2009-2010 Accommodations Manual

Training presented at Special Education Assessments TETN # 5159

Manual available online only on the Accommodations Resources page at
http://www.tea.state.tx.us/student.assessment/resources/accommodations
(Copy as needed for educational purposes)

TEA™
TEXAS EDUCATION AGENCY

Agenda

1. Purpose of Training
2. Key Changes
3. General Accommodation Information
4. Accommodation by Category Chart
5. TELPAS
6. LAT
7. Accommodation Request Process
8. Appendices
9. Miscellaneous

Purpose

- Guidance about the use of accommodations on TAKS, TAKS (Accommodated), TAKS-M, TELPAS, and LAT
  - Information applicable to ALL students who need accommodations
- Outlines how to request accommodations that are not listed in this manual or that require an Accommodation Request Form

This training should not replace reading the manual.

KEY CHANGES

Organization of the Manual

- Some appendices from last year's manual have been removed and are available as separate links on Accommodations Resources page
  - Teacher Tools
  - Point Size Matrices
  - Printable Accommodation Request Form with interactive form fields
- The section titled "Accommodation Request Process" has been moved from appendices to main body of manual

Additions to the Manual

- Appendix C, General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing
- Examples of effective and ineffective objective evidence included in “Accommodation Request Process” section
- Additional information regarding use of accommodations on TELPAS holistically rated and multiple-choice assessments available in “Selecting Accommodation for Assessment” section

Policy Changes

- Glossaries, including those made by teachers or students, that contain definitions of content-specific vocabulary are no longer allowed as supplemental aids for TAKS (Acc); information found in Appendix D
- List of allowable manipulatives for TAKS (Acc) has been expanded; see Accommodations by Category Chart
- List of allowable supplemental aids for TAKS (Acc) has been expanded; information found in Appendix D

Policy Changes

- Accommodation Request Forms must be received by TEA at least one week prior to testing; requests received by TEA after this deadline will NOT be processed; contact TEA for exceptions
- Accommodation Request Forms for TELPAS reading paper test booklets must be received by TEA at least two weeks prior to testing to allow time for processing request and shipping materials

Online Accommodation Request Form

- Districts can submit one request per student even if student needs multiple accommodations for multiple tests
- Addition of a field for districts to enter tracking number for identification of requests at local level
- DO NOT submit requests for 09-10 school year until October after online system opens

GENERAL ACCOMMODATION INFORMATION

What are Accommodations?

- Practices and procedures that provide equitable access to grade-level curriculum during instruction and assessment
- Do not reduce learning expectations & do not replace the teaching of subject-specific knowledge and skills as outlined in state curriculum for each grade
- Provided on an individual basis taking into consideration the needs of student
- Used routinely in classroom instruction and testing

What are Accommodations?

- **May be appropriate for instructional use but may not be appropriate or allowed on state assessments**
  - Example: student-made journals (lengthy, errors, contain specific examples)
- Just because an accommodation is not allowed on the state assessment does not mean it isn't perfectly appropriate for instructional use

Accommodations are for…

- General education students with special needs
  - Students served by Section 504 of Rehabilitation Act of 1973
- Eligible ELLs who need linguistic accommodations
- Students with disabilities who receive special education services

How are Accommodations Selected?

By educators who

- are knowledgeable about the state curriculum and assessments
- gather and review information about student's needs and present level of performance in relation to
  - the grade-level TEKS or
  - linguistic needs
- are familiar with accommodation policies for each state-required assessment
- involve students in accommodation selection, if appropriate

Remember…

for ELLs receiving special education services, the ARD and the LPAC should work together to determine how best to address each student's linguistic and special education needs during instruction and assessment

Documentation: Required Paperwork

- When documenting accommodation use, consider the services a student is receiving.
  - Special education: all accommodations must be documented in IEP
  - Section 504: all accommodations must be documented in IAP
  - Eligible ELLs: linguistic accommodations must be documented by LPAC and kept in permanent record file
  - Other: districts should document use of accommodations according to local policies (questions regarding local policies should be answered at the district level)

- Accommodations that require submission of an Accommodation Request Form should be documented as “pending TEA approval”

Documentation: Answer Documents

- State assessment accommodations must be recorded on scorable document
- Accommodations, except linguistic accommodations, are categorized in four ways: presentation (P), response (R), setting (S), and timing and scheduling (T)
  - Accommodation "code" indicated in parentheses next to each accommodation in Accommodations by Category Chart
  - Specific codes: large print (LP), braille (BR), oral/signed administration (OA), dyslexia bundled accommodations (DB)

Documentation: Answer Documents

- For details on recording information about LAT linguistic accommodations on scorable documents, see *District and Campus Coordinator Manual* or *LAT Test Administrator Manual*

Administering State Assessments with Accommodations

Communication

- Test administrators should know what accommodations each student will use and how to provide accommodations properly
- It is especially important for schools to communicate any last minute changes to testing coordinators and test administrators
- Avoid these common testing irregularities:
  - Student did not receive accommodation
  - Student received the wrong accommodation

Administering State Assessments with Accommodations

- **Training**
  - All staff that will assist with test administration should be trained in general test administration procedures and sign oath
  - All staff responsible for administering tests to students who will receive accommodations should have training specific to the accommodation (e.g., oral/signed administration), if applicable

- General information regarding test security is in *District and Campus Coordinator Manual* and the *Test Security Supplement*

Evaluating and Improving the Use of Accommodations

- Collect and analyze data on the use and effectiveness of accommodations
  - Example: student performance with and without accommodation
- Evaluation of a student's needs is the responsibility of all involved in the education of a particular student
- Administrators can use data to
  - highlight areas in which educators need additional training and support
- Teachers can use data to
  - make instructional changes at the student level
  - support the continued use of some accommodations and rethink others

ACCOMMODATION BY CATEGORY CHART

Reading the Accommodations by Category Chart

- Describes accommodations for TAKS, TAKS (Accommodated), TAKS-M, LAT, and TELPAS

- Except as specified in the chart, accommodations listed for TAKS, TAKS (Accommodated), and TAKS–M are available for eligible students who participate in LAT administrations of these assessments

Reading the Accommodations by Category Chart

- Checkmarks indicate whether an accommodation may be used on a specific assessment by a student who meets conditions
- Asterisk (*) indicates that accommodation is applicable only for paper administrations of TELPAS grades 2-12 reading tests, which are only available through special request process

	TAKS	TAKS Accom-modated	TAKS-M	TELPAS Reading
Photocopies of Test (P)	Yes	Yes	Yes	Yes*
Photocopying tests is an accommodation reserved for very unique situations. Such situations require that it be documented that other accommodations not requiring an Accommodation Request Form have been tried and were not successful (e.g., use of a marker on a colored overlay, use of scratch paper to make notes, magnifying device, or dividing the test into short sections).				

Reading the Accommodations by Category Chart

- Conditions for use are listed below each accommodation
  - Italicized text = Accommodation Request Form required

Photocopies of Test (P)

Test booklets are secure documents and may not be photocopied without advance written permission from TEA through the submission and approval of an Accommodation Request Form that includes objective evidence of student need and states why the student cannot use other allowable accommodations.

Reading the Accommodations by Category Chart

- Conditions for use are listed below each accommodation
  - Appendix A = no Accommodation Request Form required; determined locally by eligibility criteria for oral/signed administrations and dyslexia bundled accommodations

Oral/Signed Administration for Mathematics, Science, and Social Studies (OA)

A test administrator may provide an oral administration for mathematics, science, and social studies to students who meet the eligibility criteria included in Appendix A. An oral…

Reading the Accommodations by Category Chart

- Conditions for use are listed below each accommodation
  - Other = no Accommodation Request Form required; determined locally based on conditions listed below accommodation

Multiple or Frequent Breaks (T)

A student who cannot concentrate continuously for an extended period or who becomes frustrated or stressed easily (e.g., a student with autism or a severe behavioral disability) may need frequent or extended breaks. This accommodation may also be helpful for a student who takes medication that causes fatigue or affects his or her ability to stay alert.

Reading the Accommodations by Category Chart

- Conditions for use are listed below each accommodation
  - Other = no Accommodation Request Form required; determined locally based on student need and whether student routinely receives accommodation

Individual Administration (S)

A student may receive an individual administration. A trained test administrator must be present in the testing room at all times. An Accommodation Request Form is not required.

Changes to the Accommodations by Category Chart

- Clarifying language added to some conditions (e.g., “Other Methods of Response”)

…expression. Students who simply have poor handwriting or spelling skills will most likely NOT fall into this category. However, this accommodation may be appropriate for students who have such severe fine motor or spelling deficits that they cannot communicate meaning through writing.

Changes to the Accommodations by Category Chart

- Under “Other Methods of Response", specific instructions regarding the role of the scribe have been added

Written Composition & Open-ended Responses

…punctuation for the student to edit. The student must be made aware of the space allowed for his or her response so that the transcribed composition will fit onto the two lined pages provided on the standard answer document.

Griddable Items

When transcribing a student’s response to a griddable item for a mathematics or science test, the student’s response must fit in the spaces provided on the standard answer document. The student must be made aware of the spaces allowed for his or her response so that the transcribed response fits in the spaces provided on the standard answer document.

Changes to the Accommodations by Category Chart

- List of manipulatives allowed for TAKS (Accommodated) clarified and expanded

Manipulatives (R)

For TAKS (Accommodated), the following manipulatives are allowed without the submission of an Accommodation Request Form: real or play money, clocks, base-ten blocks, various types of counters (e.g., two-sided chips, blocks, etc.), algebra tiles, fraction pieces, and non-labeled geometric figures. For manipulatives not listed here, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for approval. The name and a description of the manipulative must be included with the request.

Changes to the Accommodations by Category Chart

- Clarifying language added regarding the use of technology-based accommodations on the TELPAS reading online tests

Magnifying or Low-Vision Devices (P)

For TELPAS reading tests, technology-based accommodations such as LCD projectors and interactive white boards, which enlarge the display of the online test, can be used to enable ELLs with visual impairments to test online. An Accommodation Request Form is not required for these types of accommodations.

Reminders about the Accommodations by Category Chart

- The appendices must be used in conjunction with this chart because they contain specific information about certain accommodations
- TAKS–Alt presentation supports/materials on pp. 30–31
- Information about accommodations for TELPAS not covered in this chart found on p. 32
- Information about linguistic accommodations on pp. 34–40

TELPAS

Additional Information on TELPAS Testing Accommodations

- TELPAS reading tests in grades 2-12 are administered online.
- Students should be familiar with reading on computers during instruction.
- Now is a great time to be thinking about getting students accustomed to reading online and using accommodations online (if appropriate).
- Tutorials will be available to help students learn to use TELPAS reading test software and practice taking the test online

Paper Administrations of TELPAS Reading Tests, Grades 2-12

- Consider using an accommodation online before requesting a paper booklet.

- In rare instances in which it is not feasible or appropriate to use an accommodation online, a paper test booklet (including large print) can be requested by submitting an ARF.

- ARF must include information **explaining why a comparable accommodation in online test is not appropriate.**

Paper Administrations of TELPAS Reading Tests, Grades 2-12

- Requests must be received at least two weeks before testing to allow time to process request and ship materials.

- If request is approved, TEA will notify district testing coordinator and order the test booklet.

Keep in mind that…

- paper tests will be approved only in rare instances

- paper tests will not be approved on the basis that a student
  - knows very little English
  - has limited exposure to computers (except for rare instances involving special needs, such as certain health conditions)

TELPAS Holistically Rated Assessments, Grades K-12

- Based on student classwork and observation during daily instruction
- Most accommodations used during regular classroom instruction are appropriate.
- Exceptions: Any accommodation that would interfere with ability of assessment to give clear picture of student's English language proficiency (Example: submitting writing samples for which a student relied heavily on a dictionary)

Choosing Accommodations for TELPAS

- Which academic skill test is the student eligible to take: TAKS, TAKS (Accommodated), or TAKS-M?

- Consult the Accommodations by Category Chart for information on available special needs accommodations.

TELPAS & Accommodations By Category Chart

When choosing an accommodation for a student taking a TELPAS reading test, first consider what academic skills test the student is eligible to take. In the case of blank graphic organizers, a student must be eligible to take TAKS (Accommodated) or TAKS-M in order to use a blank graphic organizer on a TELPAS reading test. Because blank graphic organizers are not allowed on TAKS, students who are eligible to take TAKS cannot use this accommodation on a TELPAS reading test.

	TAKS	TAKS Accom-modated	TAKS-M	TELPAS Reading
Blank Graphic Organizers (R)	No	Yes	Yes	Yes

A student who has a processing problem may benefit from the use of blank graphic organizers. Examples of common graphic organizers include webs, charts, and boxes. Blank graphic organizers do not contain any words, numbers, or symbols. Graphic organizers that contain any words, numbers, or symbols are considered supplemental aids. An Accommodation Request Form is not required for the use of blank graphic organizers. For the TELPAS reading tests, blank graphic organizers are allowable for students who are eligible to take TAKS (Accommodated) or TAKS–M in accordance with the conditions above.

LAT

Linguistically Accommodated Testing (LAT)

- LAT is used to meet federal testing requirements for math, science, and reading/ELA tests administered in grades 3-8 and 10.

- The Texas English Language Proficiency Standards (ELPS) require **all teachers** to linguistically accommodate the instruction of ELLs **in all subjects.**

- LAT is administered only to students who meet the eligibility criteria.

Allowable Accommodations for LAT Math and Science

Indirect Linguistic Support

- Clarification/ Translation of Test Directions
- Breaks at Request of Student

Direct Linguistic Support

- Linguistic Simplification
- Oral Translation
- Reading Assistance
- Bilingual Dictionary
- Bilingual Glossary
- English and Spanish Side by Side (grades 3–5 only)*

*Not available for LAT administrations of TAKS–M

Allowable Accommodations for LAT Reading/ELA

Indirect Linguistic Support

- Clarification / Translation of Test Directions
- Breaks at Request of Student
- Testing Over 2 Days

Direct Linguistic Support

- Bilingual Dictionary
- English Dictionary
- Reading Aloud – Word or Phrase
- Reading Aloud – Entire Test Item
- Oral Translation – Word or Phrase
- Clarification – Word or Phrase

NOTE: There are exceptions for LAT administrations of the WRITING sections of grade 10 ELA, as explained in the manual.

LAT

- LAT accommodations are now presented in charts!

Remember that—

- in addition to linguistic accommodations, a student taking LAT may be eligible to receive **accommodations related to a special need**

- the ARD in conjunction with the LPAC must determine and document linguistic accommodations and special needs accommodations for students taking LAT who receive special education services

LAT – Other Accommodations

- Consult the Accommodations by Category chart for information on available **special needs accommodations**

- In most cases, the accommodations listed for TAKS, TAKS (Accommodated), and TAKS–M in the Accommodations by Category Chart are available for eligible students who participate in LAT administrations of these assessments.

- Available special needs accommodations depend on which test the student is taking—LAT administration of TAKS, TAKS (Accommodated), or TAKS-M

LAT & Accommodations By Category Chart

When choosing an accommodation for a student taking LAT, first consider what academic skills test the student is eligible to take. A student taking a LAT administration of TAKS test would not be eligible to use a supplemental aid because supplemental aids are not allowed on TAKS. Students who take a LAT administration of TAKS (Accommodated) or TAKS-M may be permitted to use of this accommodation, provided that the supplemental aid conforms to the guidelines in Appendix D of the manual.

Example chart on next page.

LAT & Accommodations By Category Chart

	TAKS	TAKS Accom-modated	TAKS-M	TELPAS Reading
Supplemental Aids (R)	No	Yes	Yes	Yes

A supplemental aid is a resource that assists a student in recalling information. The use of a supplemental aid as an accommodation does not replace the teaching of subject-specific skills as outlined in the state curriculum. If a student's disability affects memory retrieval, a supplemental aid may be allowed. The student must be able to understand the material being assessed, but may need assistance recalling the information. The supplemental aid must serve only as a tool and not as a source of direct answers—meaning it cannot provide direct answers to the TEKS being assessed. It is important to determine whether the use of a supplemental aid is a matter of convenience or a necessary accommodation.

For TAKS (Accommodated), see Appendix D for examples of supplemental aids that do not require the submission of an Accommodation Request Form. *For supplemental aids not described in Appendix D, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for approval. A copy of the aid must be included with the request.*

For TAKS–M, supplemental aids that serve as a tool rather than a source of direct answers are allowed. Examples are provided in Appendix D and can be used as guidance for determining the appropriateness of supplemental aids not listed. An Accommodation Request Form should not be submitted for supplemental aids on TAKS–M.

For the TELPAS reading tests, the use of a supplemental aid requires an Accommodation Request Form.

LAT – Accommodations That Do Not Require Documentation

- The following accommodations from the Accommodations by Category Chart are part of the LAT test administration procedures:
  - Translating test directions
  - Individual and small group administrations
  - Testing over 2 days for LAT administrations of reading and ELA
  - Frequent breaks

Remember that…

Accommodation Request Forms are NOT required for the <u>linguistic accommodations</u> used during LAT

ACCOMMODATION REQUEST PROCESS

Accommodation Request Process Flowchart

The five steps below outline the process for completing and submitting an Accommodation Request Form. Each step is described in detail on the pages that follow.

Step 1. Determine Whether Request is Necessary

Step 2. Complete the Accommodation Request Form

Step 3. Submit Accommodation Request Form to TEA

Step 4. Review by TEA

Step 5. Receive TEA Decision

Step 1: Determine Whether Request is Necessary

- MUST consult Accommodations by Category Chart to determine if Accommodation Request Form is necessary
- Requests should not be submitted for accommodations that are locally determined
- Submit an Accommodation Request Form if
  - It is required according to italicized text in Accommodations by Category Chart
  - A student needs an accommodation not listed in manual
- Additional information about accommodations for TELPAS on p. 32
- Contact campus or district testing coordinator when questions arise

Step 2: Complete the Accommodation Request Form

- Follow district policy regarding which staff members may complete Accommodation Request Forms
- NEVER include confidential student information (first and last name, social security number, IEP)
- One request form for each student needing an accommodation even if it lists multiple testing programs, multiple accommodations, and/or multiple administrations
- Name and/or description of accommodation must be provided

Step 2: Complete the Accommodation Request Form

What is objective evidence?

- The rationale in the request form
- Clearly indicates why student needs accommodation
- Specific, relevant, and individualized for each student
- Strong objective evidence might include, but is not limited to:
  - Explanation of disability and how it relates to accommodation
  - Observational narrative describing how student performs with and without accommodation
  - Test scores with and without use of accommodation
- Examples of effective and ineffective objective evidence have been added to this manual
  - Should not be copied verbatim
  - Use as general guidelines for type of student information to include in order to provide a clear picture of each student's needs

Step 3: Submit Accommodation Request Form to TEA

- Online Accommodation Request Form is preferred method
- District testing coordinator must review each request to determine whether it is necessary and appropriate and, if so, submit to TEA with “signature”
  - Print signature on paper forms
  - Reply to e-mails generated by online Accommodation Request Form
- Do not assume approval just because request was submitted

Step 3: Submit Accommodation Request Form to TEA

- Accommodation Request Forms must be received by TEA **at least one week prior to testing** to ensure enough time to respond.
  - Requests sent after this deadline will NOT be processed
  - District testing coordinator should contact TEA if late requests are necessary
- Accommodation Request Forms for a TELPAS reading paper test booklet must be received by TEA **at least two weeks prior to testing** to allow time for processing request and shipping materials
  - If request is approved, TEA will notify district testing coordinator and place order for test booklet

Step 4: Review by TEA

- Request can be
  - Approved
  - Approved with conditions (e.g., conditions for photocopying secure test material, approved with edits)
  - Denied
- Decision is valid during an entire testing cycle, including all retests
- TEA will communicate decision to district testing coordinator by e-mail or fax
- May take several weeks although every attempt is made to address requests promptly
  - Do not resubmit unless asked to do so by TEA Accommodations Task Force
  - If response has not been received prior to testing or questions arise, district testing coordinator should contact TEA

Step 5: Receive TEA Decision

- Accommodation Request Forms received by fax
  - District testing coordinator receives all accommodation decisions and associated information by fax and relays to campuses
- Accommodation Request Forms received via online system
  - District testing coordinator and individual who originated request will receive an e-mail communication from TEA
- Any accommodation information should then be shared with appropriate campus staff who are responsible for planning for test days

APPENDICES

Appendix A

Oral/Signed Administration

- ‘08- ‘09 Language
  - A student served by special education who is deaf or hard of hearing and whose IEP requires the signing of daily instruction
- ‘09- ‘10 Language
  - A student served by special education who is deaf or hard of hearing and who has evidence of reading difficulties as documented in the IEP
- No ARD required to address clarification in language

Appendix B: General Instructions for Administering Braille and Large-Print Tests

Test Materials

- TAKS and TAKS (Accommodated) use the same braille test booklet, so order TAKS booklet
- Key Change: Print test booklet included in *all* braille kits should be used for oral administrations

Specific Braille Instructions (SBI)

- Posted online
- Supplement to test administrator manual
- Need to be viewed prior to test day to determine materials needed on test

Appendix B: General Instructions for Administering Braille and Large-Print Tests

Student Response Procedures

- Responses to written tasks (open-ended reading items, written composition) must fit into space provided on answer document
- Large-print kits include
  - Large colored sheet (to reduce show-through effect)
  - Separate sheet for griddable-item (so student is aware of the number of boxes available for answer)
  - Large print mathematics and science charts

Appendix B: General Instructions for Administering Braille and Large-Print Tests

- Accommodations braille test-takers may use are on p. 62

- **Transcribing**
  - No field test items on braille tests so test administrator will not use last column on TAKS answer documents (does not apply to retests)
  - Test administrator records TAKS or TAKS ACCOMM in the TEST TAKEN INFO field depending on what IEP says child should take
  - Test administrator must mark braille bubble for test to be scored correctly

- **Returning Materials**
  - Destroy separate griddable sheet if student wrote on it
  - Return to district testing coordinator: student responses, all test booklets, answer documents, extra print booklets, SBIs

Remember…

- Large print materials should ONLY be ordered for students who
  - Have a visual impairment
  - Have approved Accommodation Request Form
- If approval of request is needed, district testing coordinators have opportunity to update enrollment (large print booklet order)
  - In the fall for March test administrations
  - In January for April test administrations
- If large print materials are needed for a student who was not included during enrollment update periods above (e.g., student new to district), district testing coordinator can order large print materials through additional orders prior to testing

Appendix C: General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing

- New appendix created with support from deaf educators across Texas
- Specific questions will need to be compiled by TEA and researched/answered as we collaborate with experts in the field
- Suggestions for improvement will be collected and considered for next year

Appendix C: General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing

Who can be a test administrator?

- Hold valid education credentials or be under supervision of professionals who hold credentials
- Be trained and sign security oath
- Deaf educators and certified sign language interpreters who are employees of district
- Certified sign language interpreters who are not employees of district can only facilitate communication between TA and students
  - Cannot administer tests or be left unattended with secure test materials
  - Must be trained, sign oath, and be supervised by a certified professional who is an employee of district

Appendix C: General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing

Specific Accommodations: Scribe

- Write exactly what student signs, word-for-word, without editing or altering
- Submit an Accommodation Request Form if scribe needs to translate student's response into complete sentences (from ASL, for example)

Appendix C: General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing

Specific Accommodations: Sign Language Dictionary

- As a supplemental aid, can be grade- or ability-appropriate; see Appendix D
- As a required part of standard test administration procedures, a grade-appropriate sign language dictionary may be used *in conjunction* with the standard English dictionary/thesaurus

Appendix C: General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing

Specific Accommodations: Signing or Amplifying Test Content

- Only in these cases:
  - Oral/signed administration
  - Dyslexia bundled accommodations
  - Reading aloud questions/answer choices for TAKS-M reading selections
  - Reading aloud portions of TAKS-M reading, ELA, and writing tests
- Provide same level of access to printed information that would be provided to a hearing student who receives an oral presentation for the types of administrations listed above

Appendix C: General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing

Signing Test Content : What signs should test administrator use?

- A: If a sign exists, use it when the word occurs in print on the test
  - Conceptual accuracy
  - Triangle example (p. 68)
- B: If a sign has been locally developed, use it when the word occurs in print on the test
  - Regularly used in instruction
  - Fission example (p. 68)

Appendix C: General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing

Signing Test Content : What signs should test administrator use?

- C: If A and B don't apply, then determine whether the word/phrase IS or IS NOT concept being assessed
  - If it IS concept being assessed, fingerspell word
  - If it IS NOT concept being assessed, use a reasonable equivalent or expansion
  - Range and Stunt-Pro examples (p. 69)

Appendix C: General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing

Preparing for a Signed Administration

- Previewing test content in order to properly prepare for a signed administration is allowed ONLY on the day test is administered
- Follow all standard test security policies outlined in *District and Campus Coordinator Manual*
- Responding to test items, recording information, or discussing test content is strictly prohibited

Appendix D: Supplemental Aids

- Key Changes
  - List of supplemental aids allowed for TAKS (Accommodated) clarified and expanded in Appendix D
  - Introductory text in Appendix D includes information applicable to all supplemental aids

- Supplemental aids for TELPAS grades 2–12 reading tests require an Accommodation Request Form

- Supplemental aids for TAKS are **NOT** allowed

Appendix D: Supplemental Aids

- Supplemental aids for **TAKS-M**, including LAT administrations of this assessment, are allowed if
  - Student's disability affects memory retrieval, meaning the student is able to understand material being assessed but needs assistance recalling it
  - Supplemental aid meets conditions in the box on

    p. 70; use information in Appendix D when making decisions
  - Routinely used in instruction
  - Documented in IEP (as specific as ARD committee deems necessary)

Appendix D: Supplemental Aids

- Supplemental aids for **TAKS (Accommodated**), including LAT administrations of this assessment, are allowed if
  - Student's disability affects memory retrieval, meaning the student is able to understand material being assessed but needs assistance recalling it
  - Supplemental aid is listed as allowable in Appendix D for that subject and meets ALL conditions in the box on

    p. 70; no Accommodation Request Form required
  - Routinely used in instruction
  - Documented in IEP (as specific as ARD committee deems necessary)

Appendix D: Supplemental Aids

- Supplemental aids NOT described in Appendix D as allowable for TAKS (Accommodated) require an Accommodation Request Form
  - School must ensure that requested supplemental aid meets **ALL** conditions in the box on p. 70 prior to submission
  - Copy of supplemental aid must be included with request

Appendix D: Supplemental Aids (summary of box on p. 70)

- It is the district's responsibility to review each supplemental aid to ensure that the aid is
  - Routinely used instruction
  - Documented in IEP (as specific as ARD committee deems necessary)
  - A tool, not a source of direct answers
  - Grade-appropriate
  - Factual and free from errors
  - Concise and well-organized so that a student can quickly access information

Supplemental Aids NOT listed in Appendix D

SEND requests for

- All supplemental aids for TELPAS
- Supplemental aids for TAKS (Acc) NOT listed in Appendix D as long as they meet all conditions in the box on p. 70

DO NOT send requests for

- Supplemental aids for TAKS (not allowed)
- Supplemental aids for TAKS-M (no ARF required)
- Supplemental aids listed in Appendix D
- Supplemental aids that do not meet all conditions in the box on p. 70

MISCELLANEOUS

2009-2010 Special Education Assessments TETN Schedule

- 11/4/09 (# 5160): TAKS–Alt
- 1/6/10 (# 5175): Accountability for alt. assess. & TAKS-Alt
- 3/30/10 (# 5161): Questions and answers about upcoming testing and close of TAKS-Alt submission window
- 5/11/10 (# 5162): General information for 2010-2011 school year regarding assessments for students receiving special services and accommodations

2009-2010 ELL Assessments TETN Schedule

- 12/16/09 (# 35301): Annual LPAC Update open to ESCs only
- 1/13/10 (# 35320): TELPAS Spring Online Training
- 1/26/10 (# 35319): TELPAS Electronic Submission System
- 2/12/10 (# 4905): LAT Procedures

TEA Student Assessment Division Contact Information

Phone: 512-463-9536

E-mail:

- General: Student.Assessment@tea.state.tx.us
- Accommodations: Test.Accommodations@tea.state.tx.us
- TAKS (Accommodated) and TAKS-M: Assessment.StudentsWithDisabilities@tea.state.tx.us
- TAKS-Alt: Taksalt@tea.state.tx.us
- ELLs: ELL.tests@tea.state.tx.us