2017 STAAR ACCOMMODATIONS

October 26, 2016
Event #43407
TEA's Student Assessment Division
Overview of Major Changes

- Changes to eligibility and assessments are marked in red throughout this presentation

- New organization of accommodation policy
  - Accessibility Features
  - Designated Supports
  - Designated Supports Requiring TEA Approval

- Broader eligibility for many accommodations

- STAAR (English version only) offered on paper and online in all grades and subjects.

- Addition of 2 new online-only accommodations (these are the pop-up and rollover accommodations previously found in STAAR L and STAAR A)
  - Content Supports
  - Language and Vocabulary Supports
Previously referred to as “Allowable Test Administration Procedures and Materials”

This is a comprehensive training but does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.
Accessibility Features

Available to any student who regularly benefits from the use of these procedures or materials during instruction

- 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
GENERAL INFORMATION ABOUT 2017 POLICY

This is a comprehensive training but does not take the place of reading the associated documents located on TEA’s Accommodation Resources webpage.
## Accommodations = Designated Supports

<table>
<thead>
<tr>
<th>Should be individualized to address the specific needs of each student</th>
<th>Are not necessary for every student</th>
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</thead>
<tbody>
<tr>
<td>Might be appropriate for classroom use but might not be appropriate or allowed for use on a state assessment</td>
<td>Are not changes to the performance criteria or the content</td>
</tr>
<tr>
<td>Should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year</td>
<td>Are not intended to provide an advantage to a student</td>
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<tr>
<td>Should be documented in the appropriate student paperwork</td>
<td>Should not be provided to a student without evidence of effectiveness from year to year</td>
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DESIGNATED SUPPORTS THAT ARE LOCALLY APPROVED

This is a comprehensive training but does not take the place of reading the associated documents located on TEA’s Accommodation Resources webpage.
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

<table>
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<th>Basic Transcribing</th>
<th>Extra Time</th>
<th>Content Supports</th>
<th>Spelling Assistance</th>
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<td>Amplification Devices</td>
<td>Oral/Signed Administration</td>
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<td>Braille</td>
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<td>Manipulating Test Materials</td>
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<td>Individualized Structured</td>
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<tr>
<td>Reminders</td>
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</table>
Designated Supports with ONE Student Eligibility Criterion

A student may use these accommodations if he or she

- routinely and effectively uses them during classroom instruction and classroom testing.

<table>
<thead>
<tr>
<th>Same as Last Year</th>
<th>Change from Last Year</th>
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<tbody>
<tr>
<td>Individualized Structured Reminders</td>
<td>Manipulating Test Material</td>
</tr>
<tr>
<td>Amplification Devices</td>
<td>Basic Transcribing</td>
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<td>Projection Devices</td>
<td>Dictionary</td>
</tr>
<tr>
<td></td>
<td>Braille</td>
</tr>
</tbody>
</table>
Designated Supports with ONE Eligibility Criterion: Authority for Decision and Documentation

- 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.

- For a student who is an ELL, the decision is made by the 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., RTI team, 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.
Designated Supports with ONE Eligibility Criterion: Authority for Decision and Documentation

■ 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 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.

■ After state testing, GA or BR must be recorded in the ACCOMM. field on the student’s answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation or a braille test was made available to the student.
Designated Supports with ONE Eligibility Criterion: Assessments

- Available on STAAR, STAAR Spanish, and TELPAS
  - Individualized Structured Reminders
  - Amplification Devices
  - Projection Devices
  - Basic Transcribing
  - Manipulating Test Material

- Available on STAAR
  - Braille

- Available on STAAR and STAAR Spanish grades 3-5 reading and writing tests
  - Dictionary

Refer to the specific policy document for a list of examples/types and for the special instructions/considerations.
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 other accommodations or any Accessibility Features 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.
Extra Time: Authority for Decision and Required Documentation

■ 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.

■ For a student who is an ELL, the decision is made by the 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., RTI team, 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.
Extra Time: Authority for Decision and Required Documentation

- 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 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.

- After 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. This indicates that an allowable general accommodation was made available to the student.
<table>
<thead>
<tr>
<th>Paper Tests</th>
<th>Online Tests</th>
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| STAAR and STAAR Spanish math, science, social studies  
✓ Questions, reference materials, and accommodations may be read aloud by test administrator | STAAR math, science, social studies  
✓ Questions and embedded supports can be read aloud by text-to-speech (TTS)  
✓ Reference materials and accommodations may be read aloud by test administrator |
| STAAR and STAAR Spanish reading and English I-III reading section  
✓ Questions, reference materials, and accommodations may be read aloud by test administrator | STAAR reading and English I-III reading section  
✓ Questions and embedded supports can be read aloud by TTS  
✓ Reference materials and accommodations may be read aloud by test administrator |
| STAAR and STAAR Spanish writing and English I-III writing section  
✓ Required reference materials and accommodations may be read aloud by test administrator | STAAR writing and English I-III writing section  
✓ Revising passages, revising questions, and embedded supports can be read aloud by TTS  
✓ Required reference materials and accommodations may be read aloud by test administrator |
Oral/Signed Administration: Student Eligibility Criteria

- A student may use this accommodations 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 or 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: Authority for Decision and Required Documentation

- 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.

- For a student who is an ELL, the decision is made by the 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., RTI team, 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.
Oral/Signed Administration: Authority for Decision and Required Documentation

- 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 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.

- After 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. This indicates that an allowable general accommodation was made available to the student.
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.*
Content Supports
Language and Vocabulary Supports:
Assessments and Student Eligibility Criteria

- These accommodations, 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.
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
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

■ The paper administration request document 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.
DESIGNATED SUPPORTS REQUIRING TEA APPROVAL

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