

2015-2016 State Assessment Update

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CENTER FOR TEACHING AND LEARNING

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TODAY'S AGENDA

- ▶ **Changes to the state assessment program**
- ▶ **STAAR A Update**
- ▶ **Accommodations Update**
- ▶ **STAAR ALT 2 Update**

Testing Calendar

▶ December EOC

- ▶ Dec. 7 : English I
- ▶ Dec. 9: English II
- ▶ Dec. 7-11: Algebra I, Biology, US History

▶ March

- ▶ March 29: Writing (4,7) ; Math (5,8); English I
- ▶ March 30: Reading (5,8)
- ▶ March 31: English II

▶ April

- ▶ April 4-22: STAAR ALT 2 (all grades and subjects)

▶ May

- ▶ May 2 – 6: EOC: Alg I, Biology, History
- ▶ May 9 : Grade 3-4; 6-7 Math [Retest for 5&8]
- ▶ May 10: Grade 3-4; 6-7 Reading [Retest for 5&8]; EOC English III*
- ▶ May 11: Grade 5 & 8 Science; EOC Algebra II*
- ▶ May 12: Grade 8 Social Studies

Important Changes to Assessment Program 2015-2016

▶ **NEW CONTRACTS:**

- ▶ STAAR, STAAR A : Educational Testing Service (ETS)
 - ▶ STAAR ALT 2, TELPAS, TAKS: Pearson
-
- ▶ Landing page for system access:
 - ▶ texasassessment.com

Welcome to the Texas Assessment Management System

The Texas Student Assessment Program consists of the following:

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Alternate 2
- Texas English Language Proficiency Assessment System (TELPAS)
- Texas Assessment of Knowledge and Skills (TAKS)

The Texas Assessment Management System provides test administrators, educators, and families with the information and resources needed to prepare for and administer these assessments and to access assessment results and reports.

STAAR Assessments



Access information and online resources for the STAAR grades 3–8 and end-of-course (EOC) assessments including STAAR Spanish, STAAR L, and STAAR A.

- [For Administrators](#)
- [For Educators](#)

STAAR Alternate 2, TELPAS, and TAKS Assessments



Access information and online resources for STAAR Alternate 2, TELPAS, and

Texas Assessment Data Portal

Access assessment results and reports for all assessment programs.

- [Student Portal](#)
- Teacher Portal (available soon)
- Analytic Portal (available soon)

Summary Reports

[2015 District and Campus Reports](#)

Technology Systems and Supports for Administrators

Access technical guides, unified minimum system requirements, and other technology resources related to assessment management systems and online testing for all assessment programs.

Log In for Administrators

- [STAAR Assessment Management System](#)
- [STAAR Alternate 2, TELPAS, and TAKS Assessment Management System](#)

Resources for All Assessment Programs

- [Test Administration Manuals and Materials](#)
- [TEA's Student Assessment Division Website](#)
- [Student Assessment Testing Calendars and Calendar of Events](#)
- [Optional Reports and Services](#)

STAAR Out-of-District (OOD) and Out-of-School (OOS) Registration
OOD/OOS registration for the December

TOMS (ETS)

Pearson Next

Student Success Initiative: MATH

- ▶ Reinstituted for 2015-2016.
- ▶ Retakes available for STAAR/STAAR A
(grades 5 and 8)

Calculator Policy

- ▶ Calculator policy amended to include calculator apps on tablets.
[NO SMARTPHONES]

**See calculator policy for further guidance*

STAAR REDESIGN

▶ WRITING

- ▶ Writing to be tested on ONE day.
- ▶ Contains only one composition. EXPOSITORY

▶ ALL 3-8 Assessments shortened per House Bill (HB) 743

- ▶ HB 743 requires that STAAR assessments be designed so that 85% of students can complete the grades 3–5 assessments in two hours and 85% of students can complete the grades 6–8 assessments in three hours.
- ▶ TEA will remove all currently-embedded field-test questions for STAAR grades 3–8, reduces the length of each assessment by five to eight questions.

STAAR A

DECEMBER 2015 STAAR A End-of Course Administrations

December 2015 administration will be offered **ONLY on paper!**

- ▶ There are **NO online assessments**
- ▶ There is **NO special request process** for paper administration assessments.

DECEMBER 2015 STAAR A EOC

IT IS NOT NECESSARY TO REVISIT THE ASSESSMENT DECISION SIMPLY BECAUSE STAAR-A WILL BE ADMINISTERED ONLY ON PAPER IN DECEMBER!

If student meets STAAR A eligibility,, he or she may take STAAR A regardless of mode of administration.

DECEMBER STAAR A Administration

VERY IMPORTANT :

STAAR A Paper Administration Guide provides specific instructions for how embedded accommodations are to be provided!

A yellow starburst graphic with a purple outline, containing the text "Coming Soon".

**“Coming
Soon”**

DECEMBER 2015 EOC STAAR A

Allowable test administrator-provided accommodation support is specifically described in the accommodation tables.

SAY: This text must be communicated to the student exactly as written.

SHOW: The “Accommodation: column in the accommodation table may instruct the test administrator to show the student an image on a specific page in the guide.

INDICATE: In some instances, the test administrator will need to indicate to the student (point to the information, cover the information indicated, place the student’s hand on the information, etc) specific information in the test booklet.

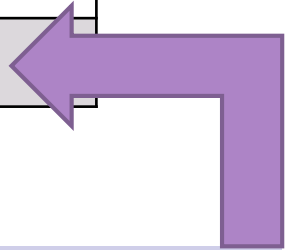
Test Question in Student Booklet:

How did geography influence the early economic development of New York, Boston, and Charleston?

- A. Long coastlines offered abundant natural resources
- B. Proximity to flooding rivers limited development
- C. Natural harbors provided access to markets.
- D. Extreme climates limited productive activity.

Accommodation Table in Paper Administration Guide

Test Question Number	Parts of Test questions with Dotted Underlines	Accommodation
1	New York, Boston, and Charleston	Show map on page 21
	A. Abundant	SAY: large amounts of
	B. Proximity	SAY: Being close
2		



Blank, shaded rows in the STAAR A Paper Administration Guide indicated that there are not accommodation for this test question therefore no dotted underlines in the student test booklet).

DECEMBER EOC Paper Administration STAAR A

- ▶ Test administrators who have not administered a paper version of STAAR A, **must be trained according to the STAAR A Paper Administration Guide.**
- ▶ Because administrators respond to student requests for reading text aloud and present additional accommodations, **individual or small group administrations are necessary!**
- ▶ Students taking paper administrations **cannot be grouped** with students taking other assessments.
- ▶ Students record their responses to test question on answer document!

**“This is a
ONE time only
situation!”**

STAAR A: Eligibility Requirements

STAAR A is an online version of STAAR that contains certain embedded accommodations such as pop-ups, rollovers, and oral administration (i.e., text-to-speech). Both STAAR and STAAR A are considered the general assessment; however, STAAR with approved or allowable accommodations (as outlined in the Accommodations Triangle) should be the first consideration when determining which assessment is most appropriate for a student. The decision to administer STAAR A should not be based solely on the student's disability category, disabling condition, placement setting, or the student's previous performance on a state assessment. Admission, review, and dismissal (ARD) and Section 504 committees should ensure the following when making assessment decisions.

STAAR A: Assurances

- _____ The decision to administer STAAR A is based on the determination that STAAR with or without approved or allowed accommodations does not best meet the student's needs.
- _____ The decision to administer STAAR A is based on the accommodations the student routinely receives in the classroom and that are documented in the student's individualized education program (IEP) or individualized accommodation plan (IAP).
- _____ The decision to administer STAAR A is based on the eligibility criteria outlined in Step I and Step II of this documentation form. According to 19 Texas Administrative Code (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. **As a result, the ARD or Section 504 committee (in conjunction with the language proficiency assessment committee (LPAC) if the student is an English language learner (ELL)) must include this form in the student's IEP or IAP to document eligibility for STAAR A.**

STAAR A: Eligibility

Step 1: Indicate Eligible Services *Indicate the service the student is receiving. If a student is not receiving either of these services, the student is not eligible to participate in STAAR A and must take one of the other state assessments.*

- ☐ The student has an identified disability and is receiving special education services.
- ☐ The student is identified with dyslexia or a related disorder as defined in Texas Education Code (TEC) §38.003, and is receiving Section 504 services.



STAAR A: Instructional Accommodations

Step II: Review Eligibility Criteria *The ARD or Section 504 committee (in conjunction with the LPAC if the student is an ELL) must circle the subject(s) for which STAAR A is being considered and check the accommodation(s) the student routinely receives in the classroom for that subject. If a particular subject is not applicable, circle NA. To be eligible to participate in STAAR A in a particular subject, **TWO OR MORE** accommodations must be checked in that subject. If fewer than two accommodations are checked, the student is not eligible to participate in STAAR A in that subject.*

NA Reading 3-8	<input type="checkbox"/> Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading	<input type="checkbox"/> Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	<input type="checkbox"/> Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)			
NA Writing 4/7	<input type="checkbox"/> Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading	<input type="checkbox"/> Clarification or rewording of complex questions and concepts using definitions, similes, and literal language, etc.	<input type="checkbox"/> Direct student attention to specific information (e.g., parts of the selection, parts of an answer choice)	<input type="checkbox"/> Use of writing process checklist	<input type="checkbox"/> Reading Support (i.e., revising passages and questions)	
	<input type="checkbox"/> Preview text before reading	<input type="checkbox"/> Clarification or rewording of	<input type="checkbox"/> Direct student attention to specific	<input type="checkbox"/> Scaffold understanding	<input type="checkbox"/> Use of writing process checklist	<input type="checkbox"/> Reading Support (i.e., revising

STAAR A: Summary

Step III: Summarize Assessment Decision The ARD or Section 504 committee (in conjunction with the LPAC if the student is an ELL) should indicate the STAAR A test(s) the student will take for the school year under consideration. ***This form must be included in the student's IEP or IAP to serve as the required documentation of the state academic achievement decision.*** Additional testing accommodations may be allowed and must be documented in the student's paperwork as well. Refer to the Accommodation Triangle on the TEA Student Assessment website for more information.

Indicate the STAAR A tests the student will take for the school year under consideration.

- | | | | |
|---|---|---|---------------------------------------|
| <input type="checkbox"/> Reading Grade ____ | <input type="checkbox"/> English II | <input type="checkbox"/> Science Grade ____ | <input type="checkbox"/> U.S. History |
| <input type="checkbox"/> Writing Grade ____ | <input type="checkbox"/> Mathematics Grade ____ | <input type="checkbox"/> Biology | |
| <input type="checkbox"/> English I | <input type="checkbox"/> Algebra I | <input type="checkbox"/> Social Studies Grade 8 | |

STAAR A 2016 ADMINISTRATIONS

- ▶ Embedded accommodations through ETS system will be similar to testing accommodations that were available through Test Nav.
- ▶ Visual presentation will be different
- ▶ Updated resources will be uploaded as they become available.



*Tutorials not likely to be
posted until early spring!*



INSTRUCTION!

STAAR A 2016 Administrations

- ▶ THERE **WILL BE** A SPECIAL PAPER REQUEST PROCESS
 - REMINDERS: “Lack of technology skills is insufficient reason to request paper.”
 - The paper administration request form is on COORDINATOR MANUAL WEBPAGE
 - An Accommodation Request Form should NOT be used for these requests! (Even if the student is requesting type 2 accommodations also).
- ▶ NEW ONLINE SYSTEM IS AVAILABLE WITH TABLETS AND CHROMEBOOKS.
- ▶ IT IS NOT NECESSARY TO DOCUMENT ORAL ADMINISTRATION IN PAPERWORK FOR A STAAR A ADMINISTRATION.

STAAR A ADMINISTRATION 2016

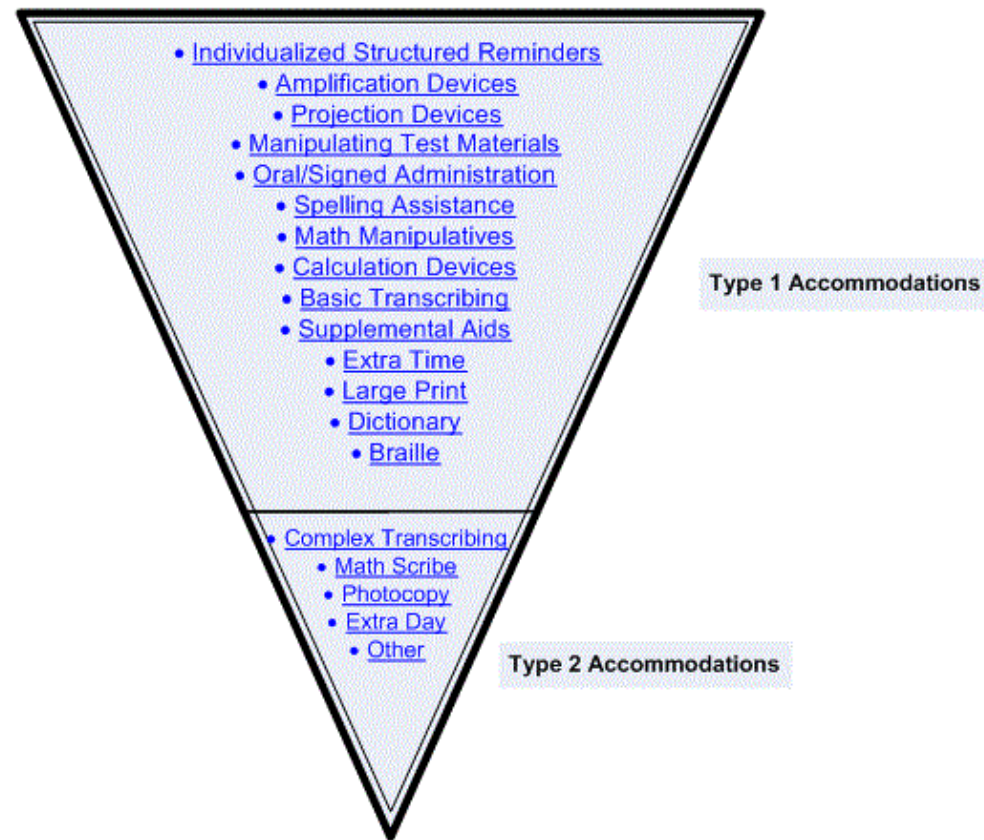
- ▶ NEW ONLINE SYSTEM IS AVAILABLE WITH TABLETS AND CHROMEBOOKS.

Must be accessed via external keyboard. May not use touchscreen!

- ▶ IT IS NOT NECESSARY TO DOCUMENT ORAL ADMINISTRATION IN PAPERWORK FOR A STAAR A ADMINISTRATION.

Accommodations for Students with Disabilities

Accommodations for Students with Disabilities



Overview of Changes for the 2015-2016 School Year

- ▶ No policy changes to allowable accommodations, just clarifications
- ▶ Added STAAR Algebra II and English III where applicable

Accommodation Resources Webpage

Contains comprehensive information about accommodations for students with disabilities taking state assessments.

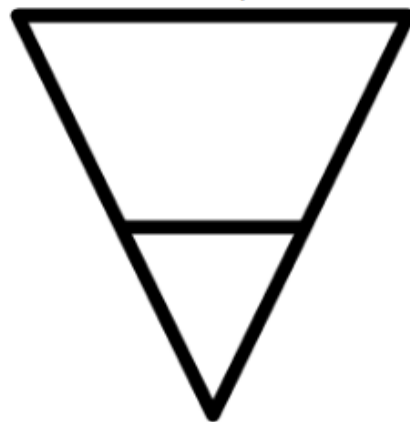
Accommodation Resources

Accommodations are changes to materials or procedures that enable students with disabilities or English language learners (ELLs) to participate meaningfully in learning and testing. It is important to keep in mind that while some accommodations may be appropriate for instructional use, they may not be appropriate or allowable on a statewide assessment.

The accommodation resources on this website are provided by the Texas Education Agency (TEA) for districts to use in implementing accommodation policies for the STAAR, the Texas English Language Proficiency Assessment System (TELPAS), and the TAKS assessments.

STAAR and TELPAS Accommodations

TEA accommodation policies are divided into two main categories:



1. Accommodations for Students with Disabilities Taking State Assessments

These policies address accommodation needs related to a disability or disabling condition and are intended to provide students effective and equitable access to grade-level or course curriculum and assessments.

- [2016 Accommodations for Students with Disabilities Taking State Assessments](#)
- [2015 Accommodations for Students with Disabilities Taking State Assessments](#)

Students with Disabilities Who are Eligible for Accommodations on State Assessments

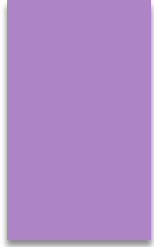
- ▶ Students with an identified disability who receive **special education** services and meet established eligibility criteria for certain accommodations
- ▶ Students with an identified disability who receive **Section 504** services and meet established eligibility criteria for certain accommodations
- ▶ Students with a disabling condition who **do not receive special education or Section 504 services** but meet established eligibility criteria for certain accommodations

Authority for Decisions

- ▶ Admission, Review, and Dismissal (ARD) committee
- ▶ Section 504 placement committee
- ▶ Appropriate team of people at the campus level (e.g., Response to Intervention (RTI) team, student assistance team)

Critical Information about Accommodations for Students with Disabilities

- ▶ Educators should review this document on TEA's Accommodations for Students with Disabilities webpage
 - ▶ General information about accommodations
 - ▶ Accommodations during classroom instruction and testing
 - ▶ Accommodations during state assessments
 - ▶ Not all accommodations suitable for instruction are allowed during the state assessments
 - ▶ Routinely, independently, and effectively
- ▶ The Accommodation Triangle
- ▶ Planning for testing accommodations



Type 1

Type 1



Type 2

Type 2



ALL ACCOMMODATIONS MUST BE DOCUMENTED

ANY SWD	SPED/504	SPED/504 with dyslexia only	SPED
Individualized Structured Reminders	† Braille	† Math Manipulatives	† Photocopy
Amplification Devices	† Calculation Device (gr. 3-7)**	† Supplemental Aids	
Projection Devices	† Dictionary (Reading 3-5)**		
† Basic Transcribing	† Spelling Assistance		
† Extra Time (Same Day)			
† Large Print			
† Manipulating Test Materials			
† Oral/Signed Administration *(dyslexia)			
† Complex Transcribing			
† Extra Day			
† Math Scribe			
† "Other"			

REFER TO TRIANGLE
EXPLANATION SHEET
BEFORE MAKING FINAL
DECISIONS!

*If student is NOT in SpEd or 504, he/she **MUST** be identified with dyslexia

** Refer to Dictionary Policy (grade 6 up) and Calculator policy (grade 8* and up)

† Requires additional eligibility - Refer to Accommodation Triangle

STAAR A ELIGIBILITY:

- Student has an identified disability and is receiving special education services **OR**
- Student is identified with dyslexia or a related disorder (TEC §38.003) and is receiving 504 services.

TYPE 1 Accommodations: LOCAL DECISION BY INFORMED BODY OF PEOPLE - NO ARF

TYPE 2 Accommodations: REQUIRES TEA APPROVAL - SUBMIT ARF

ALLOWABLE TEST MATERIALS AND PROCEDURES

These test administration procedures and materials are not considered testing accommodations, so using them during a state assessment does not require that they be recorded on students' answer documents. [THESE ARE FOUND IN TEST ADMINISTRATOR MANUAL!]

The list of allowable procedures and materials includes (but is not limited to):

- }

- Scratch paper
 - Color overlays
 - Blank place markers
 - Magnifying devices
 - Read aloud writing prompt
 - Individual/small-group administration
 - Preferential seating
 - Signing/translating test directions
 - Read test aloud to self
 - Highlighters, colored pencils, or crayons

Accommodation type



Provides a general description of the accommodation.

Individualized Structured Reminders

Description of Accommodation

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

Assessments

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

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A

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.

Authority for Decision and Required Documentation

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

No Accommodation Request Form required.



Examples/Types

This accommodation includes but is not limited to

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

Special Instructions/Considerations

1. General reminders to stay on task (e.g., test administrator tapping student's shoulder, verbal reminder to continue working) are allowable test administration procedures for any student who needs them per the Allowable Test Administration Procedures and Materials document on the TEA's Accommodations for Students with Disabilities website. General reminders are not

Lists the assessments the accommodation may be used on by eligible students.

Lists the eligibility criteria that must be met in order for the student to use the accommodation on a state assessment.

Describes who can make accommodation decisions for students, where to document these decisions, and what to record on the answer document. DD

Describes the specific examples/types of the accommodation that may be used on the state assessment. Pay careful attention to this list because it is sometimes exhaustive.

Outlines special instructions and considerations about the accommodation. Educators must be aware of this information when making decisions about using accommodations and when administering assessments with accommodations.

This icon indicates whether or not an Accommodation Request Form is required.

Type 1 Accommodations



Type
1

- ▶ Individualized Structured Reminders
- ▶ Amplification Devices
- ▶ Projection Devices
- ▶ Manipulating Test Materials
- ▶ **Oral/Signed Administration**
- ▶ Spelling Assistance
- ▶ **Mathematics Manipulatives**
- ▶ **Calculation Devices**
- ▶ Basic Transcribing
- ▶ **Supplemental Aids**
- ▶ Extra Time (Same Day)
- ▶ Large Print
- ▶ Dictionary
- ▶ Braille

Oral/Signed Administration

- ▶ STAAR Algebra II and English III were added.
- ▶ In the “Assessments” section, edits were made to clarify what could and could not be read aloud during an oral administration.

Manual pg. 35

Oral/Signed Administration

- ▶ All mention of STAAR A was removed except for a note explaining that an oral administration was not applicable to STAAR A.
- ▶ Oral administration eligibility for STAAR A should NOT be determined or documented.

Oral/Signed Administration

- ▶ In the “Authority for Decision and Required Documentation” section:
 - a minor edit was made to account for the fact that the OA bubble is not on a **writing answer document**.

[“as available”]

[Eligibility for an oral administration may be determined for these assessments; however, if a student is eligible, this accommodation will not be recorded on the answer document.]

Security ! Oral/Signed Administration

► Special Instructions/Considerations

“2. ANY type of oral administration in which the test administrator has to view a secure state assessment requires that the test administrator sign the Oath of Test Security **AND** Confidentiality for Test Administrator document...”

Mathematics Manipulatives

- ▶ STAAR Algebra II was added.
- ▶ The format of the “Student Eligibility Criteria” was changed for clarification; however, the policy is the same as the previous year.

Math Manipulative Eligibility

☐ **meets at least one of the following.**

☐ special education and has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction.

☐ Section 504 services, AND identified with dyslexia or a related disorder per TEC § 38.003.

☐ Special Ed OR 504 with a visual impairment

Mathematics Manipulatives

- ▶ Examples list is **exhaustive**!
- ▶ In the “Examples/Types” section, the use of clocks was restricted to the following: “clock with or without numbers shown on clock face; **the clock should NOT have gears**” (meaning the clock should have independently moving hour and minute hands)

Calculation Devices

- ▶ STAAR Algebra II was added.
- ▶ Calculators used by eligible students as a testing accommodation must adhere to the guidelines set forth in the STAAR Calculator Policy.

Calculator Policy

- ▶ Calculator policy amended to include calculator apps on tablets.
[NO SMARTPHONES]

**See calculator policy for further guidance*

Calculator Device as an Accommodation

► Eligibility:

- ❑ *Special Education*
- ❑ *504*

► Assessments:

- ❑ *3-7 Math*
- ❑ *5 & 8 Science*

Please Notice This

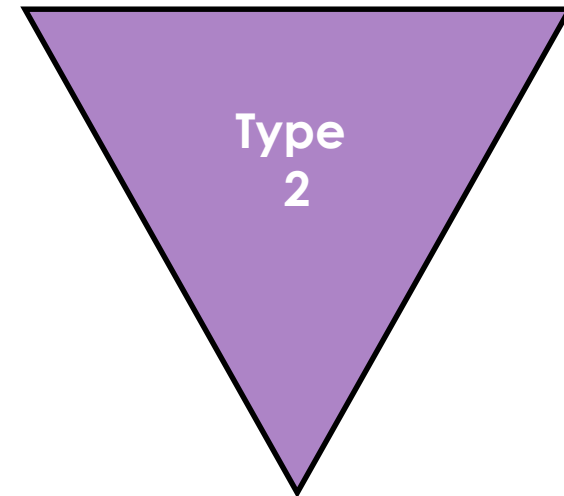


Allowed for 3rd and 4th graders **ONLY** if student has:

- Visual impairment
OR
- Physical impairment

Type 2 Accommodations

- ▶ Complex Transcribing
- ▶ Mathematics Scribe
- ▶ Photocopying Test Materials
- ▶ Extra Day
- ▶ Other



Accommodation Request Process

- ▶ Online Accommodation Request Form
 - ▶ Requests approved during the 2015 calendar year remain effective until December 31, 2015.
 - ▶ Only submit additional requests for NEW Type 2 accommodations (e.g., *new student, change in accommodation*).
 - ▶ Requests for the 2016 calendar year can be submitted beginning in January 2016. (*all approvals remain effective until December 31, 2016.*)

Online Accommodation Request Form

- ▶ Requests approved during the 2015 calendar year remain effective until December 31, 2015.
- ▶ Only submit additional requests for NEW Type 2 accommodations (*e.g., new student, change in accommodation*).
- ▶ Requests for the 2016 calendar year can be submitted beginning in January 2016. (*all approvals remain effective until December 31, 2016.*)

Accommodations in Emergency or Unexpected Situations

- ▶ Follow these steps when unexpected or emergency situations (e.g., broken arm, lost eyeglasses) occur just prior to or on the day of the state assessment. More specific information can be found on TEA's Accommodations for Students with Disabilities webpage.
 - ▶ **Step 1:** No need to contact TEA if a student's needs can be met with allowable test administration procedures or materials.
 - ▶ **Step 2:** No need to contact TEA if a student's needs can be met with Type 1 accommodations.
 - ▶ **Step 3:** Contact TEA if the student's needs cannot be met with Step 1 or 2, and Type 2 accommodations are being considered.

Recording Accommodations on the Student's Answer Document

▶ *District and Campus Coordinator Manual*

- ▶ **GA** = general accommodation
- ▶ **BR** = braille administration
- ▶ **LP** = large print administration
- ▶ **OA** = oral administration
- ▶ **XD** = extra day
- ▶ **LA** = linguistic accommodation

ACCOMM.	
M	R
GA	GA
BR	BR
LP	LP
OA	OA
XD	XD
LA	LA

- ▶ Record the accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing.

“COMING SOON!”

Additional Accommodation Resources

- ▶ Accommodation Request Process For Type 2 Accommodations
- ▶ General Instructions for Administering Braille State Assessments
- ▶ General Instructions for Administering Large-Print State Assessments
- ▶ General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing
- ▶ Font and Point Size Matrices
- ▶ Miscellaneous training presentations
- ▶ Allowable Test Administration Procedures and Materials