

Educator Guide

**State of Texas Assessments of
Academic Readiness A (STAAR® A)**

Revised February 2016

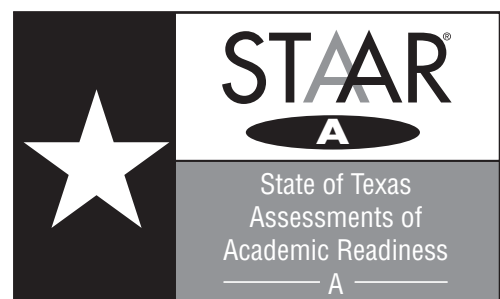


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Resources

Online Resource Materials	
Resource materials available online	Located at
student assessment program	http://tea.texas.gov/student.assessment/
STAAR A resources	http://tea.texas.gov/student.assessment/STAARA/
online testing technology	http://www.texasassessment.com/
Coordinator Manual Resources	http://tea.texas.gov/student.assessment/manuals/dccm/
Dyslexia Resources (located on the TEA Curriculum website)	http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Dyslexia/
Accommodation Resources	http://tea.texas.gov/student.assessment/accommodations/
<i>Interpreting Assessment Reports</i>	http://tea.texas.gov/student.assessment/interpguide/
<i>Technical Digest for the Academic Year 2014-2015</i>	http://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Technical_Digest_2014-2015/
Texas Education Code	http://www.statutes.legis.state.tx.us/?link=ED
<i>Understanding the Confidential Student Report</i>	http://tea.texas.gov/student.assessment/explainresults/

How to Use the Educator Guide to STAAR A

This guide provides information for the accommodated version of the State of Texas Assessments of Academic Readiness (STAAR®), known as STAAR A. Features of this guide include links to the variety of online resource materials in the NOTES column.

Icons

The icon shown below is used throughout the guide. This icon is located in the NOTES column.



This icon indicates additional information that is available online. The text located below the icons links to specific online resources.



STAAR A
Resources

Purpose of the Educator Guide

This guide is provided to familiarize educators with STAAR A and includes test development information, eligibility requirements, accommodations information, and sample test questions.

STAAR A, a general assessment administered online with accommodations integrated into the online system, is designed for students with disabilities who meet the eligibility requirements.

STAAR A is available for the grades and subjects assessed in the general STAAR program listed below, including all retest opportunities.









3-8/EOC	Subjects Assessed
Grade 3	mathematics and reading
Grade 4	mathematics, reading, and writing
Grade 5	mathematics, reading, and science
Grade 6	mathematics and reading
Grade 7	mathematics, reading, and writing
Grade 8	mathematics, reading, science, and social studies
end-of-course (EOC)	Algebra I, English I, English II, biology, and U.S. history

Introduction to STAAR A

STAAR A is an accommodated version of STAAR. STAAR selections and test questions are pulled from a bank of items that have been previously field-tested. They are accommodated according to the STAAR A Accommodation Guidelines and then administered as a STAAR A assessment. Each STAAR A assessment has the same performance standards, or passing standards, as the applicable STAAR assessment. However, since STAAR A assessments do not necessarily contain the same selections and test questions as the applicable grade and subject STAAR assessment, raw score conversion tables may differ slightly to account for the difference in item difficulty across the two assessments.

NOTES

STAAR A is administered online and includes the same basic online tools as other online assessments (e.g., ruler, notepad) as indicated in the applicable test administrator manual. In addition, STAAR A includes embedded accommodations to test selections and questions. The table below specifies the unique features available to students taking STAAR A.

Icon	Name	Purpose
	Guideline	You can use Guideline to help you keep your place while reading selections
	Zoom	You can use Zoom to make everything on your screen larger.
	Color	You can use Color to change the colors you see on your screen
	Pop-ups	You can click on a word or phrase with a dotted underline, and helpful information will Pop-up .
	Rollovers	You can click on the Rollover button to show a different version of the sentences.
	Speak and Audio	You can use Speak to listen to certain parts of the test being read aloud. You can use Audio to adjust the volume and speed of the text being read aloud.
	Punnett Squares	You can use a Punnett Square on the biology test.
	Writing Checklists	You can use a Writing Checklist to check over your response to a writing prompt.

Eligibility Requirements

STAAR A is available to students who meet the STAAR A Eligibility Requirements. These requirements, which can be accessed online through the link in the NOTES column, are intended to align the needs of students with disabilities with the appropriate assessment.

STAAR A is intended for students with disabilities receiving special education services and students with dyslexia and related disorders* being served under Section 504 of the Rehabilitation Act of 1973. In addition, the admission, review, and dismissal (ARD) committee or Section 504 committee must use the state-required documentation form (available in English and Spanish) to determine if a student is eligible to take STAAR A, based on the accommodations he or she is receiving in the classroom. A student may take STAAR in some subjects and STAAR A in other subjects, depending on eligibility, appropriateness, and/or accessibility as determined by the ARD and Section 504 committees.

* Dyslexia and related disorders are defined in Texas Education Code §38.003



STAAR A Eligibility
Requirements

Dyslexia
Resources

State-Required Documentation Form

STAAR A Eligibility Requirements

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

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.

_____ 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.**

Step I: 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.

1

NA Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	NA Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	NA Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	NA Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	NA Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	NA Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)
<input type="checkbox"/> Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, 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"/> Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)	<input type="checkbox"/> Scaffold understanding of open-ended questions about texts (i.e., short answer questions)	<input type="checkbox"/> Use of writing process checklist	<input type="checkbox"/> Reading Support (i.e., revising passages and questions)		
<input type="checkbox"/> Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)	<input type="checkbox"/> Scaffold steps in a process (i.e., bullet each step, space out each step)	<input type="checkbox"/> Use of generic and question-specific graphic organizers	<input type="checkbox"/> Identification of formula(s) to use with specific questions		
<input type="checkbox"/> Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)	<input type="checkbox"/> Scaffold steps in a process (i.e., bullet each step, space out each step)	<input type="checkbox"/> Use of generic and question-specific graphic organizers	<input type="checkbox"/> Identification of formula(s) to use with specific questions		
<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 a graphic, parts of an answer choice)	<input type="checkbox"/> Scaffold steps in a process (i.e., bullet each step, space out each step)			

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.

☐ Reading Grade _____ ☐ English II _____ ☐ Science Grade _____ ☐ U.S. History _____

☐ Writing Grade _____ ☐ Mathematics Grade _____ ☐ Biology _____

☐ English I _____ ☐ Algebra I _____ ☐ Social Studies Grade 8 _____

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NOTES



STAAR A
Accommodation
Guidelines

Test Development Process

The Texas Education Agency (TEA) developed STAAR A with input from teachers, administrators, parents, and students. During the STAAR A design process, TEA convened a focus group and gathered feedback on a number of topics, including the most appropriate ways to provide access to the tested content for students with disabilities; the most appropriate ways to deliver a standardized assessment with online tools and embedded accommodations; and the practical constraints of administering an online assessment. Various stakeholder groups were represented and are listed below.

- Education Service Center specialists (e.g., curriculum, deaf education, dyslexia, access to the general curriculum)
- general education teachers
- district curriculum directors
- English as a Second Language (ESL) teachers
- special education teachers
- district and region special education coordinators
- principals
- district testing coordinators
- advocacy groups

Content experts and specialists in assessment, special education, and research created STAAR A Accommodation Guidelines based on feedback from stakeholders, research, and surveys of best practices. These guidelines are applied to STAAR selections and test questions to develop appropriate accommodations for students who are eligible to participate in STAAR A. They specify how to accommodate STAAR selections and test questions while preserving the integrity of the knowledge and skill being assessed.

After the accommodation guidelines were created, prototypes were developed as models for accommodations for different question types. The accommodated prototype questions were reviewed by content and special education experts and then were constructed in the online system to show how the questions and accommodations might appear online. Using the accommodation guidelines and the prototypes, cognitive lab questions were developed and then built into the online system.

A cognitive lab was conducted in May 2014 with Texas students being served by special education services. The purpose was to evaluate the usability and usefulness of accommodations provided on STAAR A. More specific questions of whether the accommodations provided the types of support students needed and how students used various tools were also explored during cognitive lab observations and through student and teacher interviews. The results of the cognitive lab were reviewed by the focus group and helped inform accommodation guidelines and decisions about the functionality of the accommodations provided in the online system.

Some of the results of the cognitive lab included the following.

- The majority of students indicated a preference for taking tests on a computer. Students reported being interested and engaged in taking tests online.
- Despite students' unfamiliarity with the online test and accommodations, most students reported that the tools and accommodations were easy to use and they were able to navigate and use the tools proficiently after a brief tutorial.
- Students indicated that the information in the pop-ups and rollovers helped them to access the content of the questions; however, in many cases, their responses to the questions and the dialogue between students and observers indicated that students were unfamiliar with the concepts being assessed.
- Teachers indicated that students would need practice using the online tools and accommodations. However, they also reported that the tools and accommodations provided in STAAR A aligned with accommodations used during instruction and would be helpful for their students.

Using the feedback from the focus group and the cognitive lab, the STAAR A test development process started by selecting STAAR selections and test questions that had already undergone a rigorous 20-step test construction process. The process included input from Texas educators, special education experts, and TEA curriculum and assessment experts (refer to the *Technical Digest* for more information on STAAR test question and test development). STAAR A Accommodation Guidelines were then applied to these STAAR selections and test questions in order to appropriately accommodate STAAR A in a standardized manner, while maintaining the integrity of the knowledge and skill being assessed. Furthermore, accommodated selections and test questions were reviewed by special education and content specialists for accuracy and alignment.

The final step in the test development process for STAAR A occurred after the first administration. In May 2015, individuals who participated in all or some aspects of the first administration of STAAR A had the opportunity to respond to a survey with the intent that the feedback would be used to help inform decisions regarding future STAAR A administrations. There were 5,732 respondents representing all 20 regions in Texas and the following roles at the region, district, and campus levels: test coordinators, test administrators, and technology personnel.

The results of the survey were presented to returning STAAR A focus group members in July 2015 for comment. The recommendations of the focus group and the survey results will inform future STAAR A test development and policy decisions.



Technical Digest

STAAR A
Accommodation
Guidelines

NOTES



STAAR Assessed
Curriculum to the
STAAR Resources

Alignment with State Curriculum

Alignment of STAAR assessments, including STAAR A, with the Texas Essential Knowledge and Skills (TEKS) is central to the validity of the assessment system. The components of alignment for STAAR include demonstrating that every test question matches one or more content standards and that the test reflects the full depth and breadth of the assessed curriculum, including the appropriate degree of cognitive complexity. Therefore, STAAR A selections and test questions, which originated as STAAR selections and test questions, are aligned as well. The test development process includes several steps to maintain close alignment of tests to the grade-level content standards:

1. Content experts for specific grades and content areas participate in an initial review of test questions for content accuracy.
2. TEA staff from the Curriculum and Student Assessment divisions, who are content experts in specific grades and subjects, review and verify alignment of the test questions to the TEKS, as well as grade appropriateness.
3. Educator item-review committees composed of Texas classroom teachers are convened to confirm the match of each test question to the reporting category and student expectation.
4. Committee members judge each test question for alignment by indicating if the test question measures what it is meant to assess.

Embedded Accommodations

The accommodations embedded in STAAR A are available to all students taking STAAR A who need them. They are intended to reduce or eliminate the effects of disability-related barriers to testing and are not intended to reduce learning expectations for students with disabilities. The delivery of an online assessment for students offers an opportunity to provide accommodations in a standardized way to the students who are eligible and find this type of assessment to be the most appropriate and accessible for them.

STAAR A includes these accommodations in addition to the tools provided in all online STAAR assessments. Some tools, like zoom, are provided for the entire test. However, pop-up and rollover accommodations are only applied to particular selections and test questions based on expert judgments about which accommodations are likely to make a question more accessible to students with disabilities.

Pop-ups provide definitions, synonyms, pictures, graphic organizers, formulas, and animations for non-content relevant words and concepts.


Figure 1. Dotted Underline Indicating an Accommodation is Available in a Pop-up

The dotted underline under a word or phrase alerts the student to click on the word or phrase. A pop-up box will appear and provide a definition, synonym, picture, graphic organizer, formula, or animation.

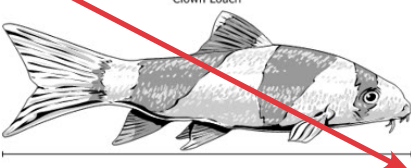
Kiera has the two fish shown below in a fish tank.

Use the ruler to measure the length of each fish to the nearest inch.

Tiger Barb



Clown Loach



What is the difference in inches between the lengths of these two fish?

☐ 6 in.

☐ 7 in.

☐ 5 in.

☐ 4 in.



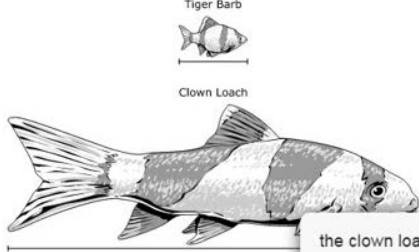
2016 STAAR
Online Tutorials

NOTES

Figure 2. Accommodation Provided in a Pop-up

Kiera has the two fish shown below in a fish tank.
Use the ruler to measure the length of each fish to the nearest inch.

Tiger Barb
Clown Loach



the clown loach and the tiger barb

What is the difference in inches between the lengths of these two fish?

☐ 6 in.
☐ 7 in.
☐ 5 in.
☐ 4 in.

The pop-up will appear either above or below the dotted underline. Clicking on the "X" will close the pop-up.

Rollovers reword or clarify larger portions of text or provide bulleted steps in a process.

Figure 3. Icon Indicating an Accommodation is Available in a Rollover

Gilbert had a total of 85 CDs to put in stacks. He put 27 CDs in one stack and 39 CDs in a second stack. How many CDs did Gilbert have left to put in stacks?

Record your answer. Be sure to use the correct place value.
□ □ □ .

Clicking on the small arrow pointing towards words or phrases opens a rollover.

Figure 4. Accommodation Provided in a Rollover

Gilbert had a total of 85 CDs to put in stacks.

- He put 27 CDs in one stack.
- He put 39 CDs in a second stack.

How many CDs did Gilbert have left to put in stacks?

Record your answer. Be sure to use the correct place value.
□ □ □ .

The rollover will cover the original text when open. Clicking on the arrow again will close the rollover.

Online tools unique to STAAR A include text-to-speech, zoom, color, and a guideline.

Figure 5. Speak and Audio

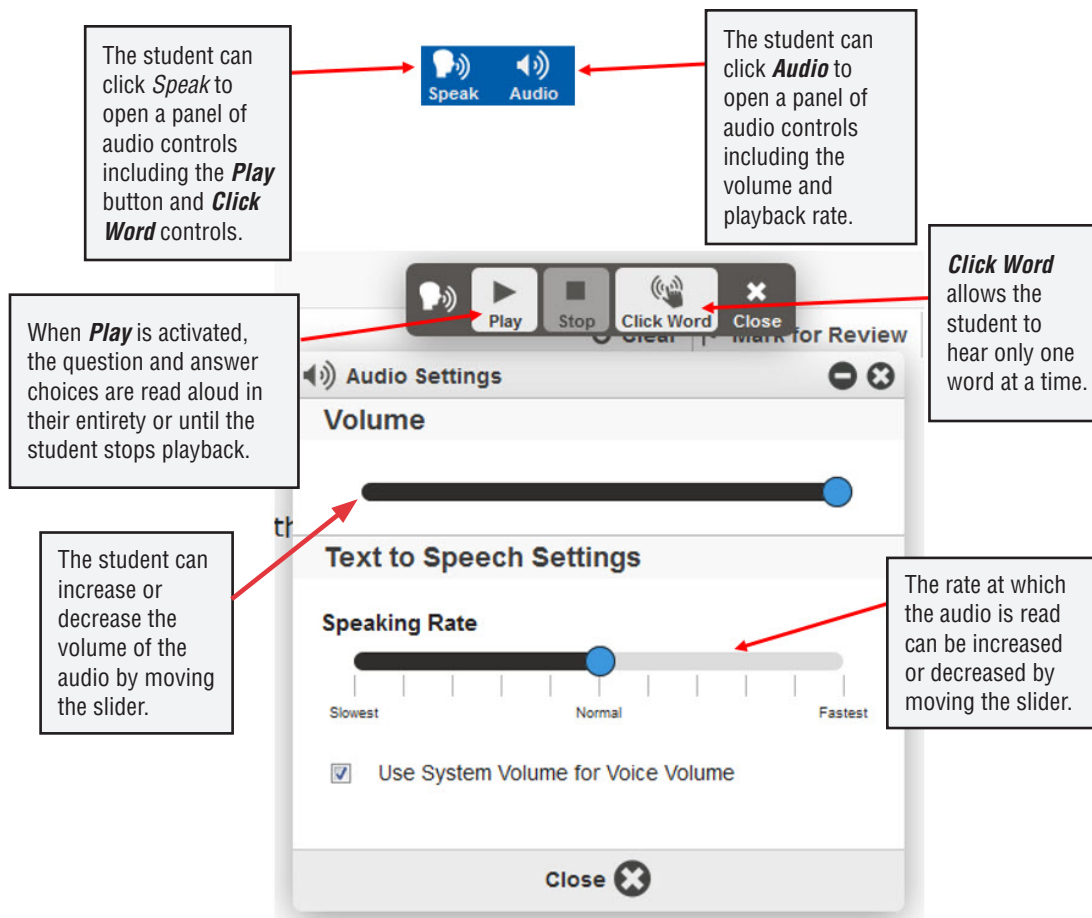
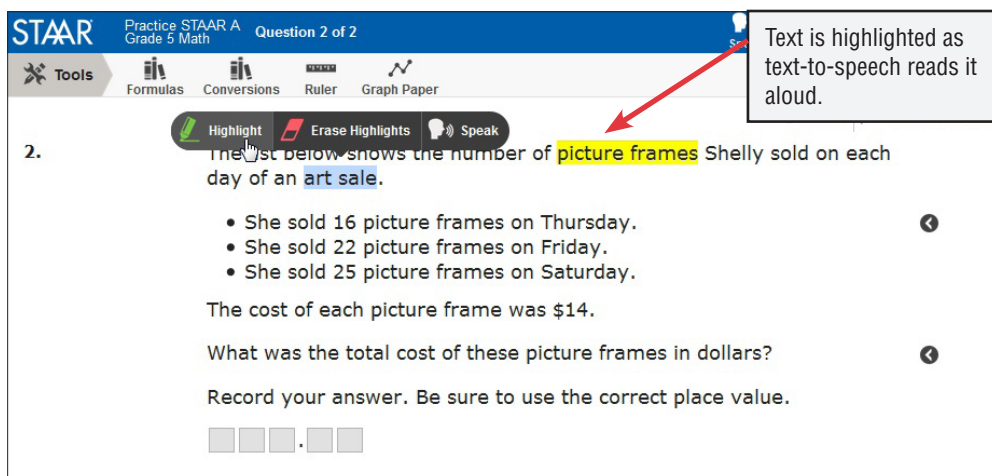


Figure 6. Text-to-Speech Highlighting



NOTES

Figure 7. Prereading Text and Do Not Read Icon

The figure consists of two screenshots of the STAAR A English I interface. The top screenshot shows the 'Sunday Morning Early' selection with a 'Do Not Read' icon (a circle with a diagonal line) next to the title. A red arrow points from a text box to this icon. The bottom screenshot shows the 'I Wish I Was a Poet' selection, also with a 'Do Not Read' icon. A red arrow points from a text box to this icon. Both screenshots show the 'Read the two selections. Click on the tab to see the other selection. Then answer the questions that follow.' instruction. The top screenshot also shows the '2. Use "Sunday Morning Early" to answer the following question.' instruction and a list of words: blue-black water, boats, grasses, gold, sunburnt. The bottom screenshot shows the '2. Use "I Wish I Was a Poet" to answer the following question.' instruction and a list of words: blue-black water, boats, grasses, gold, sunburnt, empty blue sky.

Prereading text prior to reading and writing selections can be read aloud using *Speak*.

The "Do not read" icon indicates to the student that *Speak* is not available for that portion of the assessment. This icon will appear on reading selections, editing selections, and editing test questions since reading aloud these portions of the test is NOT allowed.

Figure 8. Zoom

The figure shows a screenshot of the Zoom interface. A red arrow points from a text box to the Zoom icon (a magnifying glass with a plus sign). The Zoom menu is open, showing options: Off, 1.5X, 2.0X, 2.5X, 3.0X. A red arrow points from another text box to the right side of the Zoom menu, indicating that the student can change the screen size and use the arrows to move the screen.

The student can use *Zoom* to enlarge or reduce the size of the screen.

When *Zoom* is activated, the student can change the screen size and use the arrows to move the screen.

Figure 9. Color

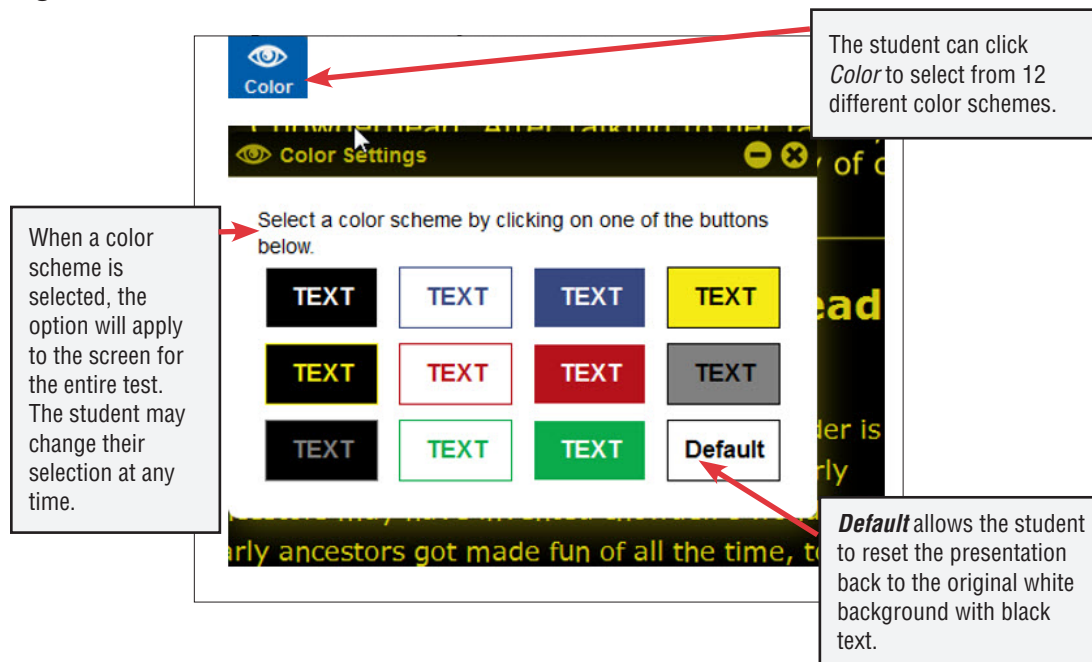
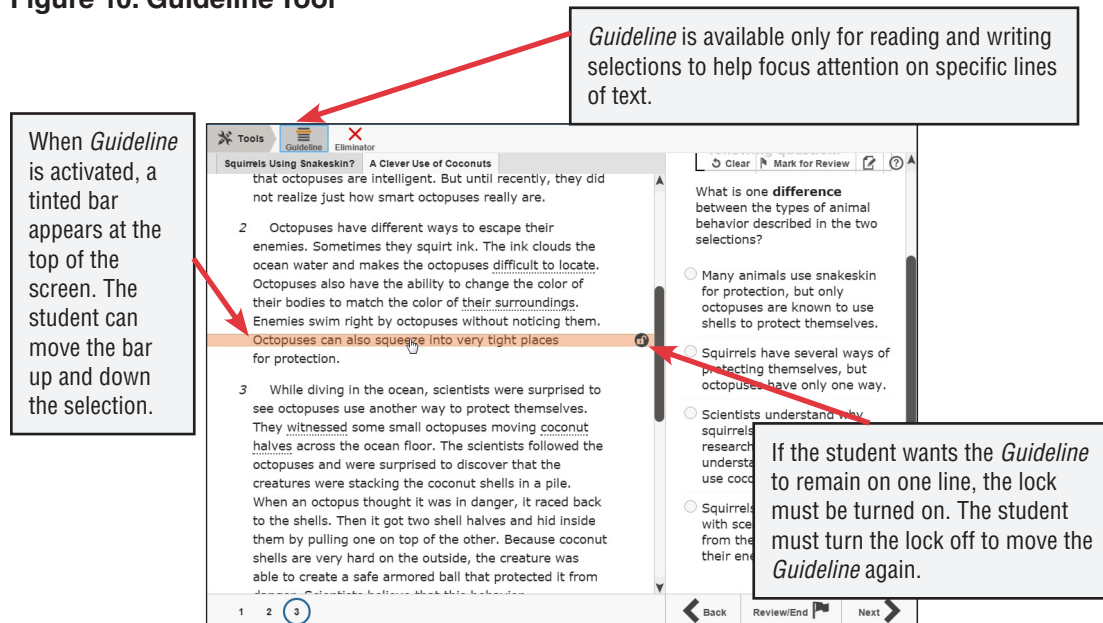


Figure 10. Guideline Tool



NOTES



STAAR A
Accommodation
Guidelines

Accommodation Guidelines

The STAAR A Accommodation Guidelines specify how STAAR selections and test questions were accommodated for STAAR A in a standardized manner while maintaining the integrity of the knowledge and skills being assessed.

Mathematics, Science, and Social Studies

Pop-ups

- define or clarify construct-irrelevant words and phrases using plain language, synonyms, definitions, examples, and consistent language
- provide a visual representation of the question or answer choices by adding graphics, photographs, or animations
- isolate specific information in a question that corresponds to each answer choice
- isolate specific information in a graphic or list that is referenced in the question
- 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

Rollovers

- reword complex questions or answer choices to condense text
- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)
- paraphrase historical excerpts

Additional Accommodations

- blank Punnett squares for biology

Text-to-Speech

- all questions and answer choices read aloud via computer-generated read aloud functionality

Reading and Writing*

Pop-ups

- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, and consistent language
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations
- 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
- provide scaffolded instructions for responding to short answer questions (English I and II only)

Rollovers

- reword complex questions, answer choices, or boxed text in a selection

Additional Accommodations

- writing checklists for the writing prompts

Text-to-Speech

- prereading text, revising selections, and reading and revising test questions and answer choices read aloud via computer-generated read aloud functionality

* For English I and II assessments, review the Reading and Writing section in the STAAR A Accommodation Guidelines.

Classroom Accommodations and the Link to STAAR A

Accommodations are changes to the materials, procedures, or techniques that allow a student with a disability to participate more meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student, thus allowing each student to maximize his or her academic potential. Accommodations used on STAAR A offer new opportunities for students with disabilities to meaningfully access the required state assessment.

TEA accommodation policies and STAAR A Eligibility Requirements indicate that accommodations documented for use during a statewide assessment should

- be made on an individual basis,
- consider the needs of the student, and
- be routinely used during classroom instruction and testing.



STAAR A
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Although students likely will not routinely use the computer-based STAAR A accommodations during classroom instruction, they may use variations of the accommodations as illustrated in Figure 11. This list is not exhaustive; it includes examples of classroom accommodations that may correspond to the embedded accommodations in STAAR A. In addition, educators may use this list to show how classroom accommodations might correspond to specific STAAR A eligibility criteria, as these are listed in the right column of Figure 11 as well.

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing might differ from accommodations allowed for use on state assessments. Instruction comes first and can be customized to meet the needs of each student. Unlike instruction, state assessments are standardized to provide a reliable comparison of outcomes across all test takers. Certain accommodations used in the classroom would invalidate the content being assessed or compromise the security and integrity of the state assessment. For this reason, not all accommodations suitable for instruction are allowed during the state assessments. However, the policies for accommodation use on state assessments do not limit an educator's ability to develop individualized materials and techniques to facilitate student learning.

Figure 11. Comparison of Classroom and STAAR A Accommodations

Classroom Accommodation		Embedded STAAR A Accommodation and Eligibility Criteria
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.	➡	Prereading Text: Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading
Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.		
The teacher provides visual aids (e.g., demonstrations, photographs, art) to define vocabulary, identify people and places, and/or illustrate concepts.	➡	Pop-ups and Rollovers: Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.
During classroom discussions, the teacher clarifies or rewords complex text or questions.		
The teacher isolates specific information to focus the student on the core concept being taught.		
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.	➡	Pop-ups: Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)
The teacher asks guiding questions, prompting the student to go back to the text to justify his or her understanding of plot, conflict resolution, character development, etc.	➡	Pop-ups: Scaffold understanding of open-ended questions about texts (i.e., short answer questions)
The teacher reformats complex word problems by bulleting or spacing out each step required to solve the problem.	➡	
The teacher presents parts of a complex concept one at a time.	➡	Rollovers: Scaffold steps in a process (i.e., bullet each step, space out each step)
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.	➡	Pop-ups and tools: Use of generic and question-specific graphic organizers and checklists
The student receives reading support.	➡	Text-to-Speech: Reading Support (i.e., revising passages and questions)
The teacher provides the formula(s) that is needed to solve a problem.	➡	Pop-ups: Identification of formula(s) to use with specific questions

Special Situations

Because STAAR A contains embedded accommodations presented in an online format, replicating these features in a paper or braille version is not always possible. Technology-based accommodations enable most students to test online; however, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student's particular disability, a special request may be made to TEA for approval to administer a paper test booklet. The paper administration request document can be found on the TEA's District and Campus Coordinator Manual 2016 Resources webpage.

Braille versions of STAAR A will not be made available. For students who are eligible for STAAR A but who require a braille version of the assessment, contact TEA's Student Assessment Division at 512-463-9536 to discuss student options.

STAAR A will only be offered in English. For students in grades 3–5 who are eligible for STAAR A but need a Spanish version of the assessment, contact TEA's Student Assessment Division at 512-463-9536 to discuss student options.

Lastly, for students who are eligible for STAAR A but who are deaf or hard-of-hearing and cannot access the text-to-speech function, a signed administration is allowed for those parts of the test that can be read aloud. Since text-to-speech is an embedded accessibility feature in STAAR A, a student does not have to be eligible for an Oral/Signed Administration to receive a signed administration of STAAR A. If conducting a signed administration to students who are deaf or hard of hearing, test administrators should be trained using the Oral/Signed Administration Guidelines and also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document. Both of these documents are located on the TEA's Accommodation for Students With Disabilities webpage.

Test Results

STAAR A score reports will include the individual performance level of students, scale scores, and the number of questions answered correctly within each reporting category for each of the assessed grades and content areas.

Districts should be aware that each STAAR A assessment has the same performance standards, or passing standards, as the applicable STAAR assessment. However, since STAAR A assessments do not necessarily contain the same selections and test questions as the applicable grade and subject STAAR assessment, raw score conversion tables may differ slightly.

For students taking assessments in grades 3–8, brochures that explain STAAR A results to parents are produced in English and Spanish and sent to districts with students' test results. These brochures, called *Understanding the Confidential Student Report*, can

NOTES



District and Campus
Coordinator Manual
Resources

Accommodation
Resources

*Understanding
the Confidential
Student Report*

*Interpreting
Assessment
Reports*

Raw Score
Conversion Tables

*Oral/Signed
Administration
Guidelines*

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STAAR A
Resources

also be accessed online. For students taking a STAAR A EOC assessment, the explanation of results is included in the student's Confidential Student Report (CSR).

Detailed information about STAAR A score reports will be provided in the TEA publication titled *Interpreting Assessment Reports*, which is updated annually and posted on the TEA Student Assessment Division website.

STAAR A results may be used in the following ways:

- to help parents monitor the progress their children make
- to inform instructional planning for individual students
- to report performance to local school boards, school professionals, and the community
- to evaluate programs, resources, and staffing patterns
- to evaluate districts and campuses in a variety of state and federal accountability measures

Resources

STAAR A provides a variety of accommodations for students with disabilities. Prior to participating in the STAAR A online operational assessment, students and teachers should become familiar with the accommodation types and various tools that are provided in the online tests.

There are several resources for STAAR A that can be accessed on the TEA website, including student tutorials.

TEA recommends that teachers use these resources to become familiar with STAAR A and to help guide students through practice test selections and test questions until they are comfortable with the STAAR A online testing interface and accommodations. The test administrator directions for STAAR A are written assuming that students have had the opportunity to access the tutorials and practice sets.