/Types

- You must review the policy document for specific information about each of these examples/types of math manipulatives listed in the presentation
- This accommodation may include **only**
  - money
  - Clock with no gears
  - base-ten blocks
  - counters (e.g., two-sided chips, blocks, beans)
  - algebra tiles with no labels
  - fraction pieces with **no labels**
  - geometric figures with no labels
- **NOTE: Translucent (tracing) paper was removed from this list, but it may be considered a form of scratch paper which is an accessibility feature.**

# Linking the classroom to language/vocab supports, content supports and text to speech on STAAR

<http://tea.texas.gov/student.assessment/accommodations/>

(under related resources)

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

# Content Supports

## Language and Vocabulary Supports:

### Assessments and Student Eligibility Criteria

- These accommodations, mainly in the form of pop-ups and rollovers, are available on STAAR online tests only.
  - These accommodations are NOT available on Algebra II or English III.
- A student may use this accommodation if
  - instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and
  - he or she routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing.

# Content Supports

## Language and Vocabulary Supports:

### Authority for Decision and Required Documentation

- In the case of an ELL, the decision is made by the student's LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- In the case of an ELL with a disability, the decision is made by the applicable group (e.g., Section 504 committee, ARD committee) 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.
- 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.

# Content Supports

## Language and Vocabulary Supports:

### Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- If the ARD or Section 504 committee selected one or more STAAR A assessments for Spring 2017, the committee will need to update the student's IEP or Section 504 plan so that it reflects each assessment the student will take and describes the accommodations that the student requires during testing. A district must determine on a case-by-case basis whether a student's IEP should be revised in an ARD committee meeting or through an agreement to amend the student's IEP.
- After state testing, **CS or LV** must be recorded in the ACCOMM. field in the Texas Assessment Management System.

# Content Supports: Accommodation

## Guidelines

### 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

# Content Supports: Accommodation Guidelines

## **Rollovers**

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)

## **Supplementary Materials**

- blank Punnett squares (biology only)
- writing checklists (writing , English I, and English II only)




# Content Supports: Examples

STARR Practice STAAR A Grade 4 Writing Question 8 of 19

Speak Audio Pause Help Logout Zoom Color

Tools Guideline Eliminator Writing Checklist


Clear Mark for Review

8.  What change should be made in sentence 2?

*Roxanne has wanted a dog for a very long time. She thinks owning a dog will help her grow up, encourage her to exercise, and give her a best friend. Roxanne has written this paper for school, but she hopes to persuade her parents to let her have a dog.*

*(2) Mom and Dad have always said, "Dogs are to much trouble!"*

Read Roxanne's paper and think about how she needs to correct it. Then answer the questions that follow.



C Change **too much** to **to much**

D Insert quotation marks at the end of the sentence

1 2-7 8-13 14-19

8 9 10 11 12 13

Back Review/End Next

This pop-up isolates information that corresponds to each answer choice.

# Content Supports: Examples

This pop-up also isolates information that corresponds to each answer choice.

The screenshot displays a digital reading interface. At the top, a blue navigation bar contains icons for Speak, Audio, Pause, Help, Logout, Zoom, and Color. Below this, a text passage is visible, with a question asking to identify a word from a specific paragraph. A pop-up box highlights a paragraph of text, and a multiple-choice question is shown below it. The interface also includes a bottom navigation bar with Back, Review/End, and Next buttons.

Speak Audio Pause Help Logout Zoom Color

Clear Mark for Review

2. Which word from **paragraph 9** helps the reader understand what

*With a 10-year-old's **naiveté**, I strolled over to Grandfather's house hours before the **appointed** time. I **innocently** assumed that the event was solely about trying out a new gadget, and I didn't want to miss my chance to be close to the radio as the house filled up. I would have never guessed that a live radio broadcast would be enough to bring **peace**, however fleeting, to my **warring** family.*

D warring

Back Review/End Next

# Content Supports: Examples

Clear Mark for Review

28.

A student measures the masses of four cubes of the same size. One of the cubes is made of iron, one of wood, one of plastic, and one of glass. The student's results are shown in the table below.

Cube Masses

Cube	Mass (g)
1	31.3
2	40.6
3	130.8
4	12.1

Cube	Mass (g)
1	31.3
2	40.6
3	130.8
4	12.1

most likely made of iron?

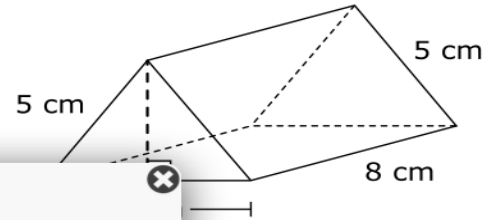
Cube 3

Cube 4

This is another example of a pop-up that isolates information that corresponds to each answer choice.

# Content Supports: Examples

10. A triangular prism and its dimensions are shown in the diagram.



This pop-up provides a formula from the reference material.

$$S = Ph$$

What is the lateral surface area of this triangular prism in square centimeters?

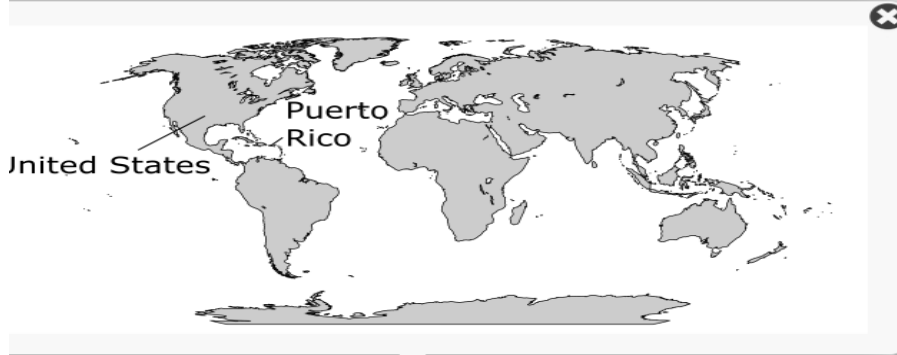
- (A) 192 cm<sup>2</sup>
- (B) 128 cm<sup>2</sup>
- (C) 152 cm<sup>2</sup>
- (D) 144 cm<sup>2</sup>

# Content Supports: Examples

AR A Question 22 of 68

Speak Audio Pause Help

Clear



United States  
Puerto Rico

Increased U.S. influence in Asia

-effect graphic?

(B) Acquisition of Puerto Rico

(C) Domino Theory

(D) Roosevelt Corollary

9 20 21 22 23 24 25 26 27 28 29 30

Back Review/En

This pop-up provides a supplemental aid (i.e., map).

# Content Supports: Examples

AR A Question 61 of 68

Speak Audio Pause Help

Clear

You are about to embark upon a great battle, for which we have prepared you for nearly a year of training. This is our chance to go together to Victory!

The tide has turned! The free men of the world have fought the valiant battle and won. They will accept nothing less than full victory for themselves and for the people they are joining together. They are expecting of you the same high standard of skill in battle. It is up to you to make no mistake.

I have full confidence in your courage, devotion to duty, and skill in battle. We will accept nothing less than your best. Good luck! And remember: our common enemy is tyranny. It exists in all parts of the world; but the most insidious one is the one that exists in the hearts of men.

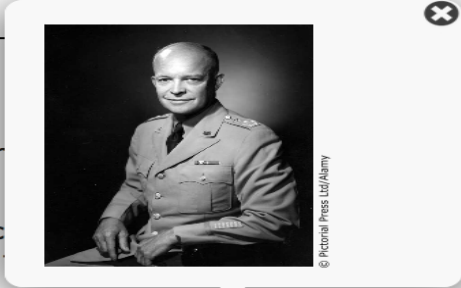
— General Dwight D. Eisenhower, June 6, 1944

General Eisenhower provided these words of encouragement to Allied forces before they engaged in what military operation?

- (A) The Battle of the Bulge
- (B) The Sicily Campaign
- (C) The Invasion of Normandy
- (D) The Battle of the Atlantic

57 58 59 60 61 62 63 64 65 66 67 68 >

Back Review/En



This pop-up provides visual representation (i.e., photograph) of a historical figure.

# Content Supports: Examples

A student is trying to determine the genotype of a purple flowering pea plant. The student performs multiple test crosses by pollinating a purple flowering pea plant with pollen from a white flowering pea plant known to be homozygous recessive. The student determines that the genotype of the purple flowering pea plant is most likely —

- (A) a heterozygous purple flowering plant because the offspring produced were 100% heterozygous purple flowering
- (B) a heterozygous purple flowering plant because the offspring produced were 100% homozygous white flowering
- (C) a homozygous purple flowering plant because the offspring produced were 50% heterozygous purple and 50% homozygous white flowering
- (D) a homozygous purple flowering plant because the offspring produced were 100% heterozygous purple flowering

This is a supplementary material. Blank Punnett squares are available for a student to use on STAAR biology with Content Supports.

Punnett Squares


9 20 21 22 23 24 25



Clear ↻

# Language and Vocabulary Supports:

## Accommodation Guidelines

### **Pop-ups:**

- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations

### **Rollovers:**

- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts, respecting the TEKS based academic vocabulary

### **Pre-reads:**

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



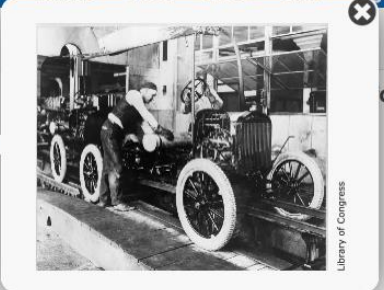
# Language and Vocabulary Supports: Examples

AR A Question 39 of 68

Speak Audio Pause Help Logout

The adoption of the **assembly-line method of production** by —

- (A) increasing government regulation of the workplace
- (B) reducing labor costs and minimizing the need for skilled labor
- (C) leading to a decline in demand for products made by machines
- (D) decreasing overhead costs and reducing the demand for technology



This pop-up provides a visual representation (i.e., photograph) of the vocabulary.

# Language and Vocabulary Supports: Examples

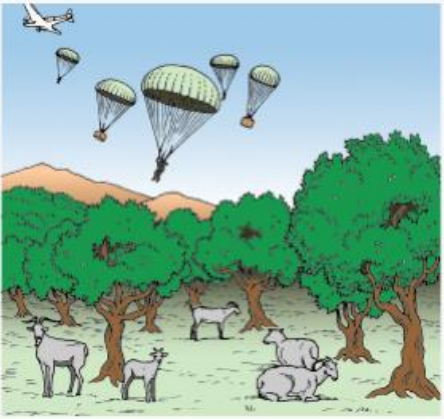
STAAR Practice STAAR A Grade 8 Reading Question 1 of 52

Tools

Guideline

1 In 1942 my grandfather, who lived in Greece, received a gift that caused a terrible storm that was running wars. He

2 After German soldiers invaded Greece, the British began parachuting in soldiers and supplies. My grandfather was out in the fields with our goats one day when a storm blew in and forced a British plane to make an emergency landing. My grandfather grabbed a red blanket and began waving it frantically, hoping the pilot would see that the field was large enough to land in. The pilots brought their plane down safely, much to the irritation of our goats. Grandfather

An illustration showing a small white airplane in the sky dropping several green parachutes. Below, a green field is populated with several white goats. In the background, there are green trees and brown hills under a blue sky. The illustration is presented in a white pop-up window with a close button (an 'x' in a circle) in the top right corner.

This pop-up also provides a visual representation (i.e., art) of the language in a reading selection.

# Language and Vocabulary Supports: Examples

These pop-ups clarify construct-irrelevant words.

Clear Mark for Review

24. Use "The Cholla Cactus" to answer the following question.

What do the subheadings in the article help the reader understand?

(A) There are many types of animals that live in the desert. **knows a lot**

(B) The author is knowledgeable about desert animals.

(C) The cholla can be used for different purposes.

(D) Many animals live in severe environments.

Back Review/End Next

26. Use "The Cholla Cactus" to answer the following question.

Which of these best summarizes the main points of this article?

(A) The cholla cactus is one of the few plants that grow in the extreme climate of the desert. **animals and people who live in the desert**

(B) The cholla cactus is one of the few plants that grow in the extreme climate of the desert.

(C) The cholla cactus can be found in desert regions of the United States and Mexico.

(D) The cholla cactus produces colorful flowers and tasty fruit that some desert animals depend on.

34 35 Back Review/End Next

# Language and Vocabulary Supports: Examples

The development of cities has destroyed the habitats of many animals. Some animals have adjusted well to their new city habitats, but others have not. Which of these characteristics would be most useful to a wild animal living in a city?

- (A) Being active at night
- (B) Eating only one type of food
- (C) Needing a large amount of space to live
- (D) Producing a very small number of offspring

This rollover clarifies text using simpler and consistent language.

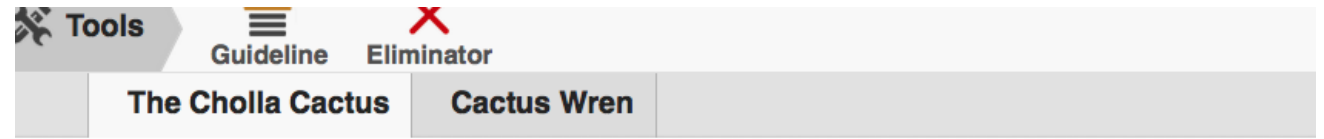
When people build cities, they destroy the habitats of many animals. Some animals learn to live in a new habitat in the city. Other animals do not learn to live in a city habitat. Which of these best helps a wild animal living in a city?

- (A) Being active at night
- (B) Eating only one type of food
- (C) Needing a large amount of space to live
- (D) Producing a very small number of offspring

# Language and Vocabulary

Supports:

Examples



**other selection. Then answer the questions that follow.**

*This is an informational article about the cholla cactus. The cholla cactus is home to many animals and plants in the desert. Read the article to learn how the cholla cactus helps the bighorn sheep, the wood rat, the cactus wren, and the desert-dwelling people survive the extreme environment of the desert.*

Prereading text appears before all reading and writing selections.



## **The Cholla Cactus**

- 1 When you hear the word “cactus,” you might think of tall, lanky plants covered with prickly spines. Beads of sweat may form on your forehead as you think of extreme desert heat. The thought of gritty sand burning beneath your feet might come to mind. But you may not know that cactus, one of the few plants able to survive in the extreme heat of the desert, can be beneficial to many animals and even to people.

# Content Supports

## Language and Vocabulary Supports:

### Special Situations

- Because Content Supports and Language and Vocabulary Supports are embedded accommodations presented in an online format, replicating these features in a paper version is not always possible.
- Technology-based accommodations enable most students to test online; however, 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, or
  - the administration of an online test is inappropriate due to a student's particular disability.
- Instructions for submitting a paper request will be updated soon and will be posted on the TEA's District and Campus Coordinator Manual 2017 Resources webpage. We will begin accepting requests in early 2017.
  - An Accommodation Request Form should NOT be used for these requests. The Designated Response requiring TEA approval will be indicated on the paper request form.

# Content Supports

## Language and Vocabulary Supports:

### Special Situations

- For students taking a braille test who are eligible for Language and Vocabulary Supports or Content Supports, contact TEA's Student Assessment Division at 512-463-9536 to discuss student options.
- It is possible to order a paper version of the assessment for this particular situation; however, special instructions may apply. Proctor codes will be available.

# Content Supports

## Language and Vocabulary Supports:

### Special Situations

- For students who are deaf or hard-of-hearing who are eligible for
  - Oral/Signed Administration, AND
  - Language and Vocabulary Supports AND/OR Content Supports
- Students will take the STAAR online but are not able to access the text-to-speech function.
- A signed administration is allowed for those parts of the test that can be read aloud. Test administrators should be trained using the Oral/Signed Administration Guidelines and also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document.



# 4<sup>th</sup> grade Basic Transcription

- For any grade 4 student who is taking the STAAR writing test online, the test administrator may transcribe (i.e., type) the student's response to the written composition into the online test. The student does **not** have to be eligible for Basic Transcribing to receive this assistance and it does not need to be documented in the Assessment Management System.
  - Note: This is not a requirement of the administration and decisions regarding this provision must be based on individual student need.
- The test administrator transcribing the student's response must do so in accordance with guidelines for Basic Transcribing found on TEA's Accommodations Resources webpage.
- Students in all other grades and subjects must meet the eligibility requirements for Basic Transcribing if this accommodation is needed.

# Special Note Regarding Technology

- Desktop and laptop computers may be used as a means for eligible students to access allowable assistive technology during state assessments.
- Internet capabilities must be physically blocked by such means as
  - removing wireless cards
  - removing Ethernet cables
  - temporarily disabling building Wi-Fi infrastructure
  - disabling Internet access at server level by shutting down access to individual IP addresses for specific machines on network
- Students are NOT permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities are not allowable.
  - Therefore tablets, smart phones, or other similar devices may not be used during an administration.

# Special Note Regarding Technology- EXCEPTIONS!!!

- Refer to the STAAR Calculator Policy. Please note that the guidelines set forth in this policy about the use of a calculator application apply to the use of a calculator as a designated support.
- New for the 2017 administration, an eligible student may use a speech-to-text application on a tablet as an allowable type of Basic Transcribing or Spelling Assistance if he or she is routinely using this assistance in class. However, in order to maintain test security the **device must be set to kiosk mode** and an individual administration is encouraged. A test administrator may be responsible for monitoring at one time **no more than 5 students each using a speech-to-text application**. A test administrator must be able to monitor a student's use of the device at all times.

# Special Paper Requests

- Because Language and Vocabulary Supports and Content Supports are embedded accommodations presented in an online format, replicating these features in a paper version is not always possible.
- Technology-based accommodations enable most students to test online; however, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student's particular disability, a special request may be made to TEA for approval to administer a paper test booklet.
- The paper administration request document will be updated soon and will be posted on the TEA's District and Campus Coordinator Manual Resources webpage. We will begin accepting requests early in 2017.

# Designated Supports Requiring TEA Approval (previously Type 2 Accommodations)

*This training does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.*

# Designated Supports Requiring TEA Approval

- Previously referred to as “Type 2 accommodations.”
- The appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, LPAC, RTI team, student assistance team) listed on the policy document determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA.

Same as Last Year	
Extra Day	Photocopy
Complex Transcribing	Other
Math Scribe	

# Accommodation Request Process

- Online form is open and can be found at <http://tea.texas.gov/student.assessment/accommodations/>
- Accommodation Request Forms must be received by TEA according to the posted deadlines (about a week prior to testing) .
  - Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decisions).

# Accommodation Request Process

- 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.”
  - As stated in the TEA decision email, the expiration date for all approved Type 2 accommodations is December 31st of the year the request was approved.
  - In the event that a request is denied, the campus should be prepared to meet the student’s needs with Accessibility Features or other locally-approved Designated Supports.



# Accommodation Request Process

- When completing the online Accommodation Request Form, be prepared to provide specific, detailed information about the reason the student needs the accommodation
  - Work samples
  - Other accommodations or allowable procedures and materials that have been tried unsuccessfully
  - Evidence indicating requested accommodation is successful meeting student's needs
  - Specific characteristics/symptoms of student's condition and level of severity

# Accommodation Request Process

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

# Accommodation Request Process

- The district testing coordinator is the primary contact person for schools when questions arise.
- Any educator may fill out the necessary information (depending on district policy); however, the district testing coordinator must “sign” the Accommodation Request Form in order for the request to be reviewed by TEA.
  - District personnel completing the online Accommodation Request Form should review the training documentation, especially if he or she is doing this for the first time.
- The district/campus testing coordinator **MUST** ensure that the test administrator receives special training to administer an assessment with an approved accommodation if special guidelines accompany the approved request.

# Accessibility Resources

- Resources that are currently available.
  - Released tests
    - Teachers and students should become familiar with the online test prior to testing. Test administrator directions have been written with the assumption that all students taking an online STAAR test have accessed the tutorials and practice questions and are familiar with the online system.
  - STAAR Accommodations Update PowerPoint
  - Accommodation Policy Documents
  - Supplemental Aids PowerPoint

# TEA's Student Assessment Division

- 512-463-9536
- [Ell.tests@tea.texas.gov](mailto:Ell.tests@tea.texas.gov)
- [Assessment.studentswithdisabilities@tea.texas.gov](mailto:Assessment.studentswithdisabilities@tea.texas.gov)