

UPDATES TO THE 2016-2017 STATE ASSESSMENT PROGRAM

WHAT WE KNOW RIGHT NOW...



The mood of

mood: what the reader feels and what words or details convey

A depressed

B bittersweet

bittersweet: a mixture of bitter and sweet

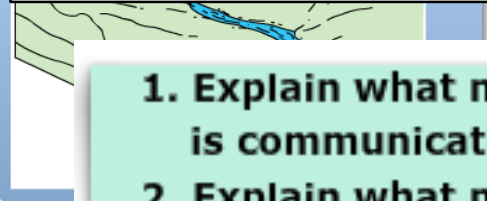
C frightened

D carefree

carefree: without worry or concern

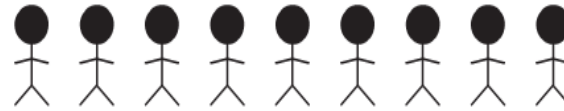
Which of the following events in the water cycle is an example of solar energy being absorbed?

What message do you think the author is conveying? Explain your answer from **both** selections.



1. Explain what message the author is communicating in the poem.
2. Explain what message the author is communicating in the story.
3. Find the place in the poem AND in the story that proves your answer.
4. In the box below, write your answer and the text support that proves your answer.

Emery drew 3 rows of stick figures. Each row has the same number of stick figures. One of the rows is shown below.



How many stick figures are in 3 rows?

Row 1: _____

Row 2: _____

Row 3: _____

6 One girl named Lily won the race events. She said she didn't feel threatened by the show. She didn't need to.

7 The stinging meadow was to beat her. For the walk and rode Cowboy five miles to the arena under the hot sun and then I would walk down the long. I would be so tired.

8 All of our hands were on the show came. I saw Becky and her horse running the course with ease.

9 My turn finally came. As I nudged Cowboy forward he stumbled, and almost fell, much to the delight of the other riders. I



Every day a zookeeper feeds 4 adult gorillas a total of 160 lb of food. At this rate, how many pounds of food would the zookeeper need every day to feed 6 adult gorillas?

- A 40 lb
- B 320 lb
- C 240 lb
- D 80 lb

Gorillas	Pounds (lb) of Food
4	160
6	?

ONE TEST VERSION...

- ONLINE TESTS WILL STILL INCLUDE ACCESSIBILITY FEATURES
 - HIGHLIGHTER, ZOOM, COLOR CHANGE, NOTEPAD, PENCIL, ETC...
- ONLINE TESTS WITH OR WITHOUT ACCOMMODATIONS WILL BE AVAILABLE FOR EVERY GRADE LEVEL AND TEST
 - ANY STUDENT COULD TAKE AN ONLINE TEST
 - EXCEPTION - THERE WILL BE NO ONLINE SPANISH VERSION

ONE TEST VERSION...

- THE EMBEDDED ACCOMMODATIONS IN AN ONLINE TEST WILL BE TURNED ON/OFF INDIVIDUALLY FOR EACH STUDENT DEPENDING ON THE APPROPRIATE COMMITTEE DECISION AND ELIGIBILITY REQUIREMENTS*
 - A STUDENT COULD TAKE THE ONLINE VERSION OF THE TEST WITH ANY COMBINATION OF THE ACCOMMODATIONS
 - TEXT TO SPEECH
 - LANGUAGE AND VOCABULARY SUPPORTS
 - CONTENT SUPPORTS

* WE DO NOT YET HAVE STUDENT ELIGIBILITY REQUIREMENTS – EXPECTED TO BE AVAILABLE ON SEPTEMBER 23RD.

ONE TEST VERSION...WHAT DOES THIS MEAN?

- AT THE STUDENT LEVEL – THOSE WHO HAVE PREVIOUSLY TAKEN STAAR A OR STAAR L SHOULD NOT SEE ANY DECREASE IN THE AMOUNT OF ONLINE ACCOMMODATIONS AND SUPPORT THEY'VE RECEIVED WITH THOSE TEST VERSIONS.
- AT THE COMMITTEE LEVEL – HOW SOME OF THESE DESIGNATED SUPPORTS ARE DOCUMENTED WILL CHANGE
 - THE ONLINE DESIGNATED SUPPORTS WILL BE DOCUMENTED INDIVIDUALLY, AS WELL AS ANY SUPPORTS THAT ARE NOT EMBEDDED WITHIN THE TEST ADMINISTRATION
- WE DON'T KNOW EXACTLY HOW THESE WILL NEED TO BE DOCUMENTED YET (9/23 TETN)

ONE TEST VERSION...WHAT DOES THIS MEAN?

- ELIGIBILITY FOR ONLINE ACCOMMODATIONS?
- WILL NOT KNOW FOR SURE UNTIL AFTER SEPTEMBER 23RD MEETING.
- BUT...

State-Required Documentation Form

STAAR A Eligibility Requirements

Student Name _____

Name of District _____

STAAR A is a computer-based assessment that measures a student's knowledge and skills in reading, writing, mathematics, and science. The STAAR A assessment is administered to students in grades 4 and 5. The STAAR A assessment is a computer-based assessment that measures a student's knowledge and skills in reading, writing, mathematics, and science. The STAAR A assessment is administered to students in grades 4 and 5.

As a result, the ARD or Section 504 committee (in conjunction with the LPARC if the student is receiving special education services) must include this form in the student's IEP or IAP to document eligibility for accommodations.

Reading (R)	Writing (W)	Math (M)	Science (S)
<input type="checkbox"/> Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading.	<input type="checkbox"/> Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading.	<input type="checkbox"/> Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading.	<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 vocabulary, context, and literal language, graphics, and illustrations, etc.	<input type="checkbox"/> Clarification or rewording of complex questions and concepts using vocabulary, context, and literal language, graphics, and illustrations, etc.	<input type="checkbox"/> Clarification or rewording of complex questions and concepts using vocabulary, context, and literal language, graphics, and illustrations, etc.	<input type="checkbox"/> Clarification or rewording of complex questions and concepts using vocabulary, context, and literal language, graphics, and illustrations, etc.
<input type="checkbox"/> Direct student attention to specific parts of the selection, parts of a graphic, parts of a answer choice.	<input type="checkbox"/> Direct student attention to specific parts of the selection, parts of a answer choice.	<input type="checkbox"/> Direct student attention to specific parts of the selection, parts of a answer choice.	<input type="checkbox"/> Direct student attention to specific parts of the selection, parts of a answer choice.
<input type="checkbox"/> Use of writing process choices.	<input type="checkbox"/> Use of writing process choices.	<input type="checkbox"/> Use of writing process choices.	<input type="checkbox"/> Use of writing process choices.
<input type="checkbox"/> Scattered steps in a process (if applicable) to match each step.	<input type="checkbox"/> Scattered steps in a process (if applicable) to match each step.	<input type="checkbox"/> Scattered steps in a process (if applicable) to match each step.	<input type="checkbox"/> Scattered steps in a process (if applicable) to match each step.
<input type="checkbox"/> Use of generic and question-specific graphic organizers.	<input type="checkbox"/> Use of generic and question-specific graphic organizers.	<input type="checkbox"/> Use of generic and question-specific graphic organizers.	<input type="checkbox"/> Use of generic and question-specific graphic organizers.
<input type="checkbox"/> Direct student attention to specific parts of the selection, parts of a graphic, parts of a answer choice.	<input type="checkbox"/> Direct student attention to specific parts of the selection, parts of a answer choice.	<input type="checkbox"/> Direct student attention to specific parts of the selection, parts of a answer choice.	<input type="checkbox"/> Direct student attention to specific parts of the selection, parts of a answer choice.

Consent with the LPARC if the student is receiving special education services. This form must be documented in the student's IEP or IAP. For more information, visit the STAAR A Assessment website.

Year under consideration:

- Science Grade _____
- Biology _____
- Social Studies Grade 8 _____
- U.S. History _____

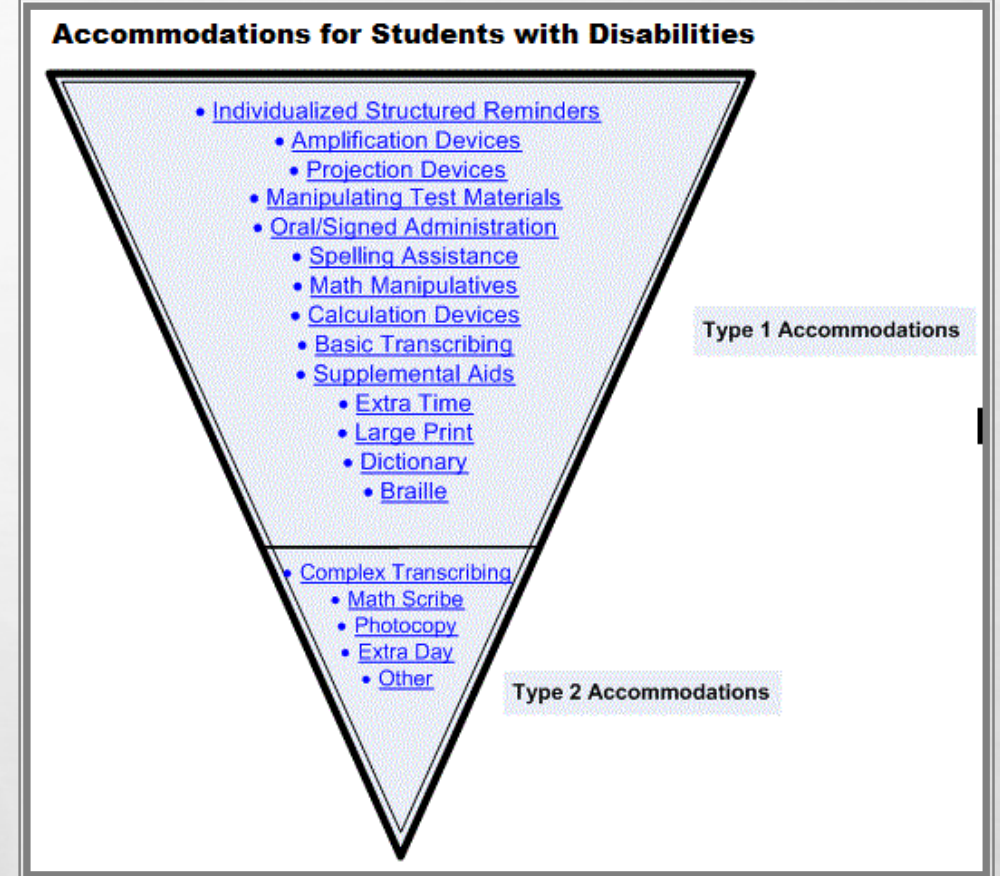
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ONE TEST VERSION...WHAT DOES THIS MEAN?

- COMMITTEE DECISIONS THAT HAVE ALREADY BEEN MADE?
 - AFTER SEPTEMBER 23RD TETN, APPROPRIATE DEPARTMENTS WILL COMMUNICATE HOW TO HANDLE COMMITTEE DECISIONS THAT HAVE ALREADY BEEN MADE FOR SPRING 2017 ASSESSMENTS

WHAT ABOUT ACCOMMODATIONS?

- INFORMATION EXPECTED TO COME OUT AT SEPTEMBER 23RD TEA PRESENTATION – CHRIS' EDUCATED SPECULATION...
 - TYPE 1 ACCOMMODATIONS WILL BECOME “*DESIGNATED SUPPORTS*”
 - TYPE 2 ACCOMMODATIONS WILL BECOME “*DESIGNATED SUPPORTS WITH TEA APPROVAL*”
 - ELIGIBILITY REQUIREMENTS MAY BE A LITTLE EASIER FOR STUDENTS TO MEET
 - THE STUDENT USES IT ROUTINELY AND EFFECTIVELY WILL LIKELY BE THE MAIN CRITERIA.
 - UNSURE OF SUPPORTS FOR STUDENTS WHO ARE NOT SERVED BY SPECIAL EDUCATION OR 504 – SEPTEMBER 23RD.



MORE INFORMATION TO COME...

- ONCE WE HAVE ALL OF THE INFORMATION, SYSTEMWIDE TESTING, SPECIAL EDUCATION, 504 AND ELL DEPARTMENT WILL WORK TO MAKE SURE INFORMATION IS COMMUNICATED TO ALL STAKEHOLDERS EFFICIENTLY AND CONSISTENTLY

OTHER CHANGES...

- LENGTH OF TESTS – HB 743
 - THE STAAR ASSESSMENTS WILL BE SHORTENED SO THAT 85% OF STUDENTS WILL BE ABLE TO COMPLETE THE ASSESSMENT WITH IN 2 HOURS FOR GRADES 3-5 AND WITHIN 3 HOURS IN GRADES 6-8
 - HOW MUCH THE TESTS WILL BE SHORTENED HAS NOT YET BEEN DETERMINED
 - STATUTORY REQUIREMENTS FOR VALIDITY/RELIABILITY MUST ALSO BE CONSIDERED
 - AS OF NOW, THERE IS NO INDICATION THAT THIS WILL CHANGE THE 4-HOUR TIME LIMIT.

OTHER CHANGES...

- TELPAS PILOT STUDY

- SPRING 2018 TELPAS WILL MOVE TO SPEAKING AND LISTENING AS AN ONLINE ASSESSMENT

- TEA AND PEARSON ARE CURRENTLY CONDUCTING COGNITIVE LABS WITH A VERY SMALL SAMPLE SIZE

- SPRING 2017 TELPAS PILOT STUDY INFORMATION IS DUE TO COME OUT LATER THIS MONTH

- SOME CAMPUSES MAY BE ASKED TO PARTICIPATE IN THE PILOT STUDY

OTHER CHANGES...

- REDESIGN OF THE STAAR CONFIDENTIAL STUDENT REPORTS
 - TEA IS IN THE PROCESS OF GATHERING PUBLIC INPUT
 - CSRS WILL BE REDESIGNED THIS FALL
 - [HTTP://STAARREPORTING.COM/](http://staarreporting.com/)

ANY QUESTIONS?