ASSESSMENT UPDATES
Accommodations, STAAR A, and STAAR Alternate 2

TIME FOR CHANGE
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>identified with dyslexia or a related disorder per TEC</td>
<td>identified with dyslexia or a related disorder per TEC</td>
<td>identified with dyslexia or a related disorder per TEC</td>
</tr>
<tr>
<td>§38.003</td>
<td>§38.003</td>
<td>§38.003</td>
</tr>
<tr>
<td>evidence of reading difficulties</td>
<td>evidence of reading difficulties</td>
<td>evidence of reading difficulties</td>
</tr>
</tbody>
</table>
(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 have to denote in IEP that the student will be taking the SOA version…just that they have to be OA eligible
Calculation Devices

- Removed Grade 8 Mathematics from list of tests as it is now 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 §38.003, 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 §38.003, 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://texasassessment.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 accommodated online version of STAAR for students who meet eligibility requirements. STAAR A will be administered for the first time in spring 2015.

<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</td>
</tr>
<tr>
<td>EOC</td>
<td>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 time limits
  – Same assessed curriculum
  – Same test blueprint
  – 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, he 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 §38.003) and are receiving Section 504 services
Eligibility Requirements

• Required documentation form
  – According to 19 TAC §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the ARD or Section 504 committee (in conjunction with the LPAC 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.
State-Required Documentation Form

STAAR A Eligibility Requirements

STARR A is an online version of STAAR that contains certain embedded accommodations such as pop-ups, follow-ups, or oral administration (i.e., text-to-speech) and extra time. Both STAAR and STARR A are considered the same assessment. However, STARR A has only available accommodations (as outlined in the Accommodations Triangle) that should be the first consideration when determining which assessment is most appropriate for a student. The decision to administer STARR A should be based solely on the student's eligibility category, disabling condition, placement setting, or the student's previous performance on a state assessment. Admission, review, and dismissal (ARD) and Section 504 placement committees should ensure the following when making assessment decisions.

The decision to administer STARR A is based on the determination that STARR A will serve as an alternative for students with disabilities.

The decision to administer STARR A is based on the accommodations the student receives in the classroom. STARR A is a screening assessment, and it is not designed to be a curriculum-based test.

The decision to administer STARR A is based on the eligibility criteria outlined in Step I and Step II of this documentation form. According to Title IX and 504 standards, all students with disabilities should receive the necessary supports and accommodations to ensure they are meeting the same standards as their non-disabled peers.

Step I: Indicate Eligible Services

Indicate the student's eligibility for the state assessment. If the student is not receiving any of these services, the student is not eligible to participate in STARR A and must take one of the other state assessments.

- The student has an identified disability and is receiving special education services.
- The student is not identified with disabilities but is enrolled in a special education program.

Step II: Indicate Eligible Services

Indicate the student's eligibility for the state assessment. If the student is not receiving any of these services, the student is not eligible to participate in STARR A and must take one of the other state assessments.

- The student has an identified disability and is receiving special education services.
- The student is not identified with disabilities but is enrolled in a special education program.

Step III: Indicate Eligible Services

Indicate the student's eligibility for the state assessment. If the student is not receiving any of these services, the student is not eligible to participate in STARR A and must take one of the other state assessments.

- The student has an identified disability and is receiving special education services.
- The student is not identified with disabilities but is enrolled in a special education program.

Indicate the student's eligibility for the state assessment. If the student is not receiving any of these services, the student is not eligible to participate in STARR A and must take one of the other state assessments.

- The student has an identified disability and is receiving special education services.
- The student is not identified with disabilities but is enrolled in a special education program.
Eligibility Requirements

- **Student Identification and Assurances**
  - The committee must complete the information about the student and the person completing the form and then read and agree to certain assurances prior to moving on to Step I.
    - STAAR does not best meet the student’s needs.
    - Classroom accommodations are documented.
    - Student meets eligibility criteria in Step I and Step II.
    - Assessment decision 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 A.

**Step I: Indicate Eligible Services**

*Indicate the service the student is receiving. If a student is not receiving either of these services, the student is not eligible to participate in STAAR A and must take one of the other state assessments.*

- The student has an identified disability and is receiving special education services.
- The student is identified with dyslexia or a related disorder as defined in Texas Education Code (TEC) §38.003, and is receiving Section 504 services.
Eligibility requirements

- **Step II: Review the Eligibility Criteria**
  - The committee must circle the subject(s) for which STAAR A is being considered and check the accommodation(s) the student routinely receives in the classroom for that subject.
  
- If a particular subject is not applicable, circle **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.
  – Required for and retained in IAP or IEP.
  – Additional testing accommodations may be allowed and must be documented in the student’s paperwork as well.

Step III: Summarize Assessment Decision

The ARD or Section 504 committee (in conjunction with the LPAC if the student is an ELL) should indicate the STAAR A test(s) the student will take for the school year under consideration. This form must be included in the student’s IEP or IAP to serve as the required documentation of the state academic achievement decision. Additional testing accommodations may be allowed and must be documented in the student’s paperwork as well. Refer to the Accommodation Triangle on the TEA Student Assessment website for more information.

Indicate the STAAR A tests the student will take for the school year under consideration.

- Reading Grade ___
- Writing Grade ___
- English I
- English II
- Mathematics Grade ___
- Algebra I
- Science Grade ___
- U.S. History
- Biology
- Social Studies Grade 8
Features of STAAR A

- STAAR A will be administered online and will include online tools, embedded accommodations to selections and test questions, and accessibility features.

<table>
<thead>
<tr>
<th>Tools</th>
<th>Embedded Accommodations</th>
<th>Accessibility Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Eliminator</td>
<td>Pop-ups</td>
<td>Text-to-Speech</td>
</tr>
<tr>
<td>Highlighter</td>
<td>Rollovers</td>
<td>Zoom</td>
</tr>
<tr>
<td>Eraser</td>
<td>Blank Graphic Organizers</td>
<td>Color and Contrast</td>
</tr>
<tr>
<td>Pencil</td>
<td>Writing Checklists</td>
<td>Place Marker</td>
</tr>
<tr>
<td>Notepad</td>
<td></td>
<td></td>
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<tr>
<td>Dot Tool*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line Tool*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruler*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculator*</td>
<td></td>
<td></td>
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<tr>
<td>Reference Materials*</td>
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</tr>
</tbody>
</table>

*These tools are subject-specific and only appear in subject tests where they are relevant.
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.
Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.

Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animations, etc.

STAAR A Eligibility Criteria

- Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animations, etc.
During classroom discussions, the teacher clarifies or rewords complex text or questions.

Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animations, etc.

This cartoon illustrates an opinion about Franklin D. Roosevelt that finally led to –

- A the passage of a federal statute prohibiting foreign companies from contributing to presidential campaigns
- B the issuance of a Supreme Court ruling declaring it unconstitutional for members of the same political party to serve consecutive terms as president
- C an official notice setting the number of terms a person may serve as president
- D the ratification of a constitutional amendment establishing term limits for presidents
The teacher isolates specific information to focus the student on the core concept being taught.

Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)
STAAR PROJECT: Moving Forward from STAAR M

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

*UPDATED FROM SPRING/SUMMER SESSIONS*
Medical Exception

Students that are medically fragile and cannot attend to 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.
STAAR ALTERNATE 2 MEDICAL EXCEPTION ELIGIBILITY REQUIREMENTS

Student Name ____________________ Grade ________ Date ___________
Name of District Personnel Completing Form ____________________ Position ____________________

ELIGIBILITY CRITERIA

If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for STAAR Alternate 2 and the student is being considered for a medical exception designation, the ARD committee must discuss the eligibility criteria below. At least one of the specific medical conditions listed below should describe the medical condition of the student. Additionally the ARD committee must discuss the three assurances. All of these assurances must be initiated by district personnel in order for the student to receive a medical exception.

Students qualifying for a medical exception will not be required to participate in the administration of STAAR Alternate 2 for any course or subject for which they are enrolled in the current year. A score code of “M” must be recorded for all tests the student would have taken.

Specific Medical Condition Eligibility Criteria

- 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 educators 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.

Discuss and Initial Assurances

If the medical condition of the student is described by at least one of the eligibility criteria, the ARD committee must discuss the following assurances. All three assurances must be initiated by district personnel for the student to be eligible for the STAAR Alternate 2 medical exception. The ARD committee must ensure the medical exception is documented in the student’s individualized education program (IEP), and this form must be included in the IEP.

- The medical incident or condition must be so severe as to prevent the student from participating in instruction offered at school, at home, at a hospital, or at a residential facility.
- The information used to make the medical exception determination must reflect the student’s situation just prior to and throughout the testing window.
- The medical incident or condition must be identified and verified in writing by a licensed physician and kept on file by the local district.

- At least one of the specific medical conditions 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 can 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 characterizations:

   - does not show any observable reaction to a specific stimuli
   - exhibits only startle responses
   - tracks or fixates on objects at random and not for a purpose
   - moves or responds only to internal stimuli
   - vocalizes intermittently regardless of changes in the environment
STAAR ALTERNATE 2 NO AUTHENTIC ACADEMIC RESPONSE (NAAR) ELIGIBILITY REQUIREMENTS

Student Name ___________________ Grade ___________ Date ___________

Name of District Personnel Completing Form _____________________ Position ___________________

ELIGIBILITY CRITERIA

If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for STAAR Alternate 2 and the student is being considered for a No Authentic Academic Response (NAAR) designation, the ARD committee must discuss the eligibility criteria below. The answer to at least one of the two NAAR Eligibility Criteria questions listed below must be YES. Additionally, the ARD committee must discuss the two assurances. Both assurances must be initiated by district personnel in order for the student to receive a NAAR designation. Students qualifying for NAAR will not be required to participate in the administration of STAAR Alternate 2 for any course or subject. A score code of ‘N’ must be recorded for all tests the student would have taken.

<table>
<thead>
<tr>
<th>No Authentic Academic Response Eligibility Criteria</th>
<th>Circle Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>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 characterizations:</td>
<td>Yes / No</td>
</tr>
<tr>
<td>• The student is unable to demonstrate any observable reaction to a specific stimulus.</td>
<td></td>
</tr>
<tr>
<td>• The student exhibits only startle responses.</td>
<td></td>
</tr>
<tr>
<td>• The student tracks or fixates on objects at random and not for a purpose.</td>
<td></td>
</tr>
<tr>
<td>• The student moves or responds only to internal stimuli.</td>
<td></td>
</tr>
<tr>
<td>• The student vocalizes intermittently regardless of changes in environment around him/her.</td>
<td></td>
</tr>
</tbody>
</table>

Discuss and Initial Assurances

If the response of the student is described by at least one of the eligibility criteria, the ARD committee must discuss the following assurances. Both assurances must be initiated by district personnel for the student to be eligible for the STAAR Alternate 2 NAAR designation. The ARD committee must ensure the NAAR designation is documented in the student’s Individualized Education Program (IEP), and this form must be included in the IEP.

______ The student is unable to receive information during instruction and assessment and/or the student is unable to provide an authentic academic response.

______ The NAAR designation is based on educational records and describes the student in all settings.

One “Yes” will need to be circled on the form.

The ARD 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) codes 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.
There are also universal terms that students will need exposure to that are common to the presentation instructions across subjects.

<table>
<thead>
<tr>
<th>completes</th>
<th>probably</th>
<th>activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>best</td>
<td>stem</td>
<td>benefit</td>
</tr>
<tr>
<td>mainly</td>
<td>symbol</td>
<td>value</td>
</tr>
<tr>
<td>correct</td>
<td>beginning</td>
<td>relationship</td>
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<tr>
<td>pair</td>
<td>conclusion</td>
<td>true</td>
</tr>
<tr>
<td>describe</td>
<td>statement</td>
<td>graphic</td>
</tr>
<tr>
<td>represents</td>
<td>missing</td>
<td>find</td>
</tr>
</tbody>
</table>

DRAFT
- 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*
11/3/14

STAAR Alt 2 Q&A

11/19-20/2014

LID: Unwrapping the TEKS: Supporting Student Success with the New STAAR Alternate
Presentation Instructions

- Each test is individually administered.
- Students are not expected to read, write, or manipulate the test booklet.
- The test administrator is given directions to *present* the item, specifically what to *direct* the student to, and what to *communicate* to the student.
- Sometimes a cautionary phrase such as “Direct the student to the house in Stimulus 2b without naming the shapes on the house;” is used to ensure that the answer is not revealed during the presentation.

![Stimulus 2a](image)

- *Present* Stimulus 2a and 2b.
- *Direct* the student to the circle in Stimulus 2a. *Communicate*: This is a circle.
- *Direct* the student to the house in Stimulus 2b without naming the shapes on the house.
  *Communicate*: This is a house made of shapes.
- *Communicate*: Find the circle on the house.

![Stimulus 2b](image)

- It is important to read and practice the presentation instructions before administering the assessment, because the instructions are unique for each item.
- The guidelines for “*present*,” “*direct*,” and “*communicate*” must be looked up in the test administrator manual and followed as outlined.
Introduce the stimuli in the student booklet with needed **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.

- Orient to a two-dimensional stimulus
- Limit the number of stimulus at one time
- Accommodate language used in the test administrator 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.
  – Direct attention to answer choices one at a time
  – Point to or highlight stimulus as it is mentioned in the instructions
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.