



UNWRAPPING STATE ASSESSMENT ACCOMMODATIONS

A deeper look at the tools available to educators so that students are never surprised on test day.

<https://bit.ly/24-25Accommodations>



WHAT IS THE PURPOSE OF AN ACCOMMODATION?

Makes the material accessible for the student.

The student can demonstrate their knowledge without the interference of their disability and/or language proficiency.



BASIC UNDERLYING PRINCIPLES AND TERMS

- Routinely, Independently, Effectively
- Instructional Accommodations vs. Accommodations for State Assessments
- Designated Supports and Accessibility Features

ROUTINELY, INDEPENDENTLY, EFFECTIVELY

Teacher input is critical to committees so that appropriate accommodations decisions are made.

Committees include:

504	MTSS
SPED/ARD	LPAC

If a student isn't regularly benefitting from an accommodation, then we are doing them a disservice by putting something unfamiliar or unwanted in front of them on test day.

Accommodation Rubric

The following steps reflect quality standards for determining the need for, selecting, accommodations, and assisting each student and his or her teachers in using the selected accommodations correctly and consistently. With these steps in place, the use of these selected accommodations should be reviewed at regular intervals.

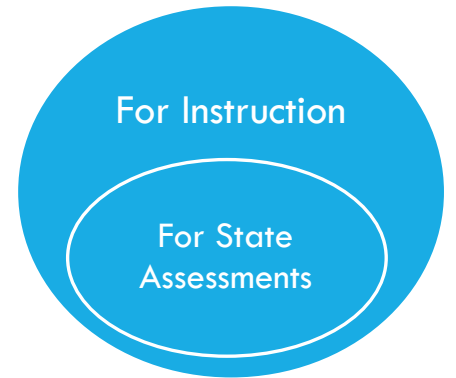
	0	1	2	3	Next Steps
Student Uses Accommodation	Does not use.	Uses only when reminded.	Uses sporadically.	Uses regularly.	<ol style="list-style-type: none"> 1. Conduct unobtrusive observation of student use of accommodation to identify any environmental or societal barriers. 2. Discuss with student to determine his or her opinions re: use of accommodations. 3. Adjust the accommodation to encourage student use if feasible. 4. Consider the option of making the accommodation (if appropriate) available for all students.
Accommodation Supports Achievement	Not effective in meeting learning objectives	Minimally effective in meeting learning objectives	Effective in meeting learning objectives but improved effectiveness desired	Effective in supporting learner objectives	<ol style="list-style-type: none"> 1. Review student instructional support needs. 2. Review reasons why accommodation is not effective with teacher, student, others as relevant. 3. Eliminate student training or teacher training issues or inappropriate use of accommodation. 4. Review the four different types of accommodations and design an alternative.
Non-Stigmatizing Accommodation	Calls unnecessary and potentially negative attention to the student.	Calls attention to the student.	Is embedded in the natural instructional activity but could be less intrusive.	Is embedded in instructional activity and has either a neutral or a positive impact on peers.	<ol style="list-style-type: none"> 1. Examine the accommodation from the perspective of student, peers, and community. 2. Consider multiple alternatives if feasible. 3. Allow for student choice among alternatives. 4. Provide information to classmates in factual terms re: the accommodation, its use, benefits, and allow for peer use of accommodation in positive, supervised setting.
Monitored The continued need for appropriate use of accommodation	Is not monitored.	Occurs only with reminding of staff.	Occurs sporadically.	Occurs on a regularly scheduled basis.	<ol style="list-style-type: none"> 1. Determine reasons for lack of monitoring. Is it due to lack of knowledge about the importance of monitoring? Need for additional training? Need for a reminder? 2. Address the reason and set a date to check compliance with regularly scheduled monitoring.



Accommodations
for Instruction

Accommodations
for State
Assessments

INSTRUCTIONAL ACCOMMODATIONS VS. ACCOMMODATIONS FOR STATE ASSESSMENTS



Instructional Accommodations

- Various tools used for the student regularly in class to access instructional material and demonstrate knowledge in class.
- Not all of these are allowable on state assessments.

State Assessment Accommodations

- A well defined list provided by TEA.
- Any allowable state assessment accommodation used for a student must also be used in instruction routinely and effectively for the student.

ACCESSIBILITY FEATURES & DESIGNATED SUPPORTS

Accessibility Features

- Can be used by **ANY** student who regularly benefits from them in class.
- Are described in one exhaustive list with their proper use.

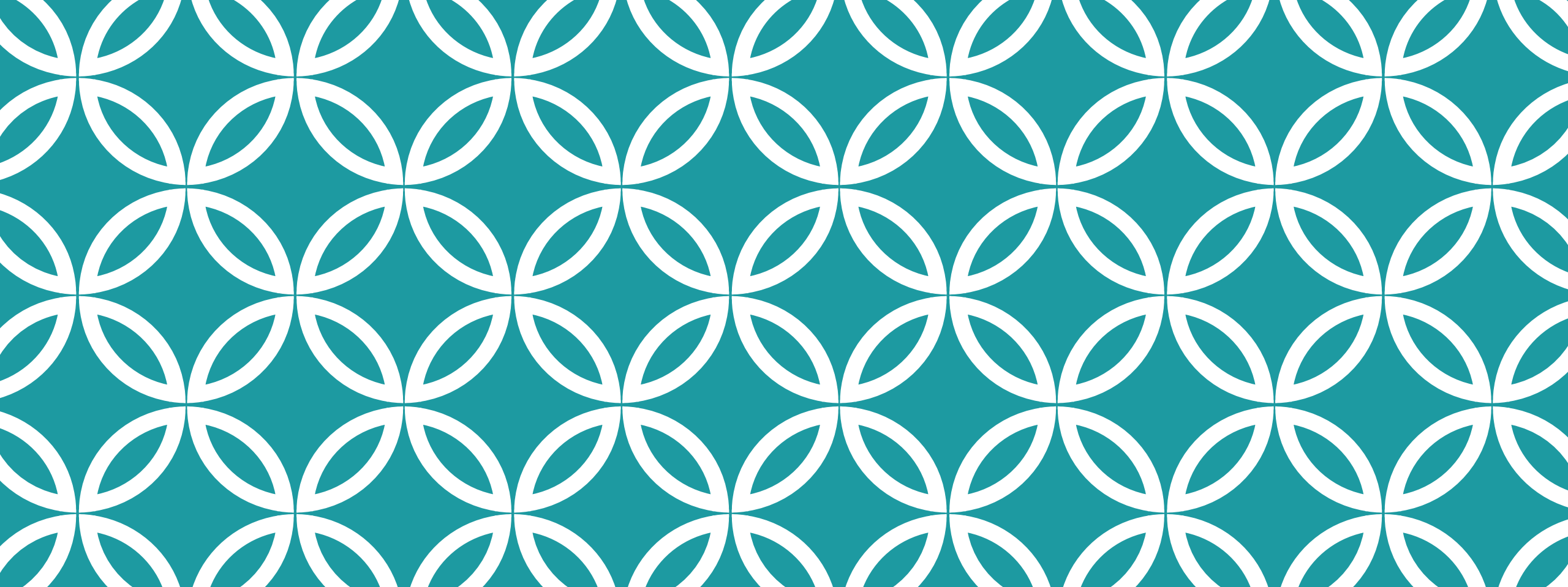
Designated Supports

- Have eligibility criteria.
- Are determined by a specific committee.
- Are described in the accommodations policy pages.

Accessibility features and designated supports are all “accommodations.”

ACCESSIBILITY FEATURES

- Tools and testing arrangements that can be utilized by any student who regularly benefit from the use of them during instruction.
- For example: translating test directions for English language learners, reminders to stay on task, small group or individual administrations.
- Your campus testing coordinator has to be made aware well in advance of test day if a student is benefiting from an accessibility feature in class and needs to use it on test day.



UNWRAPPING THE MAIN RESOURCE

Accommodations Policy Pages

ACCOMMODATIONS POLICY PAGES

The main resource for understanding designated supports, eligibility, decision making authority, and proper implementation is in the [DCCR](#).



THE MAJOR SECTIONS

ASSESSMENTS

DESCRIPTION OF DESIGNATED SUPPORT

STUDENT ELIGIBILITY CRITERIA

AUTHORITY FOR DECISION AND REQUIRED DOCUMENTATION

EXAMPLES AND TYPES

SPECIAL INSTRUCTIONS AND CONSIDERATIONS

ASSESSMENTS

This section lists the assessments on which this accommodation can be used.

- STAAR, including STAAR Spanish—means all grade levels and EOCs
 - Sometimes specific grade levels and subjects are defined
 - Examples: Calculation Aids, Spelling Assistance
- TELPAS

DESCRIPTION OF DESIGNATED SUPPORT

The description gives a general overview, but is by no means all you need to know.

STUDENT ELIGIBILITY CRITERIA

Always it is a requirement that the student is using the accommodation routinely and effectively in class instruction and classroom testing.

Sometimes it is defined which special services the student must be receiving (504/SPED/ESL).

Sometimes disabilities are described.

If multiple eligibility criteria are listed, use caution and check for **AND vs. OR.**

AUTHORITY FOR DECISION AND REQUIRED DOCUMENTATION

Specific decision-making and documentation requirements are listed:

- Who should decide
- Type of documentation

For EB's with a disability, there is specific instructions that the decisions are made by the applicable group in conjunction with the LPAC (Language Proficiency Assessment Committee).

EXAMPLES/TYPES

The list in this section may be examples of this accommodation, or they may in fact be the **only** types allowable.

Exhaustive List

“may include **only**”

Non-Exhaustive List

“includes but is not limited to”

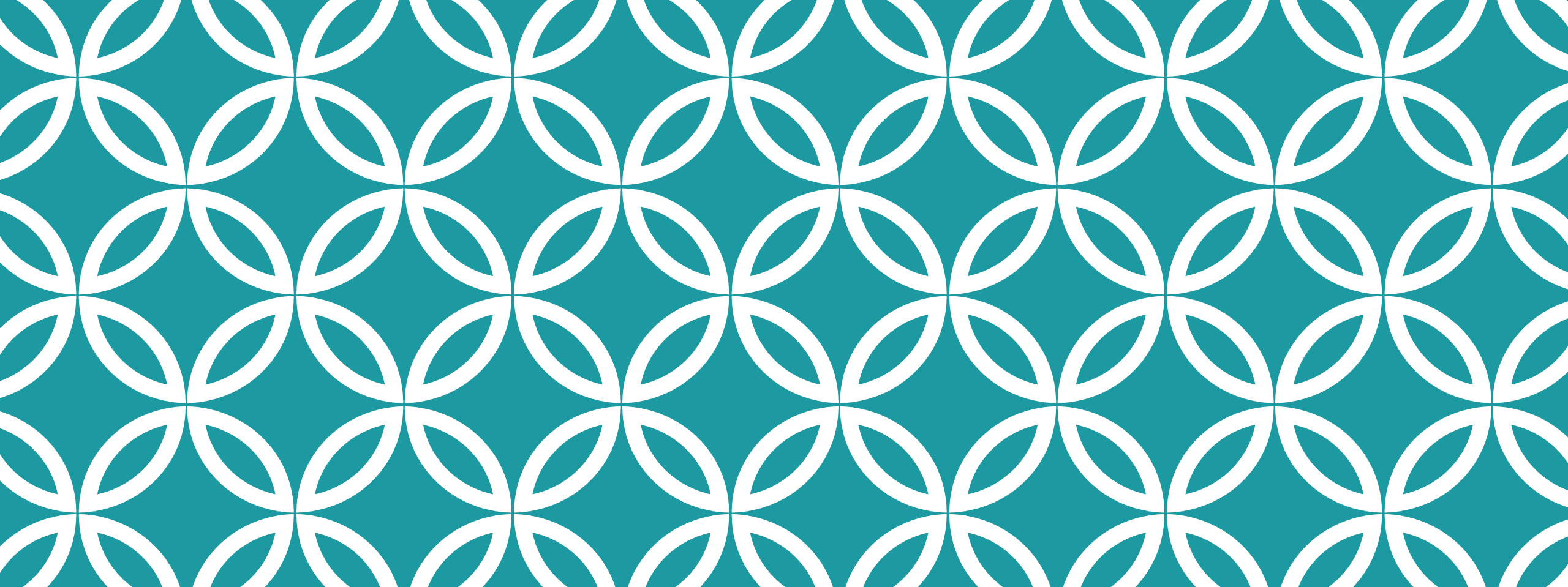
EXAMPLES/TYPES

Specific discussions need to take place in committee meetings about the type of accommodation the student uses regularly in class and will use on the assessment.

For example: “Individualized Structured Reminders” would be too broad, since there are several types.

SPECIAL INSTRUCTIONS/CONSIDERATIONS

- REQUIRED reading for test administrators.
- Practical, concrete information on how to administer this accommodation.
- The Do's and Don'ts.
- Test day planning considerations.
- Decision-making guidance information.
- Websites and other References given for more information.



**CHECK YOUR
UNDERSTANDING** |

CARD SORT

Please make a copy and match the cards based on the Designated Support policy document.

Basic Transcribing

Designated Support for students who have a disabling condition that prevents the student from independently entering responses through keyboarding or the use of a mouse.

Not intended for students who have a lack of keyboarding skill.

Individualized Structured Reminders

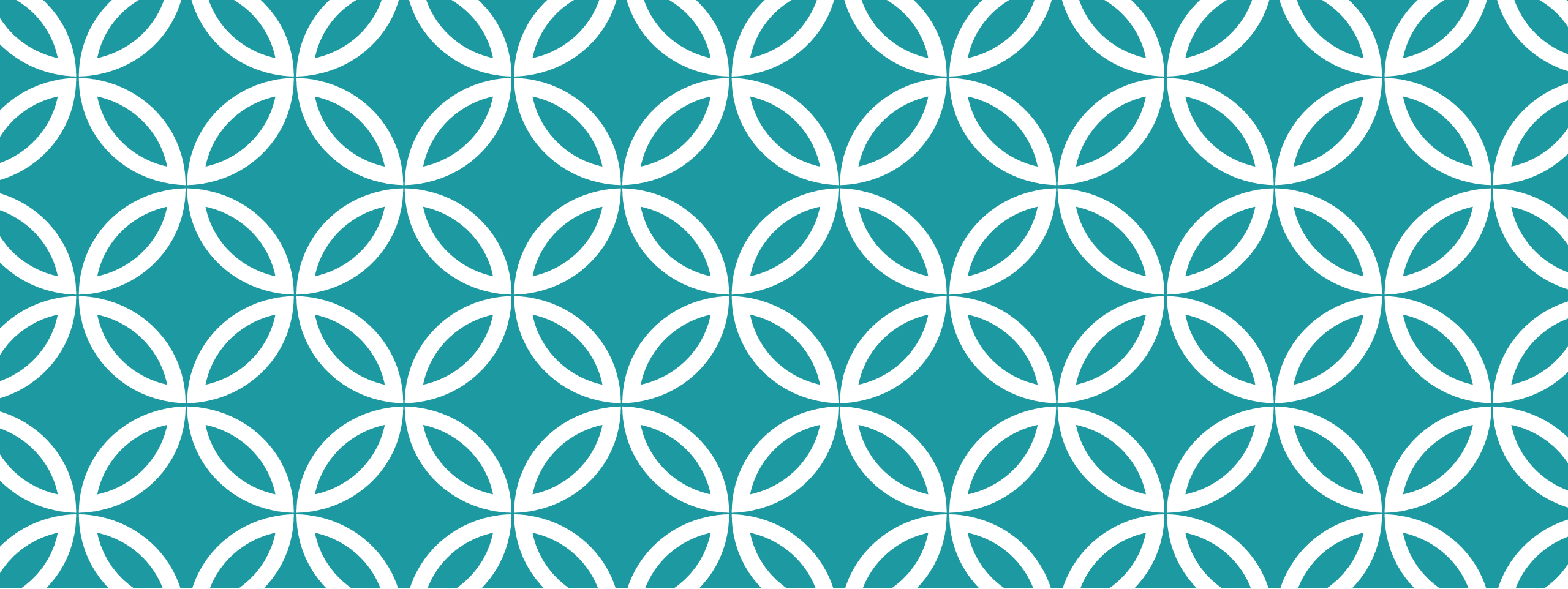
Designated Support for students who need reminders to stay on task beyond what is required or allowed for any student.

Does not include general reminders to stay on task or the need for breaks not associated with behavior or medical plans.

Spelling Assistance

This designated support provides various types of spelling assistance for students with disabilities.

Not intended for students who CAN apply basic spelling rules to written responses.



CASE STUDIES



CALCULATION AIDS DILEMMA

A 4th grade student has been diagnosed with a learning disability in math calculation. Can the student use a basic four function calculator on the STAAR 4th grade math test?

NO—In the Student Eligibility Section the student must meet one of the disabilities listed under his or her grade. Only physical disabilities or visual impairment are listed for 4th grade students.

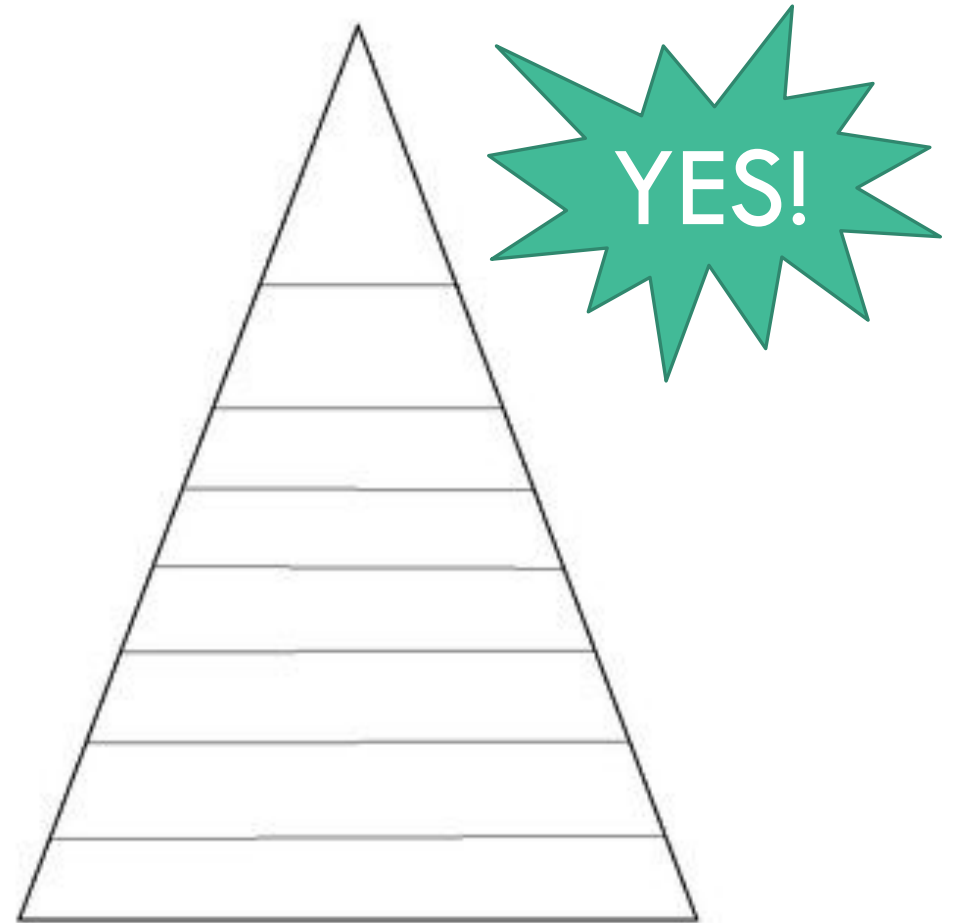
CALCULATION AID QUESTION

A 5TH grade student has been diagnosed with a learning disability and dyslexia. Can the student use a calculator on the STAAR 5th grade math test?

Maybe—Does the student have a disability that impacts math calculation, even after intensive instruction and remediation?

SUPPLEMENTAL AID DILEMMA

Dan uses something like this regularly in class. He is a 504 student and the committee has documented his regular, independent, and effective use of supplemental aids. Can he use it on the assessment?



BASIC TRANSCRIBING

A 6th grade student's paperwork (IEP, 504 plan, etc.) indicates basic transcribing. While taking the STAAR Math assessment the student asks the test administrator to make notes about the test question. Can the test administrator make these notes?

Maybe—Read the last bullet under the Examples/Types section. If the student asks for numbers to be written down in order to complete a calculation, then the appropriate designated support would be Math Scribe. If the student asks for words to be written down, then yes, it is allowed through basic transcribing.

CONTENT & LANGUAGE SUPPORTS

A 4th grade student is in her first year in U.S. schools. The LPAC committee has decided the student will take the Spanish version of the STAAR tests. One of the supports the LPAC wants the student to receive is Content & Language. The student is not served by any other committee (504/SpEd). Can she have this accommodation when taking the STAAR Spanish online test?

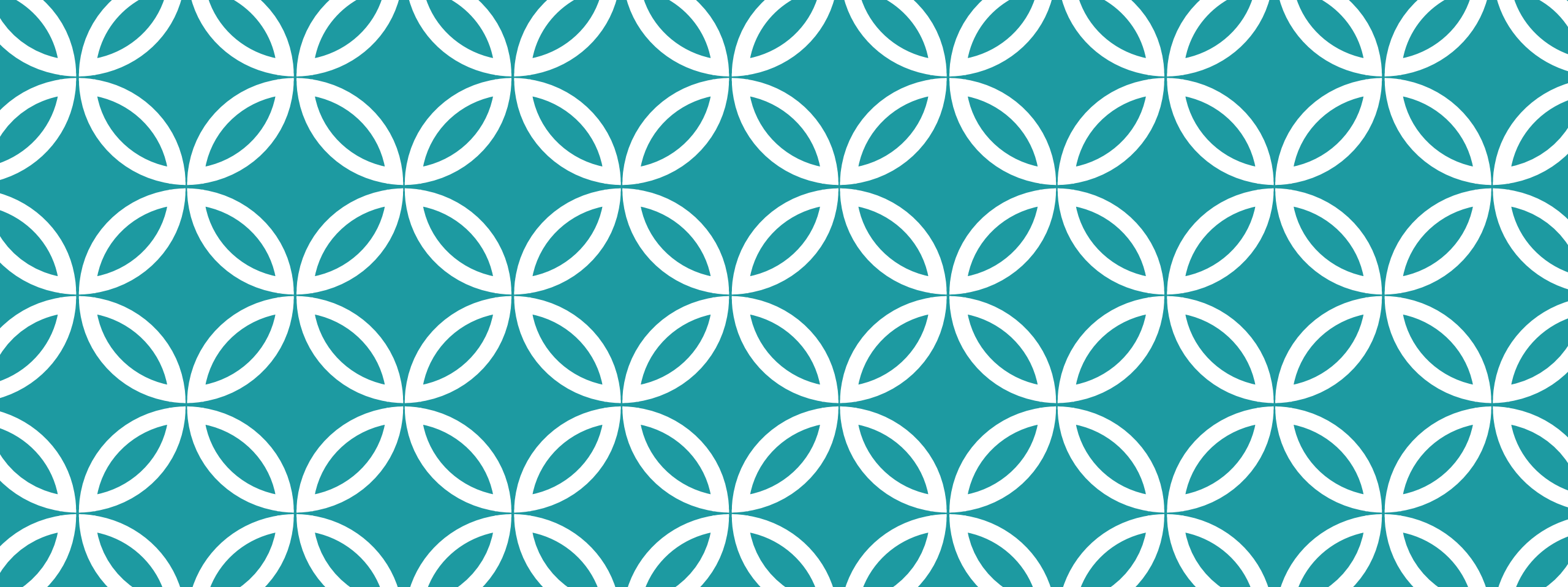
No—EBs taking STAAR Spanish may be eligible for Content & Language Support if the eligibility is determined by Section 504 or SpEd.

SPEECH-TO-TEXT

A 3rd grade student is served by Section 504 and is taking the STAAR reading test. The student is able to develop ideas and understands the basic function of written language conventions, but routinely uses speech-to-text during classroom instruction because it is faster than typing. Can the student use speech-to-text during the STAAR 3rd grade reading test?

HINT: Check the Basic Transcribing and Spelling Assistance policy pages.

No—The student does not meet eligibility for speech-to-text under Basic Transcribing or Spelling Assistance simply due to a lack of proficient typing.



UNWRAP TO WRAP UP

Review

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AUTHORITY FOR DECISION AND REQUIRED DOCUMENTATION

EXAMPLES AND TYPES

SPECIAL INSTRUCTIONS AND CONSIDERATIONS

THANK YOU FOR ATTENDING

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