

# 2018 STAAR Accommodations

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# Who is your Sam?

This could be your Sam.



# Disclaimer

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- These slides have been prepared and approved by the Student Assessment Division of the Texas Education Agency.
- It is the intent of TEA's Student Assessment Division that all resources created to clarify testing and accommodation policies be accessible to educators at the region, district, and campus levels, including classroom teachers.
- This is a comprehensive training but does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.
- Relevant district and campus staff will need to read all of the policies and related resources once they are posted on the Accommodations Resources webpage. These documents contain all the details.



# What?

- Designated Supports/Accommodations, Accessibility Features and Gradual Release of these options can help a student that needs support be successful in class and ultimately on his/her state assessment.

# Accessibility Features

*This is a comprehensive training but does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.*

# Accessibility Features

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- Previously referred to as “Allowable Test Administration Procedures and Materials”
- Include things that may be provided to students based on their needs
- Available to any student who regularly benefits from the use of these procedures or materials during instruction



# Accessibility Features

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- A student cannot be required to use them during testing.
- Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials.
- A student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test is maintained.

# Accessibility Features

- Signing test administration directions
  - Translating test administration directions
  - **Bilingual dictionary (word-to-word translations; no definitions or examples) for mathematics, science, and social studies assessments**
  - Read test aloud to self (e.g., PVC pipe, recording device)
  - Reading aloud or signing the expository or persuasive writing prompt
  - Reading assistance on the grade 3 mathematics test
  - Blank place markers or online guideline tool
  - Magnifying devices or online zoom feature
  - Highlighters (including online tool), colored pencils, or crayons
  - Tools to minimize distractions or to help maintain focus (e.g., stress ball, headphones, instrumental music)
  - Individual or small-group administrations
  - Reminding students to stay on task
- New for 2018:**
- Sticky notes tool added to the online system
  - Use of amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - Use of projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)



# Bilingual Dictionary for Mathematics, Science, and Social Studies

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- Bilingual dictionaries must be word/phrase translation dictionaries only.
- They must NOT be designed to define words or to illustrate or explain content terminology or concepts.

# Gradual Release

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Guide students toward using different skills, strategies and procedures independently. The student will assume more responsibility with less support from the teacher.



# Multiplication Example

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<sup>2</sup> 4	<sup>3</sup> 6	<sup>4</sup> 8
<sup>1</sup> 18	<sup>2</sup> 2	<sup>3</sup> 10
<sup>0</sup> 16	<sup>1</sup> 14	<sup>2</sup> 12

<sup>2</sup> 6	<sup>3</sup> 9	<sup>4</sup> 12
<sup>1</sup> 27	<sup>2</sup> 3	<sup>3</sup> 15
<sup>0</sup> 24	<sup>1</sup> 21	<sup>2</sup> 18

Week 1

<sup>2</sup> 4	<sup>3</sup> 8
<sup>1</sup> 18	<sup>2</sup> 12

<sup>2</sup> 6	<sup>3</sup> 12
<sup>1</sup> 24	<sup>2</sup> 18

Week 3

	6
18	2
	14

	9
27	3
	21

Week 5

	2
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	3
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Week 6




# Instructional Connections

- Discovery Ed

★ My Content 🏠 School Content 🏫 District Content

★ All 🗑️ Trash

All /

TITLE ▴ ▾	TYPE ▴ ▾	CREATED ▴ ▾
 Assessment & Research	Folder	Dec 16, 2014
 ELA	Folder	Nov 22, 2013
 Math	Folder	Nov 22, 2013



# Accommodations = Designated Supports



Should be individualized to address the specific needs of each student

Are not necessary for every student

Might be appropriate for classroom use but might not be appropriate or allowed for use on a state assessment

Are not changes to the performance criteria or the content

Should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year

Are not intended to provide an advantage to a student

Should be documented in the appropriate student paperwork

Should not be provided to a student without evidence of effectiveness from year to year

## Student Eligibility Criteria

- Routinely
  - The student should routinely receive the accommodation during classroom instruction and testing.
  - The student has used the accommodation often enough that he or she is comfortable using it on the day of the state assessment.
  - This does not necessarily mean that the accommodation must be used every day during instruction.



## Student Eligibility Criteria

- Independently

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  - The student should be able to use the accommodation independently, when applicable, during the state assessment.
- For accommodations where independence is applicable, there should be no need for teacher assistance when using the accommodation.

## Student Eligibility Criteria

- Effectively
  - Educators should collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports).
  - This data will show whether the student still needs the accommodation or whether it is now unnecessary.



# Designated Supports that are locally approved

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*This is a comprehensive training but does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.*

# Locally-Approved Designated Supports

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- Previously referred to as “Type 1 accommodations” or “linguistic accommodations,”
- These include supports that may be made available to students who meet eligibility criteria.
- The decision to provide a Designated Support to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, LPAC, RTI team, student assistance team) listed on the specific policy document.



# Locally-Approved Designated Supports

2. **Designated Supports:** These are locally-approved supports for students who meet eligibility criteria.

- [Basic Transcribing](#)
- [Braille](#)
- [Calculation Aids](#)
- [Content and Language Supports](#)
  - [Content and Language Supports Guidelines](#)
- [Extra Time](#)
- [Individualized Structured Reminders](#)
- [Large Print](#)
- [Manipulating Test Materials](#)
- [Mathematics Manipulatives](#)
- [Oral/Signed Administration](#)
- [Spelling Assistance](#)
- [Supplemental Aids](#)

- **New for 2018:**

- Content and language supports have been combined in to one embedded support
  - Dictionaries for reading and writing in grades 3-5 are no longer a designated support, part of the STAAR Dictionary Policy now
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- STAAR Dictionary Policy
- STAAR Calculator Policy now includes the use of calculators for grade 8 science
  - STAAR Calculator Policy
- Authority for decision for math manipulatives and supplemental aids has been expanded to include additional campus level teams (e.g., RTIs)
- Photocopy no longer an individual support, but has been included within other policy documents (Large print, Other).
- “GA” accommodation bubble on answer documents changed to “DS”



# Designated Supports with ONE Student Eligibility Criterion

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- A student may use these accommodations if he or she
  - routinely and effectively uses them during classroom instruction and classroom testing.

## Same Eligibility as Last Year

Individualized Structured Reminders

Amplification Devices

Projection Devices

## Changed Eligibility from Last Year

Manipulating Test Material

Basic Transcribing

Dictionary

Braille

# Designated Supports with ONE Eligibility Criterion: Assessments

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- **Available on STAAR, STAAR Spanish, and TELPAS**

- Individualized Structured Reminders
- Amplification Devices
- Projection Devices
- Basic Transcribing
- Manipulating Test Material

- **Available on STAAR**

- Braille

- **Available on STAAR and STAAR Spanish grades 3-5 reading and writing tests**

- Dictionary

Refer to the specific policy document for a list of examples/types and for the special instructions/considerations.



# Extra Time: Student Eligibility Criteria

- A student may use this accommodation on STAAR or STAAR Spanish if he or she
    - routinely and effectively uses this accommodation during classroom instruction and classroom testing,
    - is unable to effectively use any Accessibility Features or Designated Supports to address this need, and
    - meets at least one of the following (which makes it necessary for the student to have more time than is allowed in the standard test administration procedures).
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- The student is a current ELL.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
  - The student is identified with dyslexia or a related disorder per TEC §38.003 or has documented evidence of reading difficulties.
  - The student is receiving special education services and has evidence of reading difficulties documented in the IEP.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a behavioral or emotional disabling condition that affects attention or focus.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery.
  - The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible.
  - LPACs may not consider ELL students for exit at the end of the year if they receive this designated support on a STAAR reading or writing assessment.

# Large Print: Student Eligibility Criteria

- A student may use this accommodation on STAAR or STAAR Spanish if he or she
  - routinely and effectively uses large-print materials, including text books, worksheets, etc., during classroom instruction and classroom testing, and
  - meets at least one of the following.
    - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
    - The student is not able to accurately track letter to letter, word to word, or line to line.
    - The student has a physical disability which necessitates the use of large-print materials.



# Large Print: Authority for Decision and Required Documentation

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- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- 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.
- After state testing, LP must be recorded in the ACCOMM. field on the student's answer document.



# Oral/Signed Administration: Assessments

Paper Tests	Online Tests
STAAR and STAAR Spanish math, science, social studies ✓ Questions, reference materials, and accommodations may be read aloud by test administrator	STAAR math, science, social studies ✓ Questions and <b>embedded supports</b> can be read aloud by text-to-speech (TTS) ✓ Reference materials and accommodations may be read aloud by test administrator
STAAR and STAAR Spanish reading and English I-III reading section ✓ Questions, reference materials, and accommodations may be read aloud by test administrator	STAAR reading and English I-III reading section ✓ Questions and <b>embedded supports</b> can be read aloud by TTS ✓ Reference materials and accommodations may be read aloud by test administrator
STAAR and STAAR Spanish writing and English I-III writing section ✓ Required reference materials and accommodations may be read aloud by test administrator	STAAR writing and English I-III writing section ✓ <b>Revising passages, revising questions, and embedded supports can be read aloud by TTS</b> ✓ Required reference materials and accommodations may be read aloud by test administrator

# Oral/Signed Administration: Student Eligibility Criteria

- A student may use this accommodation if he or she
  - routinely and effectively uses this accommodation during classroom instruction and classroom testing, and
  - meets at least one of the following:
    - The student is a current ELL.
    - The student does not receive special education or Section 504 services but is identified with dyslexia or a related disorder per TEC §38.003.
    - The student does not receive special education or Section 504 services but has documented evidence of reading difficulties.
    - The student receives Section 504 services and is identified with dyslexia or a related disorder per TEC §38.003.
    - The student receives Section 504 services and has documented evidence of reading difficulties.
    - The student receives special education services and is identified with dyslexia or a related disorder per TEC §38.003.
    - The student receives special education services and has documented evidence of reading difficulties.
    - LPACs may not consider ELL students for exit at the end of the year if they receive this designated support on a STAAR reading or writing assessment.



# Oral/Signed Administration

- Evidence of reading difficulties

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  - This is a problem with reading that can be caused by various reasons, including (but not limited to) a
    - learning disability in reading
    - ADD/ADHD
    - behavioral or emotional problem
    - processing or memory issue
  - The appropriate team of people at the campus level (i.e., RTI team, Section 504 committee, ARD committee) should review the student's current documentation and instructional supports and determine if this evidence indicates a reading difficulty.
    - If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.



# Oral/Signed Administration

- **Oral Administration of STAAR and STAAR Spanish Paper Tests and STAAR Braille Tests**
  - Test administrators must be trained in the procedures specific to an oral administration. Guidelines for providing an oral administration can be found in the Oral/Signed Administration Guidelines document that will be posted on the Accommodation Resources webpage.
  - Oral administration can include different levels of reading support for each eligible student. The test administrator may
    - read parts of the test questions and 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 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 if this option is documented.

# Oral/Signed Administration

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- **Text-to-Speech (TTS) on STAAR Online Tests**

- TTS allows a student to independently select and change his or her level of reading support during the test administration. Do NOT document levels of reading support for TTS.
- A student **MUST** take an online test using TTS in the following instances:
  - Students eligible for an Oral Administration of a writing test should take STAAR online since text-to-speech will read aloud the revising passages, test questions, and answer choices.
  - Students eligible for an Oral Administration and Content Supports and/or Language and Vocabulary Supports should take STAAR online since these supports are only offered online. TTS will also read aloud the text in the embedded supports (i.e., pop-ups and rollovers).
- It is recommended that students complete the STAAR online tutorial as well as practice using the STAAR L or STAAR A release tests prior to test administration. These resources allow students to become familiar with the functionality of online tests.



# Supplemental Aids: Student Eligibility Criteria

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- A student may use this accommodation on STAAR and STAAR Spanish if
  - instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and
  - he or she routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing.
- **New for 2018:**
- 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 criterion and is documented according to district policies.



# Supplemental Aids: Examples/Types

- ONLY the paper-based supplemental aids listed are allowed on STAAR or STAAR Spanish.
- You must review the policy document for specific information about each of these examples/types of supplemental aids listed in the presentation.
- All Subjects
  - Mnemonic Devices
  - Blank Graphic Organizers

# Supplemental Aids: Examples/Types

- Math Charts and Graphics

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  - Number charts (e.g., 100 chart) with no special highlighting
  - Place value chart with **no labels** (i.e., words) or specific examples
  - Pictorial models of fraction bars or fraction circles with **no labels**
  - Pictorial models of one-, two-, and three-dimensional geometric figures with no labels
- **NOTE: Addition and multiplication charts were removed from this list and added to Calculation Aids.**

# Supplemental Aids: Examples/Types

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- Written Composition
  - Grammar and Mechanics Rules with no specific examples
- Science Graphics
  - Graphics of scientific concepts with no labels
  - Formula triangles with variables only
- Social Studies
  - Blank maps
  - Timelines with dates only



# Content Supports

## Language and Vocabulary Supports:

### Assessments and Student Eligibility Criteria

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- These accommodations, mainly in the form of pop-ups and rollovers, are available on STAAR online tests only.
  - These accommodations are NOT available on Algebra II or English III.
- A student may use this accommodation if
  - instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and
  - he or she routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing.

# Content Supports: Accommodation Guidelines

## Pop-ups :

- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- isolate specific information in a graphic or list that is referenced in the question
- define literary terms
- apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed
- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations



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- New for 2018

- Content and language supports have been combined in to one embedded support
- LPACs may not consider ELL students for exit at the end of the year if they receive this designated support on a STAAR reading or writing assessment.

# **Content Supports:** Accommodation Guidelines

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## **Rollovers**

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)

## **Supplementary Materials**

- blank Punnett squares (biology only)
- writing checklists (writing , English I, and English II only)



# Content Supports: Examples

**STAAR** Practice STAAR A Grade 4 Writing Question 8 of 19

Tools Guideline Eliminator Writing Checklist

Speak Audio Pause Help Logout Zoom Color

**Read the selection and choose the best answer to each question.**

Roxanne has wanted a dog for a very long time. She thinks owning a dog will help her grow up, encourage her to exercise, and give her a best friend. Roxanne has written this paper for school, but she hopes persuade her parents to let her have a dog.


Read Roxanne's paper and think about how she needs to correct it. Then answer the questions that follow.

(2) Mom and Dad have always said, "Dogs are to much trouble!"

What change should be made in sentence 2?

ⓐ Change **too much** to **to much**

ⓓ Insert quotation marks at the end of the sentence



1 2-7 8-13 14-19

8 9 10 11 12 13

Back Review/End Next

This pop-up isolates information that corresponds to each answer choice.

# Content Supports:

## Examples

This pop-up also isolates information that corresponds to each answer choice.

The screenshot shows a digital reading interface. At the top, a blue navigation bar contains icons for 'Speak', 'Audio', 'Pause', 'Help', 'Logout', 'Zoom', and 'Color'. Below this, a toolbar includes 'Clear' and 'Mark for Review' buttons. The main text area displays a passage with several paragraphs. A question is visible: '2. Which word from paragraph 9 helps the reader understand what...'. A pop-up window, titled 'Content Support', is overlaid on the text. It contains a paragraph of text: 'With a 10-year-old's *naiveté*, I strolled over to Grandfather's house hours before the **appointed** time. I **innocently** assumed that the event was solely about trying out a new gadget, and I didn't want to miss my chance to be close to the radio as the house filled up. I would have never guessed that a live radio broadcast would be enough to bring **peace**, however fleeting, to my **warring** family.' Below the text in the pop-up, the word 'warring' is listed as an answer choice, preceded by a radio button icon. At the bottom of the interface, a navigation bar includes 'Back', 'Review/End', and 'Next' buttons, along with a page number '40'.

Speak Audio Pause Help Logout Zoom Color

Clear Mark for Review

2. Which word from paragraph 9 helps the reader understand what...

With a 10-year-old's *naiveté*, I strolled over to Grandfather's house hours before the **appointed** time. I **innocently** assumed that the event was solely about trying out a new gadget, and I didn't want to miss my chance to be close to the radio as the house filled up. I would have never guessed that a live radio broadcast would be enough to bring **peace**, however fleeting, to my **warring** family.

☐ warring

Back Review/End 40 Next




# Content Supports: Examples

28.

A student measures the masses of four cubes of the same size. One of the cubes is made of iron, one of wood, one of plastic, and one of glass. The student's results are shown in the table below.

Cube Masses

Cube	Mass (g)
1	31.3
2	40.6
3	130.8
4	12.1



Cube Masses

Cube	Mass (g)
1	31.3
2	40.6
3	130.8
4	12.1

most likely made of iron?

☒ Cube 3

☐ Cube 4

This is another example of a pop-up that isolates information that corresponds to each answer choice.

# Content Supports: Examples

This pop-up provides a formula from the reference material.

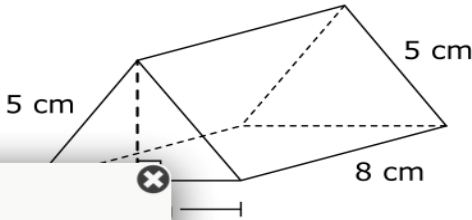
STAAR Practice STAAR A Grade 8 Math Question 10 of 56

Tools Eliminator Formulas Graphing Calculator Graph Paper

Speak Audio Pause Help Logout Zoom Color

Clear Mark for Review

10. A triangular prism and its dimensions are shown in the diagram.



What is the lateral surface area of this triangular prism in square centimeters?

(A) 192 cm<sup>2</sup>

(B) 128 cm<sup>2</sup>

(C) 152 cm<sup>2</sup>

(D) 144 cm<sup>2</sup>

42


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Back Review/End Next



# Content Supports: Examples

AR A Question 22 of 68

Speak Audio Pause Help



United States Puerto Rico

Increased U.S. influence in Asia

-effect graphic?

Clear

ⓑ Acquisition of Puerto Rico

ⓒ Domino Theory

ⓓ Roosevelt Corollary

9 20 21 22 23 24 25 26 27 28 29 30

Back Review/En

This pop-up provides a supplemental aid (i.e., map).

# Content Supports: Examples

AR A Question 61 of 68

Speak Audio Pause Help

Clear

You are about to embark upon a great battle, for which we have prepared you for many months. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage and skill in battle. We will accept nothing less than your complete victory.

— General Dwight D. Eisenhower, June 6, 1944

General Eisenhower provided these words of encouragement to Allied forces before they engaged in what military operation?

- (A) The Battle of the Bulge
- (B) The Sicily Campaign
- (C) The Invasion of Normandy
- (D) The Battle of the Atlantic

57 58 59 60 61 62 63 64 65 66 67 68

Back Review/En

This pop-up provides visual representation (i.e., photograph) of a historical figure.



A student is trying to determine the genotype of a purple flowering pea plant.

The student performs multiple test crosses by pollinating a purple flowering pea plant with pollen from a white flowering pea plant known to be homozygous recessive.

The student determines that the genotype of the purple flowering pea plant is most likely —

- (A) a heterozygous purple flowering plant because the offspring produced were 100% heterozygous purple flowering
- (B) a heterozygous purple flowering plant because the offspring produced were 100% homozygous white flowering
- (C) a homozygous purple flowering plant because the offspring produced were 50% heterozygous purple and 50% homozygous white flowering
- (D) a homozygous purple flowering plant because the offspring produced were 100% heterozygous purple flowering

Punnett Squares


# Content Supports:

## Examples

This is a supplementary material. Blank Punnett squares are available for a student to use on STAAR biology with Content Supports.

# Language and Vocabulary Supports:

## Pop-ups:

- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations

## Rollovers:

- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts, respecting the TEKS based academic vocabulary

## Pre-reads:

- offer text prior to the selection (only for reading 3-8, writing 4 & 7, English I, and English II)



# Language and Vocabulary Supports:

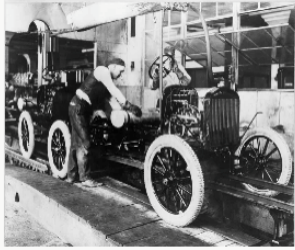
## Examples

AR A Question 39 of 68

Speak Audio Pause Help Logout

The adoption of the **assembly-line method of production** by —

- (A) increasing government regulation of the workplace
- (B) reducing labor costs and minimizing the need for skilled labor
- (C) leading to a decline in demand for products made by machines
- (D) decreasing overhead costs and reducing the demand for technology



Library of Congress

34 35 36 37 38 39 40 41 42 43 44 45

Back Review/End

This pop-up provides a visual representation (i.e., photograph) of the vocabulary.

# Language and Vocabulary Supports:

## Examples

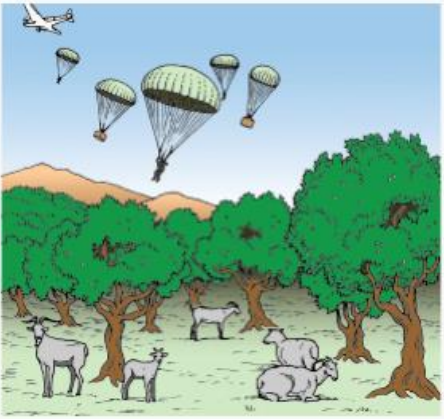
STAAR Practice STAAR A Grade 8 Reading Question 1 of 52

Tools

Guideline

1 In 1942 my grandfather received a gift that caused a terrible storm running wars. He

2 After German soldiers of Greece, the British began parachuting in soldiers and supplies. My grandfather was out in the fields with our goats one day when a storm blew in and forced a British plane to make an emergency landing. My grandfather grabbed a red blanket and began waving it frantically, hoping the pilot would see that the field was large enough to land in. The pilots brought their plane down safely. much to the irritation of our goats. Grandfather



This pop-up also provides a visual representation (i.e., art) of the language in a reading selection.



# Language and Vocabulary

## Supports: Examples

These pop-ups clarify construct-irrelevant words.

Clear Mark for Review

24. Use "The Cholla Cactus" to answer the following question.

What do the subheadings in the article help the reader understand?

(A) There are many types of cholla. The author knows a lot about desert animals.

(B) The author is knowledgeable about desert animals.

(C) The cholla can be used for different purposes.

(D) Many animals live in severe environments.

Back Review/End Next

26. Use "The Cholla Cactus" to answer the following question.

Which of these best summarizes the main points of this article?

(A) The cholla cactus is one of the few plants that grow in the extreme climate of the desert.

(B) The cholla cactus is one of the few plants that grow in the extreme climate of the desert.

(C) The cholla cactus can be found in desert regions of the United States and Mexico.

(D) The cholla cactus produces colorful flowers and tasty fruit that some desert animals depend on.

34 35 Back Review/End Next

# Language and Vocabulary

## Supports: Examples

The development of cities has destroyed the habitats of many animals. Some animals have adjusted well to their new city habitats, but others have not. Which of these characteristics would be most useful to a wild animal living in a city?

- (A) Being active at night
- (B) Eating only one type of food
- (C) Needing a large amount of space to live
- (D) Producing a very small number of offspring

This rollover clarifies text using simpler and consistent language.

When people build cities, they destroy the habitats of many animals. Some animals learn to live in a new habitat in the city. Other animals do not learn to live in a city habitat. Which of these best helps a wild animal living in a city?

- (A) Being active at night
- (B) Eating only one type of food
- (C) Needing a large amount of space to live
- (D) Producing a very small number of offspring



# Language and Vocabulary

## Supports: Examples


Prereading text appears  
before all reading and writing  
selections.

Tools    Guideline    Eliminator

The Cholla Cactus    Cactus Wren

**other selection. Then answer the questions that follow.**

*This is an informational article about the cholla cactus. The cholla cactus is home to many animals and plants in the desert. Read the article to learn how the cholla cactus helps the bighorn sheep, the wood rat, the cactus wren, and the desert-dwelling people survive the extreme environment of the desert.*

 **The Cholla Cactus**

1 When you hear the word “cactus,” you might think of tall, lanky plants covered with prickly spines. Beads of sweat may form on your forehead as you think of extreme desert heat. The thought of gritty sand burning beneath your feet might come to mind. But you may not know that cactus, one of the few plants able to survive in the extreme heat of the desert, can be beneficial to many animals and even to people.

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# Content Supports

## Language and Vocabulary Supports:

### Special Situations

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- Previous policy regarding transcribing student's responses to the writing prompt for STAAR A grade 4 writing has not changed for students taking 2017 STAAR online. For students taking 4th grade STAAR writing online, it is not necessary for them to meet the eligibility criteria for Basic Transcribing.
- This specific group of students may have their responses to the writing prompt transcribed into the online test in accordance with guidelines listed in Basic Transcribing.
  - Note: This is not a requirement of the administration and decisions regarding this provision must be based on individual student need. TEA will continue to review this policy for subsequent administration years.
- Students in all other grades and subjects must meet the eligibility requirements for Basic Transcribing in order to have their written responses transcribed.



# Classroom Accommodations and the Link to Language and Vocabulary Supports and Content Supports

Classroom Accommodation		Embedded Support
The teacher introduces a new book to a struggling reader prior to reading it aloud or independent reading. The topics discussed might include major concepts, difficult words, setting, characters, or prior knowledge of the subject.	➡	Language and Vocabulary Support
Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.	➡	Language and Vocabulary Support
The teacher isolates specific information to focus the student on the core concept being taught.	➡	Content Support
The teacher acts out or has the students role-play newly introduced vocabulary or difficult concepts.	➡	Language and Vocabulary Support
The teacher simplifies difficult vocabulary and then reformats complex word problems by bulleting or spacing out each step required to solve the problem.	➡	Language and Vocabulary Support
The teacher provides the student with a specific supplemental aid (e.g., chart, table, graph, checklist, map, timeline) applicable to the question being posed, the assignment, or the task.	➡	Content Support
The student receives reading support.	➡	Text-to-speech
The teacher provides the formula(s) that is needed to solve a problem.	➡	Content Support
The teacher provides visual aids (e.g., demonstrations, photographs, art) to identify people and/or places.	➡	Content Support
The teacher provides visual aids (e.g., demonstrations, photographs, art) to define or clarify vocabulary.	➡	Language and Vocabulary Support
During classroom discussions, the teacher clarifies or rewords complex text or questions using simpler language.	➡	Language and Vocabulary Support
The teacher directs the student (e.g., highlight, bold, point to, flag the information) to the specific part(s) of the selection, diagram, map, or figure that is being discussed.	➡	Content Support
The teacher presents parts of a complex concept one at a time.	➡	Content Support

# Math Manipulatives: Student Eligibility Criteria

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- A student may use this accommodation on STAAR and STAAR Spanish if
  - instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and
  - he or she routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing.
- **New for 2018:**
  - 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 criterion and is documented according to district policies



# Math Manipulatives: Examples/Types

- You must review the policy document for specific information about each of these examples/types of math manipulatives listed in the presentation
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- This accommodation may include **only**
    - money
    - Clock with no gears
    - base-ten blocks
    - counters (e.g., two-sided chips, blocks, beans)
    - algebra tiles with no labels
    - fraction pieces with **no labels**
    - geometric figures with no labels
  - **NOTE: Translucent (tracing) paper was removed from this list, but it may be considered a form of scratch paper which is an accessibility feature.**

# Spelling Assistance: Student Eligibility Criteria

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- A student may use this accommodation on responses to the written composition if he or she
  - receives special education or Section 504 services,
  - routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing, and
  - is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.
- **New for 2018:**
  - Spelling assistance tool available now as an online embedded support on STAAR



# Spelling Assistance: Examples/Types

- This accommodation may include **only**

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  - frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)
  - spell check function on a word processor
  - pocket spellchecker
  - word-prediction software
  - text-to-speech software or devices (i.e., software or devices that read aloud student-generated text)
  - speech-to-text software (i.e., software that converts the student's spoken language into print)

# Calculation Aids: Student Eligibility Criteria

- A student may use this accommodation on STAAR or STAAR Spanish grades 3-7 mathematics and 5 and 8 science if he or she
  - *receives special education or Section 504 services,*
  - *routinely, independently, and effectively uses the accommodation during classroom instruction and classroom testing, and*
  - *meets at least one of the following for the applicable grade.*

## Grades 3 and 4

- The student has a physical disability...
- The student has an impairment in vision...

## Grades 5 through 8

- The student has a physical disability...
- The student has an impairment in vision...
- The student has a disability that affects mathematics calculations...



# Calculation Aids

- Eligibility for grades 3-4 versus grades 5–8

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- Students in grades 3 and 4 may use a calculator if they meet eligibility criteria; however, having a “disability that affects mathematics calculation” is not one of those criterion.
- The state curriculum (TEKS) at grades 3 and 4 include student expectations that focus on students learning the algorithms for adding, subtracting, multiplying, and dividing.
- The state assessments at these grades include test questions that measure calculation skills.
- It is important that students in grades 3 and 4 are given the time to learn these skills.
- The STAAR Calculator Policy now includes Grade 8 Science

# Calculation Aids

- Disability in math calculation

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  - This is a problem adding, subtracting, multiplying, and dividing using paper and pencil that can be caused by various reasons, including (but not limited to) a
    - learning disability in mathematics calculation
    - ADD/ADHD
    - behavioral or emotional problem
    - processing or memory issue
  - The ARD or Section 504 committee should review the student's current documentation and instructional supports and determine if this evidence indicates that the student's disability causes him or her to have a problem calculating with pencil and paper.
    - If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.



# Calculation Aids: Examples/Types

- This accommodation may include **only**
  - four-function calculator
  - scientific calculator
  - graphing calculator
  - large-key calculator
  - abacus or Cranmer modified abacus
  - audio-graphing calculator
  - speech-output calculator
  - 0-9 addition grid with no special numbers indicated
  - grade-appropriate multiplication grid with no special numbers indicated

# Dictionary Policy vs Support

- Dictionaries must be available to all students taking: STAAR grades 3–8 reading tests STAAR grades 4 and 7 writing tests, including revising and editing STAAR Spanish grades 3–5 reading tests STAAR Spanish grade 4 writing test, including revising and editing STAAR English I, English II, and English III tests The following types of dictionaries are allowable: □ standard monolingual dictionaries in English or the language most appropriate for the student □ dictionary/thesaurus combinations □ bilingual dictionaries\* (word-to-word translations; no definitions or examples) □ ESL dictionaries\* (definition of an English word using simplified English) □ sign language dictionaries □ picture dictionary Both paper and electronic dictionaries are permitted. However, electronic dictionaries that provide access to the Internet or have photographic capabilities are NOT allowed. For electronic dictionaries that are hand-held devices, test administrators must ensure that any features that allow note taking or uploading of files have been cleared of their contents both before and after the test administration. While students are working through the tests listed above, they must have access to a dictionary. Students should use the same type of dictionary they routinely use during classroom instruction and classroom testing to the extent allowable. The school may provide dictionaries, or students may bring them from home. Dictionaries may be provided in the language that is most appropriate for the student. However, the dictionary must be commercially produced. Teacher-made or student-made dictionaries are not allowed. The minimum schools need is one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student. Although thesauruses are not required, they are allowable on all the tests listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students. \*Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for ELLs who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. Additionally, it is important for LPACs to consider the degree to which an ELL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the year.



# Spelling Assistance

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A student may use spelling assistance technology outside of the testing platform if he/she routinely uses the accommodation. This may be in the form of an application or some other program on various devices. Students using this type of technology **must not** have access to:

- Any feature that will edit or aid a student in areas other than spelling, such as, automatic capitalization and punctuation
- Any feature that will automatically save a typed response
- Ability to share/e-mail response
- Internet access and enabled links
- Translation services
- Ability to access other programs/features on the device

***New for 2018:***

- *The spell check feature will be available in spring 2018 as an online embedded support on STAAR for eligible students who use this type of spelling assistance.*

# Calculator Policy vs Support

- Calculators are required for the following STAAR assessments: grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and biology. Calculators are not permitted for students taking the STAAR grades 3–7 mathematics assessments or the STAAR grade 5 science assessment unless the student meets the eligibility criteria for an accommodation. Information regarding calculators as an accommodation for students with disabilities can be found on the accommodations webpage. Requirement for STAAR Grade 8 Mathematics, Algebra I, and Algebra II Districts must ensure that each student has a graphing calculator to use when taking the STAAR grade 8 mathematics, Algebra I, or Algebra II assessments. Students must have a graphing calculator to use throughout the entire test (both paper and online versions). Districts may satisfy this requirement by providing students with either of the following two types of calculating devices— a handheld graphing calculator or a graphing calculator application. Requirement for STAAR Grade 8 Science and Biology Districts must ensure that students have access to a calculator with four-function, scientific, or graphing capability when taking the STAAR grade 8 science or biology assessments. There should be at least one calculator for every five students taking the assessments (both paper and online versions). If calculators are shared during the test, the calculator memory must be cleared after each student uses it. Districts may satisfy this requirement by providing students with either of the following two types of calculating devices—a handheld calculator or a calculator application. Additional Information The district may provide calculating devices, or students may bring them from home. Students should be provided the same type of calculation device they use routinely in class work. Providing an unfamiliar calculation device on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculation device during the assessment. For handheld calculators, all memory must be cleared to factory default both before and after testing. Any programs or applications that are not preinstalled by default must be removed or disabled prior to testing. For specific assistance in appropriately preparing calculators for use during testing, contact the calculator manufacturer. For calculator applications, all Internet capabilities must be disabled on the device. In addition, the calculator application being used must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test. Calculation devices that have a computer algebra system (CAS) are not allowed. Calculation applications on smartphones are also not allowed.



## Calculation Aid: Calculator Application

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- According to the STAAR Calculator Policy, students taking a test where the use of a calculator is allowed and students who receive a calculator as a designated support are able to use a grade-appropriate calculation application.
- For all grades/subjects these features/functions must be **disabled**:
  - Functions that compromise the standards being assessed (see examples)
  - Internet capabilities
  - Ability to access other programs (put in kiosk mode)
  - Computer Algebra System

**Applications may NOT be accessed on a phone.**

- 
- **5.3 H:** Represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations
  - A calculator that adds, subtracts, and converts fractions will not allow for an accurate assessment of this standard.
  - *While this function is not allowable in grade 5, it is allowable for grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and biology.*



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- **7.7 A:** Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form  $y = mx + b$
  - A calculator with a graphing function will not allow for an accurate assessment of this standard.
  - *While this function is not allowable in grade 7, it is allowable for grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and biology.*

# Accommodation Recommendations for Reading and Writing: Impact on Exit Criteria for ELLs

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- Students for whom the LPAC recommends the following designated supports for any reading or writing assessment, may not be considered for exit at the end of the school year.
  - Oral Administration
  - Language and Vocabulary Supports
  - Extra Time



# Dictionary policy change and its impact on ELLs exit criteria

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- Use of dictionaries on grades 3-5 reading and writing assessments no longer an accommodation
- STAAR Dictionary Policy expanded to include these grades
- It is important for LPACs to consider the degree to which an ELL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the year.

# Designated Supports Requiring TEA Approval

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*This is a comprehensive training but does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.*



# Designated Supports Requiring TEA Approval

- Previously referred to as “Type 2 accommodations.”
- The appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, LPAC, RTI team, student assistance team) listed on the policy document determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA.

Same as Last Year	
Extra Day	Photocopy
Complex Transcribing	Other
Math Scribe	

# When?

- Designated Supports/Accommodations, Accessibility Features and Gradual Release should be used often/as needed, as appropriate.



# Where?

- Designated Supports/Accommodations, Accessibility Features and Gradual Release should be used in the classroom during class instruction and on assessments to impact instruction/instructional decisions.

Why?

This could be your Sam.





# How?

## GPISD Suggested Evidence of Designated Supports for 504, RTI, SPED, and ELL students

At minimum, to show various examples of designated supports, one graded student sample will be collected each week plus the district 9 week exam(s). This guideline follows the grading policy. Each sample needs to include:

- Student first and last name
- Date of assignment
- Grade that the student made on the paper submitted
- Designated Supports/Accommodation(s) for that assignment (suggested for student to initial)

Documented evidence would be turned in to administration for review of trends over time, accommodations that are working and/or not working, etc. Evidence would be collected from all teachers that serve the student. Documentation would be taken to the specified meeting (LPAC, ARD, RTI, 504) for the student and used to determine designated supports needed and/or no longer needed.

Designated Supports will be documented for each student accordingly. Special education student's designated supports will be documented in the ARD, 504 will be documented in the 504 meeting/Edugence, RTI will be documented in Edugence during RTI decision point meetings, ELL students will be documented on the ELL Instruction Form at BOY, MOY, and EOY in Edugence and be noted during the testing LPAC meeting.

Suggestion would also include bringing Accommodation folders that teachers are using in the classroom and reviewing the accommodations and materials at PLC, faculty meeting or other and also to any student meeting.

This specifically applies to students that need designated supports to be successful.

# How?

## Designated Support Folders in the Classroom to be used BY Student

Colors:

Green= Science

Blue = Math

Red = Reading/Eng I

Pink = Eng II

Purple = Social Studies/US History

- A folder would be created by the admin for each student that has a designated support.
  - For students that have a committee meeting, the folder is updated/created in the meeting.
- Folders should contain all materials needed inside the folder (stapled in a plastic baggie etc).
- The designated supports will be updated DURING the meeting in Testhound and the screen can be printed to add to the front of the folder.
  - A paper sheet may be completed if preferred instead of the testhound sheet.
- Folders should be provided to the teacher and students should use the folder during class.
- Folders should be collected for testing and used in the testing room (please make certain no other materials are included prior to testing ie graded papers etc).



	Designated Support Folders		Evidence Folders
<b>Location</b>	Classroom - readily available to both students & teachers.		Campus administration designated area
<b>Used for...</b>	Applying the designated supports directly to the student and a visual/teaching reminder to the teacher.		Collecting body of student work that supports the use of designated supports/accommodations which can be used to document need for adjustments to student IEPs, 504 Plans, LPAC accommodations, RTI, etc.
<b>Used when...</b>	Daily lessons; Campus, District, State, and some National Testing		Over time to see trends and needed adjustments and also at meetings.
<b>How many...</b>	One specific folder per core content. Green = Science, Blue = Math, Red = Reading/Eng I, Pink = Eng II, Purple = US History		One folder that has ALL documentation.

# How?

- During Class by the student and teacher
- Kurzweil
- Gradual Release
- Folders
- Grade Level Meetings
- PLC
- Meetings



# Who is your Sam?

This could be your Sam.



# Additional Questions

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- <http://note.ly/lisamolinargpisdorg>