ASSESSMENT UPDATES
Accommodations, STAAR A, and STAAR Alternate 2

Resources
- ESC 20 STAAR page
- www.esc20.net
  - Administrative & Instructional Services
  - Curriculum/Instruction
  - STAAR
  - Special Education
- TEA Website Changes

ACCOMMODATIONS
Oral/Signed Admin

- A student may use this accommodation if he or she
  - routinely and effectively uses this accommodation during classroom instruction and testing, and
  - meets at least one of the following:

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Section 504</th>
<th>General Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowed with dyslexia or a related disorder per TEC §38.001</td>
<td>Endowed with dyslexia or a related disorder per TEC §31.001</td>
<td>Endowed with dyslexia or a related disorder per TEC §38.001</td>
</tr>
<tr>
<td>Evidence of reading difficulties</td>
<td>Evidence of reading difficulties</td>
<td>Evidence of reading difficulties</td>
</tr>
</tbody>
</table>

TEC §38.003

(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Standardized Oral Administration (SOA)

- Additional grade levels
  - Grade 4 Reading and Mathematics
  - Grade 5 Science
  - Grade 6 Reading and Mathematics
  - Grade 7 Reading and Mathematics
  - Grade 8 Science and Social Studies

- Does not refer to students who fail the standard being asking for SOA versions and that they request the oral diagnosis.
Calculation Devices

- Removed Grade 8 Mathematics from list of tests as it is no longer required.
- Science Grade 8: calculators are still considered an accommodation.

Mathematics Manipulatives

- Any student who receives special education services or receives Section 504 services as a student identified with dyslexia or a related disorder per TEC §530.003, may use this accommodation if he/she meets the eligibility criteria:
  - ... routinely, independently, and effectively uses this accommodation...
  - Meets one of the following:
    - ... disability that affects memory, retrieval, focus, or organization ...
    - ... Visual impairment (VI) ...

Supplemental Aids

- Any student who receives special education services or receives Section 504 services as a student identified with dyslexia or a related disorder per TEC §530.003, may use this accommodation if he/she meets the eligibility criteria:
  - ... routinely, independently, and effectively uses this accommodation...
  - ... disability that affects memory, retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information ... despite multiple opportunities to learn ...
The online accommodation request form opens in January 2015.

You may begin submitting 2015 requests at this time.

STAAR A

Where can I find information about STAAR A?

- While the TEA website is being updated, information will be posted sporadically.
- In the meantime, go to http://teasteassment.com/staara for information about STAAR A.
- Once the new TEA website has been completed, you can access information about STAAR A on the STAAR A webpage.
Introduction to STAAR A

- STAAR A is an alternate to STAAR for students who meet eligibility requirements. STAAR A will be administered for the first time in spring 2016.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>mathematics and reading</td>
</tr>
<tr>
<td>4</td>
<td>mathematics, reading, and writing</td>
</tr>
<tr>
<td>5</td>
<td>mathematics, reading, and science</td>
</tr>
<tr>
<td>6</td>
<td>mathematics and reading</td>
</tr>
<tr>
<td>7</td>
<td>mathematics, reading, and writing</td>
</tr>
<tr>
<td>8</td>
<td>mathematics, reading, science, and social studies EOC algebra I, English I, English II, biology, and U.S. history</td>
</tr>
</tbody>
</table>

Introduction to STAAR A

- STAAR A will be the same as STAAR in the following ways:
  - Same passing standards
  - Same test format
  - Same assessed curriculum
  - Same test blueprints
  - Same progress measures

- STAAR A will be different than STAAR in the following ways:
  - No field test questions
  - Online administration
  - Embedded accommodations and accessibility features

STAAR, with or without allowable or approved accommodations*, should be the first consideration.

*Refer to the 2015 Accommodation Triangle
Eligibility Requirements
1 – 2 – 3

- If a student cannot access STAAR with or without allowable accommodations, the or she must be receiving the following services in order to consider STAAR A:
  - Students with identified disabilities who are receiving special education services
  - Students identified with dyslexia or a related disorder as defined in Texas Education Code §38.004 and are receiving Section 504 services

Eligibility Requirements

• Required documentation form
  - According to the TAC §39.007, schools must be required to follow the procedures specified in the diagnostic test administration statement. As a result, the ARD or Section 504 committee (in conjunction with the IFAP) if the student is an ELL must use this form to document eligibility for STAAR A.

• A student may take STAAR in some subjects and STAAR A in other subjects, depending on eligibility.
Eligibility Requirements

- Student Identification and Assurances
  - The committee must complete the information about the student and the person completing the form and if on read and agree to certain assurances prior to moving on to Step I.
  - STAAR does not best meet the student's needs
  - Completion assured to本人 are documented
  - Student's needs eligibility criteria at Step I and Step II
  - Assessment selection is documented

Eligibility Requirements

- Step I: Indicate Eligible Services
  - In this step, the services the student receives should be indicated.
  - If a service cannot be indicated, the student is not eligible to participate in STAAR.

Step I: Indicate Eligible Services is indicated by checking the service in the following categories, then checking the service in the Student's Needs Eligibility Criteria in STAAR, and must be one of the other five categories.

Eligibility requirements

- Step II: Review the Eligibility Criteria
  - The committee must check the subject for which STAAR is being considered and check the accommodations in the classroom for that subject.
  - If a particular subject is not applicable, write NA.
Eligibility Requirements

- Step II continued
  - To be eligible to participate in STAAR A in a particular subject, TWO OR MORE accommodations must be checked in that subject.

Eligibility Requirements

- Step III: Summarize Assessment Decision
  - The committee should indicate the STAAR A tests the student will take for the school year under consideration.
  - Requested for and retained in IAP or IEP.
  - Additional testing, accommodations may be allowed and must be documented in the student's paperwork as well.

Features of STAAR A

- STAAR A will be administered online and will include reading, math, embedded accommodations to selections and test questions, and accessibility features.
Text-to-Speech

- Students who meet the eligibility requirements for STAAR A do not have to be eligible for an oral administration.
- This is an embedded accommodation within STAAR A.
- Reading of roll overs and pop-ups is allowed if a student asks
- "DO NOT READ" icon has been placed by portions of the test where a TA is not allowed to read to the student

Tutorials

Classroom Accommodation
- Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word

STAAR A Eligibility Criteria
- Expression of ideas through oral communication, written expression, written ideas, graphic demonstrations, or presentation of solutions to problems
STAAR PROJECT: Moving Forward from STAAR M

- Face to Face and Webinar
- ½ day
- October 9, 2014
- December 5, 2014

*UPDATED FROM SPRING-SUMMER SESSIONS*
Medical Exception

Students that are medically fragile and cannot attend school or tolerate any academic interaction can qualify for a medical exception for the following circumstances:

- The student is in the final stages of a terminal or degenerative illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
- The student is unable to interact with peers or staff without risk of infection or contamination to himself/herself or others.
- The student is receiving non-academic homebound services due to medical issues and does not receive academic instruction.

Note: Each medical condition listed should describe the medical condition of the student.

The ARD committee must discuss the three assurances and initial them after they are discussed.

- The medical exception should be documented in the student's IEP and this form included in the IEP.
- Students are not required to participate in the administration of STAAR Alternate 2 for any courses or subjects for which they are enrolled in for the current year.
- A score code of "M" must be recorded for all tests the student would have taken.
No Authentic Academic Response (NAAR)

Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition may qualify for a NAAR exception if one of the two following student descriptions is evident:

1. Because of multiple impairments, the student is unable to receive information during instruction and assessment. For example, the student may have a combination of visual, auditory, and/or tactile impairments.

2. The student is consistently unable to provide an authentic academic response during instruction. His or her behavior may be described by one or more of the following characteristics:
   - Does not show any observable reaction to specific stimuli which only starts responses
   - Rises or lowers an object or turns and not for a purpose
   - Moves or responds only to internal stimuli
   - Repeats/barely changes regardless of changes in the environment

One "Yes" will need to be circled on the form.

The AAS committee must discuss the two assurances and initial them after they are discussed.

The NAAR designation should be documented in the student's IEP and this form included in the IEP.

Students are not required to participate in the administration of STAAR Alternate 2 for any courses or subjects for which they are enrolled in for the current year.

A score code of "N" must be recorded for all tests the student would have taken.

ME, NAAR, & ACCOUNTABILITY

- Is there a limit to the number of students that can be ME or NAAR in a campus/district?
  - No set percentage, however high percentages may draw attention
    - Complete all necessary paperwork and considerations
- How will NAAR impact campuses for accountability?
  - (M and N) cuts will be treated like an O code for participation, but not for performance.
  - We are not sure of the scoring standard, which will come out in May and won't be set until April.
In addition to the prerequisite skills, there are instructional terms that students will need exposure to during instruction. A list has been added to each Curriculum Framework document and includes the terms for all the essence statements and not just the ones selected for a given administration.

- Students need to become familiar with these terms as the student is developmentally able to comprehend the content.
- Students in higher grades need to also know the terms presented in earlier grades.
- These lists can be found at the beginning of each framework.

Vertical Alignment Updates

- Mathematics
  - Changes due to new TEKS
- Reading and Writing
  - Updates
- Science and Social Studies
  - No changes

*OCTOBER*
PRESENCE

- Introduce the stimuli in the student booklet with appropriate Accommodations
- The way a teacher presents a test item to a student is individually based on the needs of the student. Accommodations must be included in the student's IEP and should only be made if the student is unable to access the test item without them. Accommodations are optional and should be applied only when needed.
  - Order for a three-dimensional stimulus
  - Akin to a number of multiple-choice items
  - Accommodations may be used in the test presentation instructions
DIRECT

- **FOCUS** the student on the test materials.
- The way the teacher brings the stimulus components to the student's attention. Can be done in a number of ways but should be done in a way that keeps the student's strengths and needs in mind.
  - Directly refer to specific classroom devices on cue.
  - Place key words in instructions with picture icons or objects.
  - Turn a "find" statement into a question.

COMMUNICATE

- **SHARE** information
- The teacher will share information with and request information from the student in a way the student can understand.
- Can communicate in many ways depending on the student's needs.
  - Pair key words in the instructions with picture icons or objects.
  - Turn a "find" statement into a question.

PIEMS CODES & SSI
Modified PIEMS Codes

- Direct coding questions to TEA's Curriculum Division
- Modified PIEMS Codes apply to the 2014-2015 SY. If changes are made, they will be effective 2015-2016 SY.
- PIEMS codes are no longer associated with a state assessment.

SSI

- There is no SSI for grades 5 & 8 Mathematics.
- The SSI manual will be updated to reflect STAAR A as an assessment option.