2014 Allowable Accommodations on the STAAR tests for Students with Disabilities

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What is the different? A What is the same?
Individualized Structured Reminders

Description of Accommodation

This accommodation allows a test administrator to provide a student with a disability individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures.

Assessments

For a student who meets the eligibility criterion, this accommodation may be used on

- STAAR
- STAAR Spanish
- STAAR L
- STAAR Modified
- TELPAS grades 2–12 reading tests

Student Eligibility Criteria

A student may use this accommodation if he or she

☐ routinely and effectively uses this accommodation during classroom instruction and testing.

Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- For a student receiving Section 504 services, the decision is made by the placement committee based on the eligibility criteria and is documented in the student's IAP.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.
Individualized Structured Reminders

**Examples/Types**

This accommodation includes but is not limited to:

- paperclips or adhesive notes used to divide test into sections
- more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures
- structured reminders that are part of a behavior plan
- personal timer or clock set to remind a student to move on to the next question, page, or section or to remind a student to stop at preestablished times during the test
- index cards that have handwritten or color-coded reminders to continue working

**Special Instructions/Considerations**

1. General reminders to stay on task (e.g., test administrator taps student on the shoulder, verbal reminder to continue working) are allowable test administration procedures for any student who needs them per the 2014 District and Campus Coordinator Manual. General reminders are not considered accommodations; however, when a student requires more individualized structured reminders, the appropriate team of people at the campus level need to determine eligibility and document the decision in the appropriate paperwork.

2. A student who uses this accommodation might need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

3. Some students might need assistance with certain reminders (e.g., inserting paperclips, setting the timer). This is allowable; however, it is preferable that the student, rather than the test administrator, direct or control the use of the reminder when possible.
Oral/Signed Administration

Description of Accommodation

This accommodation allows test material to be read aloud to a student with a disability.

NOTE: All references to reading support during an oral administration also apply to signing during a signed administration.

Assessments

For a student who meets the eligibility criteria, this accommodation may be used on

- STAAR, STAAR Spanish, STAAR L, and STAAR Modified mathematics (grades 3–8 and Algebra I)
  - ✔ Test questions, answer choices, and required reference materials (as applicable) may be read aloud to a student

- STAAR, STAAR Spanish, STAAR L, and STAAR Modified science (grades 5 and 8 and biology)
  - ✔ Test questions, answer choices, and required reference materials (as applicable) may be read aloud to a student

- STAAR, STAAR Spanish, STAAR L, and STAAR Modified social studies (grade 8 and U.S. history)
  - ✔ Test questions and answer choices may be read aloud to a student

- STAAR, STAAR Spanish, and STAAR Modified Grades 3–8 reading
  - ✔ Test questions, answer choices, and required reference materials (as applicable) may be read aloud to a student
  - ✗ Reading selections may NOT be read aloud to a student

- STAAR and STAAR Modified Grade 7 writing
  - ✔ Required reference materials may be read aloud to a student
  - ✗ Revising and editing passages, test questions, and answer choices may NOT be read aloud to a student

- STAAR and STAAR Modified English I and English II
  - ✔ Reading section: test questions, answer choices, and required reference materials may be read aloud to a student
  - ✗ Reading section: reading selections may NOT be read aloud to a student
  - ✔ Writing section: required reference materials may be read aloud to a student
  - ✗ Writing section: revising and editing passages, test questions, and answer choices may NOT be read aloud to a student
Student Eligibility Criteria

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.
  - The student receives special education services and is identified with dyslexia or has evidence of reading difficulties.
  - The student receives Section 504 services and is identified with dyslexia or has evidence of reading difficulties.
  - The student does not receive special education or Section 504 services but is identified with dyslexia.

Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- For a student receiving Section 504 services, the decision is made by the placement committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, OA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations.

Mode of Oral Administration

The standardized oral administration (SOA) for STAAR is offered statewide as an online option for oral administration in several grades and subjects in the 2014 calendar year. Districts have the opportunity to test eligible students using SOA in the following grades and subjects:

- grade 4 reading and mathematics
- grade 7 reading and mathematics
- grade 8 science and social studies

All guidelines for oral administration apply to SOA. The online tool through which SOA is delivered allows a student to independently select and change his or her level of reading support during the test administration. SOA should only be administered to an eligible student for whom the appropriateness of this type of oral administration has been discussed and documented.

It is recommended that students complete the STAAR SOA online tutorial prior to test administration. This tutorial allows students to become familiar with the tools available to them during the online SOA test session. A link to the tutorial, along with specific information regarding setting up and managing SOA online test sessions, is available on the SOA webpage at http://www.tea.state.tx.us/student.assessment/SOA.
No Accommodation Request Form required.

**Examples/Types**

Oral administration can include different levels of reading support for each eligible student. The test administrator may

- read parts of the test questions and/or answer choices at student request
- read all test questions and answer choices throughout the test

It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) to determine eligibility and document the level of reading support the student needs in the appropriate student paperwork. A student can request a change to the level of reading support provided during testing only if this option is documented. Test administrators must be made aware of the level of reading support each student is to receive and whether the student can change the level of reading support during testing, based on the documentation in the student’s paperwork. It is important to remember that if a student is taking an SOA, he or she will **always** be able to change the level of reading support during testing.

**Special Instructions/Considerations**

1. Test administrators **must** be trained in the procedures specific to an oral administration. General guidelines for providing an oral administration and specific instructions for reading aloud various types of test questions can be found in the “Oral/Signed Administration” appendix of the appropriate test administrator manuals.

2. A student who uses this accommodation might need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

3. An oral administration must be conducted by a trained test administrator who has signed the "Oath of Test Security and Confidentiality for Test Administrator." This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

4. A test may be orally administered to a small group provided that every student in the small group is eligible for an oral administration. It is the responsibility of the district/campus to determine the most appropriate way to group students in order to provide a proper test administration.

5. Allowable accommodations may be read aloud to an eligible student. This includes a dictionary or supplemental aid.

6. For any student in grade 3, reading assistance on the mathematics test is an allowable test administration procedure in which the test administrator may read any part of a mathematics test question or answer choice at a student’s request. However, if a grade 3 student needs the entire mathematics test read aloud, the eligibility criteria for Oral Administration must be met. More information about test administration procedures and
materials allowed for any student can be found in the 2014 District and Campus Coordinator Manual.

7. Reading, writing, English I, and English II are not assessed with STAAR L. For STAAR L, ELLs might qualify for reading assistance as a linguistic accommodation. If an ELL taking STAAR L has a disability and meets the eligibility criteria, the student might also qualify for an oral administration.

8. If providing an oral administration to a student taking a braille test, refer to the document titled “General Instructions for Administering Braille State Assessments,” located on the Accommodations for Students with Disabilities webpage.

9. If conducting a signed administration to students who are deaf or hard of hearing, test administrators should also read the specific guidelines for signing test content included in the document titled “General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing,” located on the Accommodation for Students with Disabilities webpage.