2017 State Assessment and Accommodations

updates and clarifications
The Accommodation Request Process

• ONE request should be submitted for ONE student and include ALL of the designated supports needed for every test he or she is taking.

• Accommodation requests must be approved by TEA before a student can use the accommodation on a state assessment. Documentation in the appropriate paperwork should state “pending TEA approval.”

• **Do NOT include confidential student information** (request will be deleted and you will be asked to resubmit)
  - Example: student’s first and last name, Social Security numbers, pages from an IEP, medical documents

• **DO include the request ID from previous years.**

• The expiration date for all approved requests is December 31st of the year the request is approved.
Accommodation Request Forms must be received by TEA at least one week prior to the beginning of a testing week to ensure enough time to process. 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 decision). In these situations, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.
# 2017 Online Accommodation Request Submission Deadlines

Accommodation Request Forms must be received at TEA far enough in advance to allow time for processing. This is usually at least one week prior to the Monday of a testing week or window. Requests sent after this deadline will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at (512) 463-9536 for further instructions.

**NOTE:** All references to STAAR below include STAAR Spanish and STAAR with Embedded Supports when applicable.

<table>
<thead>
<tr>
<th>Administration Dates</th>
<th>Assessments</th>
<th>Submission Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 6–April 5, 2017</td>
<td>TELPAS assessment window</td>
<td>One week before the planned test administration, 5:00 PM CST</td>
</tr>
<tr>
<td>March 28–30, 2017</td>
<td>STAAR English I and English II, STAAR 4 and 7 writing, STAAR 5 and 8 reading and mathematics</td>
<td>March 20, 5:00 PM CST</td>
</tr>
<tr>
<td>May 1–5, 2017</td>
<td>STAAR Algebra I, biology, and U.S. history</td>
<td>April 24, 5:00 PM CST</td>
</tr>
<tr>
<td>May 8–11, 2017</td>
<td>STAAR 3–8, Algebra II, and English III</td>
<td>May 1, 5:00 PM CST</td>
</tr>
<tr>
<td>May 8–9, 2017</td>
<td>STAAR 5 and 8 mathematics and reading</td>
<td>May 1, 5:00 PM CST</td>
</tr>
<tr>
<td>June 19 and 21, 2017</td>
<td>STAAR English I and English II</td>
<td>June 12, 5:00 PM CST</td>
</tr>
<tr>
<td>June 19–23, 2017</td>
<td>STAAR Algebra I, biology, and U.S. history</td>
<td>June 12, 5:00 PM CST</td>
</tr>
<tr>
<td>June 20–21, 2017</td>
<td>STAAR 5 and 8 mathematics and reading</td>
<td>June 12, 5:00 PM CST</td>
</tr>
<tr>
<td>December 4 and 6, 2017</td>
<td>STAAR English I and English II</td>
<td>November 27, 5:00 PM CST</td>
</tr>
<tr>
<td>December 4–8, 2017</td>
<td>STAAR Algebra I, biology, and U.S. history</td>
<td>November 27, 5:00 PM CST</td>
</tr>
</tbody>
</table>
2017 Accessibility

TEA accessibility policies may apply to any student taking STAAR or TELPAS depending on his or her needs and whether or not the student meets the eligibility criteria. If applicable, these policies are divided into 3 main categories. Within each category are links to policy documents that provide more specific information.

1. **Accessibility Features**: These are procedures and materials that are allowed for any student who needs them.

2. **Designated Supports**: These are locally-approved supports for students who meet eligibility criteria.
   - Amplification Devices
   - Basic Transcribing
   - Braille
   - Calculation Aids
   - Content Supports
     - Content Supports Guidelines
   - Dictionary
   - Extra Time
   - Individualized Structured Reminders
   - Language and Vocabulary Supports
     - Language and Vocabulary Supports Guidelines
   - Large Print
   - Manipulating Test Materials
   - Math Manipulatives
   - Oral/Signed Administration
   - Projection Devices
   - Spelling Assistance
   - Supplemental Aids

3. **Designated Supports Requiring TEA Approval**: These supports require the submission and approval of a TEA Accommodation Request Form.
   - Complex Transcribing
   - Extra Day
   - Math Scribe
   - Other
   - Photocopy
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
## Locally-Approved Designated Supports

<table>
<thead>
<tr>
<th>Support Category</th>
<th>Criteria</th>
<th>504 / ARD / LPAC / RTI and SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary</td>
<td>1 criteria</td>
<td>504 / ARD / LPAC / RTI and SAT</td>
</tr>
<tr>
<td>Braille</td>
<td>1 criteria</td>
<td>504 / ARD / RTI and SAT</td>
</tr>
<tr>
<td>Large Print</td>
<td>2 criteria</td>
<td>504 / ARD / LPAC / RTI and SAT</td>
</tr>
<tr>
<td>Extra Time</td>
<td>3 criteria</td>
<td>504 / ARD / LPAC / RTI and SAT</td>
</tr>
<tr>
<td>Amplification Devices</td>
<td>1 criteria</td>
<td>504 / ARD / LPAC / RTI and SAT</td>
</tr>
<tr>
<td>Manipulating Test Materials</td>
<td>1 criteria</td>
<td>504 / ARD / LPAC / RTI and SAT</td>
</tr>
<tr>
<td>Oral/Signed Administration</td>
<td>2 criteria</td>
<td>504 / ARD / LPAC / RTI and SAT</td>
</tr>
<tr>
<td>Calculation Aids</td>
<td>3 criteria</td>
<td>504 / ARD</td>
</tr>
<tr>
<td>Basic Transcribing</td>
<td>1 criteria</td>
<td>504 / ARD / LPAC / RTI and SAT</td>
</tr>
<tr>
<td>Spelling Assistance</td>
<td>3 criteria</td>
<td>504 / ARD</td>
</tr>
<tr>
<td>Content Supports</td>
<td>2 criteria</td>
<td>504 / ARD / LPAC</td>
</tr>
<tr>
<td>Mathematics Manipulatives</td>
<td>2 criteria</td>
<td>504 / ARD / LPAC</td>
</tr>
<tr>
<td>Projection Devices</td>
<td>1 criteria</td>
<td>504 / ARD / LPAC / RTI and SAT</td>
</tr>
<tr>
<td>Individualized Structured Reminders</td>
<td>1 criteria</td>
<td>504 / ARD / LPAC / RTI and SAT</td>
</tr>
<tr>
<td>Language and Vocabulary Supports</td>
<td>2 criteria</td>
<td>504 / ARD / LPAC</td>
</tr>
<tr>
<td>Supplemental Aids</td>
<td>2 criteria</td>
<td>504 / ARD / LPAC</td>
</tr>
</tbody>
</table>

- **Projection Devices**: 1 criteria
- **Individualized Structured Reminders**: 1 criteria
- **Language and Vocabulary Supports**: 2 criteria
- **Supplemental Aids**: 2 criteria

**Eligibility for Calculation Aids**
- 3rd – 4th eligibility
- 5th – 8th eligibility
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.
## Classroom Accommodations and the Link to Language and Vocabulary Supports and Content Supports

<table>
<thead>
<tr>
<th>Classroom Accommodation</th>
<th>Embedded Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Language and Vocabulary Support</td>
</tr>
<tr>
<td>Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.</td>
<td>Language and Vocabulary Support</td>
</tr>
<tr>
<td>The teacher isolates specific information to focus the student on the core concept being taught.</td>
<td>Content Support</td>
</tr>
<tr>
<td>The teacher acts out or has the students role-play newly introduced vocabulary or difficult concepts.</td>
<td>Language and Vocabulary Support</td>
</tr>
<tr>
<td>The teacher simplifies difficult vocabulary and then re-formats complex word problems by bulleting or spacing out each step required to solve the problem.</td>
<td>Language and Vocabulary Support</td>
</tr>
<tr>
<td>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.</td>
<td>Content Support</td>
</tr>
<tr>
<td>The student receives reading support.</td>
<td>Text-to-speech</td>
</tr>
<tr>
<td>The teacher provides the formula(s) that is needed to solve a problem.</td>
<td>Content Support</td>
</tr>
<tr>
<td>The teacher provides visual aids (e.g., demonstrations, photographs, art) to identify people and/or places.</td>
<td>Content Support</td>
</tr>
<tr>
<td>The teacher provides visual aids (e.g., demonstrations, photographs, art) to define or clarify vocabulary.</td>
<td>Language and Vocabulary Support</td>
</tr>
<tr>
<td>During classroom discussions, the teacher clarifies or rewords complex text or questions using simpler language.</td>
<td>Language and Vocabulary Support</td>
</tr>
<tr>
<td>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.</td>
<td>Content Support</td>
</tr>
<tr>
<td>The teacher presents parts of a complex concept one at a time.</td>
<td>Content Support</td>
</tr>
</tbody>
</table>
Basic Transcribing: Grade 4 Written Composition

• 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.
Blank graphic organizers may be used.
A place value chart may be used. The chart may contain commas and decimals in the appropriate places; however, it may NOT contain place value labels (i.e., words) or numbers as specific examples.
Pictorial models of fraction bars or fraction circles may be used. The models should NOT contain labels . . .
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...

**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

- 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.

October 26, 2016
Texas Education Agency
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.