2015-2016 Special Education and State Assessments

ACCOMMODATIONS
STAAR A
STAAR ALTERNATE 2

http://goo.gl/RDxh6j

Accommodations Triangle and STAAR A Contacts

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Accommodations for Students with Disabilities

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

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

TELA 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 course curriculums and assessments.

   • 2015 Accommodations for Students with Disabilities Taking State Assessments
   • WFA 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 disabiling condition who do **not receive special education or Section 504 services** but meet established eligibility criteria for certain accommodations
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 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 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

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
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; see examples)
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.
  - http://tea.texas.gov/student.assessment/staar/math/

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.
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<td>96</td>
<td>108</td>
<td>120</td>
<td>132</td>
<td>144</td>
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</tbody>
</table>
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.

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**Type 2 Accommodations**

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

- 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
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.

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.
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

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

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).
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.
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:

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:

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

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

Test Design: Same as 2015 Administration

- 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.
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 are available on the STAAR Alternate 2 Resources webpage.
  - [http://tea.texas.gov/Student_Testing_and_Accountability/Testing/STAAR_Altimate/STAAR_Altimate_2_Sample_Test_Questions/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/STAAR_Altimate/STAAR_Altimate_2_Sample_Test_Questions/)
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.

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.

Addition of:

- Personal timers, token systems, color-coded or handwritten reminder, or visual schedules
Resources: Educator Guide
Updated version is available (September 2015)

STAAR Alternate Scoring Document
- New look
- Clusters are marked on scoring document in highlighted fields. (NEW)
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 (STAAR A and accommodations for all students with disabilities)
  - staaralt@tea.texas.gov (STAAR Alternate 2)