Question Clusters

General Information & Participation Requirements

Preview Window / Test Administration

Accommodations & Medical Exemption Eligibility / No Authentic Academic Response
GENERAL QUESTIONS

• Where do I find information about STAAR Alt 2?

• Information about STAAR A can be found at two locations:
  • TEA website (STAAR Alternate 2 Resources): http://bit.ly/1GIBhFT
  • Pearson website: http://bit.ly/1ot5suH

• What information is available about STAAR Alternate 2?
  • Educator Guide for STAAR A and STAAR Alternate 2;
  • STAAR Alternate 2 Administration Manual
  • STAAR Alternate 2 Accommodation Guidelines;
  • STAAR Alternate 2 Eligibility Requirements (English and Spanish);
  • Medical Exemption Eligibility Requirements
  • No Authentic Academic Response Requirements
  • Sample selections and test questions;
  • TETN powerpoint from TEA (updated information)
  • Essence Statements
  • TEKS Resources
  • Archived STAAR Alternate documents

• In which grade levels and subjects is STAAR Alternate 2 available?
  • The same grade levels and subjects as the general STAAR assessment. Essence Statements are provided for each subject area at each grade level on the TEA STAAR Alternate 2 webpage: http://bit.ly/1GIBhFT

• What will be the enrollment cutoff date?
  • If the student is enrolled in school, s/he is expected to participate in the test.

• When will we receive the electronic copy of the DCCM?
  • Early December.

• Has a cutoff date been determined for incoming students and the district’s responsibilities regarding assessment?
  • Not at this time. When this information is received we will share it with the LID listserv.

• Can the CTC enter data into the TAMS system?
  • TBD—will share the information as soon as we have it.
PARTICIPATION REQUIREMENTS

• In the STAAR Alternate Participation Requirements, do you have to fill in the Justification section?
  • Yes. The Justification must be written here and supported by the IEP and PLAAFP.

• Is the IQ a set criteria or can an ARDC determine appropriate test for an IQ 75 and lower due to other considerations? Is it black and white?
  • The IQ of 70 (pg. 3, slide 2) is a guideline, not a hard and fast rule. If the student meets the eligibility requirements with a higher IQ than 70 then they will be eligible to take STAAR-Alternate. It is still an ARD Committee decision.

• How do we determine Participation Requirements for a student who does not have an IQ score on record because parents have refused testing?
  • If a parent refuses an IQ test, then your evaluation specialist must help the ARDC find evidence of eligibility in the IEP, PLAAFP, and other student testing.

• If the student goes to a general education class for a specific subject, can they still participate in the STAAR Alternate 2?
  • Yes, as long as they meet the 4 participation requirements. Assessment decisions should not be made on placement.

• Who is responsible for filling out the Participation Requirements during the ARD meeting?
  • The designated member of the ARD Committee.

• Can a student take STAAR Alternate 2 in one subject area, and then take STAAR or STAAR A in another?
  • No.
• When is the 10 day window for previewing the test? If the test materials arrive early can the Test Administrators see them for a longer preview?
  • The 10 day preview window should be determined by the DTC. The test administrators are NOT allowed to have the test materials for more than 10 days and they must check them out and back in each day.

• Will TEA ship overage (of test materials)?
  • Do not share booklets on campus. You must get them through the DTC. TEA will ship about 10% overage.

• What should be done regarding daily check out of materials is there is no CTC? Or for Homebound?
  • Check with your district administration. Call TEA if your district doesn't have a procedure in place.

• Will there be extensions for teachers who have large numbers of students and testing protocols to complete?
  • Number of students is not considered a good reason for an extension of the testing window. If there is a conflict on the district calendar, such as an extended holiday, then the district will need to call the Testing Security Team with their testing plan. The District’s Testing Plan should include the district’s plan for testing all students, what they have tried to accommodate the testing calendar, and a goal for completing all students testing.
  • The Testing Security Team will work with districts on an individual basis.

• Does the preview window have to be a consecutive 10-day period?
  • No. The days do not have to be consecutive; they just cannot exceed 10 days.

• Can a group of students take the test together?
  • No. Each student must be tested individually.

• What about visual supports and positive behavior supports?
  • All visual and behavior supports needed by individual students should be made available during testing.

• Who decides which test to administer and when?
  • Each Test Administrator decides how to organize the testing for their own students, as long as all tests are administered to all students within the window.
• What is the security protocol during the testing window?
  • All testing materials must go to the campus testing coordinator at the end of every day.

• What about the timing of the testing administration—we are concerned that it is so early and cuts off two months of instructional time?
  • TEA is aware, but had to do it this way due to reporting considerations.
  • The window will likely change in the future.

• Will the final test look like the Pilot?
  • Items have changed significantly from the Pilot

• Who determines who can administer the test?
  • LEA decision. Consideration for individual students should be made.

• What is the estimated time to administer each test?
  • In the pilot test, most took less than 2 hours to administer the test.
  • During the Cognitive Lab, most clusters required less than 5 minutes.

• Do students need to be isolated during testing?
  • Other students may not see the test items during administration with other students. The test administrator should use their best judgment, but the tests must be administered individually.

• What about Spanish?
  • The Test Administrator may present the test in Spanish (or student’s native language).

• Who is responsible for keeping test materials secure?
  • The DTC/CTC. Test administrators may NOT lock materials in a locked cabinet. They must check them into the DTC/CTC at the end of each day.

• What should we do if the CTC is not available during the preview period and/or testing window?
  • The CTC will need to make arrangements with a designee to fulfill the role in their absence.

• Can the materials be checked out on a Saturday?
  • Yes, as long as the CTC and the teacher are present on campus while the materials are checked out and that they are checked in before the CTC leaves.
ACCOMMODATIONS

• How should we address accommodations in the IEP?
  • Write the accommodations in the IEP very broadly to give the Test Administrator the flexibility needed to make the test accessible for the student.

• What about accommodations for students who need a higher level of individualization?
  • Accommodations for some students will be more work for teachers to make the test items accessible to individual student needs, especially those students with more complex needs. The accommodations are very flexible as IDEA requires accessibility for each student and supersedes Texas legislative decisions.

• Will there be an earlier security training to accommodate the earlier testing date for STAAR Alternate 2 (if not we will all be out of compliance)?
  • No.

• Can teachers (Test Administrators) ask for guidance from the DTC/CTC on individual test items to develop accommodations?
  • Teachers are the only ones allowed to look at the test booklets due to test security, so they would need to call TEA for guidance on accommodations outside the Guide.

• Are the teacher’s assists available to all students without accommodations listed or do they have to be listed in the IEP?
  • Scripted teacher assist can be used regardless of accommodations in IEP.

• Where can we get the Accommodations Form?
  • It is located in the Educator Guide. It is not yet posted to the TEA website, but is available on Pearson’s site.

• How should accommodations be addressed in the ARDC meeting and documented in the student’s IEP?
  • Refer to the accommodations categories listed on the top of the assessment scoring sheet:
    • Color or Highlight
    • Color Overlays
    • Photocopy or cut out
    • Photographs or objects
    • Textured materials
    • Demonstrate
    • Raise or darken outline
    • Enlarge
    • Braille
    • Describe images
    • Presentation
    • Isolate images
    • Picture representations
    • Reread text
MEDICAL EXEMPTION & NO AUTHENTIC ACADEMIC RESPONSE (NAAR) ELIGIBILITY

• What needs to be done by the ARDC regarding M and NAAR?
  • May need to go back to ARD by October for Medical and NAAR designations. Forms will be posted ASAP to Pearson and to the TEA website, pending updates.

• 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.

• If it is determined that a student meets the criteria for the medical exemption or NAAR, will they show as passing or failing the assessment?
  • We are waiting for more information on this.

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