

# *Procedures and Accommodations*

## *At A Glance*

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# Note:



This summary

**DOES NOT**

replace examination of the resources provided in the TEA

Website for STAAR Resources

<http://tea.texas.gov/student.assessment/staar/> ,

Accommodations Resources

<http://tea.texas.gov/student.assessment/accommodations/>

or

*District and Campus Coordinator Manual.*

Individuals with Disabilities Education Act Subpart A § 300.39: Special Education

Texas Education Code § 29.001: Statewide Plan

Texas Administrative Code § 89.63: Instructional Arrangements and Settings

Texas Administrative Code § 74.4: ELPS

(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, content, methodology, or delivery of instruction-

(7) ensure that an individualized education program for each student with a disability is properly developed, implemented, and maintained in the least restrictive environment that is appropriate to meet the student's educational needs

(c) Instructional arrangements/settings shall be based on the individual needs and the individualized education programs of eligible students receiving special education services and shall include the following:

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(i) To address the unique needs of the child that result from the child's disability; and  
(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

(1) Mainstream... the student's IEP must specify the services that will be provided by qualified special education personnel to enable the student to appropriately progress in the general education curriculum and/or appropriately advance in achieving the goals as set out in the student's IEPs. Examples of services provided...include, but are not limited to, ... curricular or instructional modifications/accommodations

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;  
(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency;

# 2015-2016 State Assessments

Language  
Proficiency

Academic

TELPAS

English  
STAAR

Spanish  
STAAR

STAAR A

STAAR L

STAAR  
Alternate 2

STAAR  
Alternate 2

# CRITICAL INFORMATION

Not all accommodations suitable for instruction are appropriate or allowable during state assessments.

## **Accommodations**

Accommodations are changes to materials, procedures or techniques that enable students with disabilities or English language learners (ELLs) to participate meaningfully in learning and testing.

## **Accommodations for students with disabilities**

Intended to reduce the effect of a student's disability and provide students effective and equitable access to grade-level or course curriculum and assessments

## **Linguistic accommodations for ELLs**

Intended to decrease the language barrier that ELLs experience when learning and demonstrating knowledge and skills in English and are related to the unique second language learning processes of ELLs

# CRITICAL INFORMATION

Decisions to use an accommodation during a state assessment should be made on an individual student basis. Take into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction and testing.

A student who is unaccustomed to using an accommodation might be hindered rather than helped by an accommodation not routinely used.

However, this does not mean that the accommodation must be used every day during instruction.

# CRITICAL INFORMATION

## Routinely, Independently, and Effectively

Routine accommodation use, as defined by TEA, results in two important outcomes.

1. The student has used the accommodation often enough during classroom instruction and testing that he or she is able to use it independently during the state assessment.

Independent accommodation use is applicable to some accommodations (e.g., calculator) but not to others (e.g., oral administration).

2. The accommodation has proven to be effective in meeting the student's specific needs, as evidenced by student scores or teacher observations with and without accommodation use.

# CRITICAL INFORMATION

## Accommodations

- should be effective in allowing a student access to the Texas Essential Knowledge and Skills (TEKS)
- can change over the course of the school year or from year to year based on student needs
- should be documented in the appropriate student paperwork
- should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year
- are not necessary for every student
- are not changes to the performance criteria of an assignment or assessment
- are not changes to the content being assessed
- should not be provided to an entire group of students
- are not intended to provide an advantage to a student with a disability or an ELL (e.g., increase a passing score to a higher score)
- should not be provided to a student without evidence of effectiveness from year to year



# CRITICAL INFORMATION

## Accommodations : Assessment

- maintain the integrity of the assessment
- avoid leading to or providing the student a direct answer
- be used routinely in instruction
- reflect the student's learning styles
- allow a student to respond using a mode that is appropriate for the student)

# CRITICAL INFORMATION

It is important to keep in mind that the policies for accommodation use on state assessments should not limit an educator's ability to develop individualized materials and techniques to facilitate student learning. Because students must be able to understand the information that the accommodation provides, its goal is simply to be used as an assistance tool in order to foster and support learning. The purpose of STAAR/TELPAS is to measure the degree to which students have met state curriculum and performance standards. Unlike instruction, state assessments must be standardized so that student results can be compared and interpreted.

- Signing/ Translating Test Administration Directions
- Read the Test Out Loud (**student**)
- Read Aloud or Sign Writing Prompt
- Reading assistance upon student request- Grade 3 Math Test  
(if reading all the test, then must meet criteria for oral administration)
- Minimize Distractions
- Individual & Small Group (**routinely used**) (personal recommendation is 10 or less)
- Reminder to Stay on Task



*Assistive tools:*

- Scratch Paper or Another Workspace
- Colored Overlays (**may make notes**)
- Blank Place Markers
- Magnifying Devices
- Highlighters, Colored Pencils, or Crayons  
(**not on answer document**)

*(must be destroyed  
after testing)*

## Scratch Paper or Another Workspace

blank paper

colored paper

lined paper

graph paper

butcher paper

adhesive notes

chalkboard

white board

## Scratch Paper or Another Workspace

≠

## Graphic Organizer

Scratch paper is provided when space provided within test does not meet a student's needs.

Graphic organizer is provided to assist a student with a disability in recalling information.



# Policies

STAAR Policies are not considered an “accommodation” and do not need to be documented in student’s IEP (SpEd) or IAP (504).

Not permitted in Math 3-7 or Science 5 and 8 unless student meets eligibility criteria for the accommodation (must be documented).

District may provide applicable calculator/dictionary or students may bring them from home.

Students may have more than one calculation device/dictionary during the assessment.



# Calculator (No internet access)

- STAAR/A/L Math 8
- EOC/A/L Algebra I  
graphing calculator  
(one per student  
throughout whole test)
  
- EOC/A/L Biology  
handheld four-function,  
scientific, or graphing  
calculators  
(at least one for every five  
students)

# Dictionary (Electronic-no internet access)

- Standard English
- Bilingual\*  
\*according to  
student's linguistic  
needs and use
- ESL\*
- Dictionary/thesaurus
- Sign language
- Thesaurus (not required)



STAAR/A Reading 6-8 Writing 7  
STAAR/EOC A English I/II

A minimum of one for every five  
students.

Students must have access  
throughout the entire test.



STAAR  
TELPAS  
Allowable  
Accommodations

# *Linguistic accommodations for ELLs*

- Based on the student's particular need for second language acquisition support. Second language acquisition support refers to the assistance with the English language that ELLs need as they are taught mathematics, science, social studies, and language arts. It does NOT refer to the type of assistance that a student might need when having difficulty learning academic content.
- ONLY Allowed For ELL students receiving ELL services.

(Reminder: ELLs with parent denials TAC §101.1005 (f) are not eligible for special ELL assessments, accommodations, or accountability provisions. These students, however, may use bilingual, ESL, or other allowable dictionaries as part of dictionary policy for STAAR reading and writing in grades 6 and up; under this policy, use of certain dictionaries is not considered a linguistic accommodation.)



# Linguistic Accommodations for ELLs

(including students with disabilities)

**MUST be documented**

The *language proficiency assessment committee (LPAC)* makes and documents test participation *decisions* for ELLs as well as decisions about which accommodations to provide during state assessments.

*In the case of an ELL with a disability, the decision should be made by the applicable group 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.*

# Dictionary (Electronic-no internet access)

- *Bilingual*\* STAAR/A R3-5 W4 M3-8  
S5/8 SS8 EOC/A AlgI Bio USHist  
STAAR L M3-8 S5/8 SS L EOC AlgI  
Bio USHist
- *ESL*\* STAAR/A R3-5 W4
- Monolingual (other than English)  
STAAR/A R3-8 W4/7 EOC/A EngI/II
- Picture STAAR/A R3-8 W4/7 EOC/A EngI  
EngII
- Thesaurus (not required) STAAR/A R3-8  
W4/7 EOC/A EngI/II

Reading aloud of text  
(by computer)

- words STAAR L/EOC
- words, sentences, entire pages  
STAAR A/EOC

Extra Time (same day)  
STAAR/L/A EOC/L/A  
All subjects

\*Policy-  
NOT linguistic  
accommodation  
in G6 R/W



## Clarification in English of word meaning

No clarification guide for STAAR A

Clarification guide available for STAAR L

- test questions (eligible words/phrases by computer)

STAAR L M3-8 S5/8 SS8 EOC AlgI Bio USHist

- test questions STAAR A/EOC (eligible words/ phrases by computer)

- STAAR A (occasional words/phrases per request)

R3-8 W4/7 EOC EngI EngII

- writing prompts (words/ phrases per request)

STAAR/ A W4/7 EOC/A EngI EngII

- short answer reading questions(non-LA words/ phrases per request)

EOC/A EngI EngII

# Accommodations for students with disabilities

For the purposes of the statewide assessments, students needing accommodations due to a disability include:

- 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.

# Accommodations for Students with Disabilities (Including ELLs)

## MUST be documented



Students receiving special education or Section 504 services, the decision for a student to use accommodations during the statewide assessments is made by the Admission, Review, and Dismissal (ARD) committee or Section 504 placement committee.

In those rare instances where a student does not receive services but meets the eligibility criteria because of a disabling condition, the decision about using accommodations on the statewide assessments is made by the appropriate team of people at the campus level, such as the Response to Intervention (RTI) team or student assistance team.

# TYPE 1



DO NOT REQUIRE  
AN  
ACCOMMODATIONS  
REQUEST FORM

# Students with Disabilities, Dyslexia, and/or

## Other Disability (related disorder as per § TEC 38.003)

### (including ELLs) Receiving Services

STAAR/EOC

STAAR Spanish

STAAR/EOC L

STAAR/EOC A

TELPAS

All Subjects/  
Grades

(2-12 READING)

- Individualized Structured Reminders  
(beyond procedures/materials)
- Amplification Devices
- Projection Devices
- Manipulating Test Materials  
by Test Administrator

# Students with Disabilities, Dyslexia, and/or

## Other Disability (related disorder as per § TEC 38.003)

### (including ELLs) Receiving Services



### *Oral/Signed Administration*

STAAR/EOC

STAAR Spanish

STAAR/EOC L

STAAR/EOC A

All Subjects



## Oral Administration of Paper, Braille, and EOC Online Test (pgs.3-4 of O/SAG)

### Level of support *must be documented*

- read parts of the test questions/answer choices at student request
- all test questions and answer choices throughout the test

### Reading aloud of text by test administrator (over the shoulder or with same form number test booklet) (must not rephrase, clarify, or interpret any test content) (unauthorized verbal/nonverbal assistance prohibited)

- Math, Science, Social Studies: (entire test)

Test questions and answer choices

- Reading: Test questions and answer choices
- Writing (4/7/EI-II ): Writing prompt

### Text-to-Speech STAAR L STAAR A (eligible students) (eligibility does not apply for oral administration)

### Allowable Accommodations and Reference Materials

**NEVER READ ALOUD READING SELECTIONS, REVISING\*/EDITING**

**PASSAGES, WRITING TEST QUESTIONS, OR ANSWER CHOICES**

## Standardized Oral Administration (SOA) oral administration online option

The option is available statewide to eligible students in the following grades and subjects:

Reading 3-4/6-7    Math 3-4/6-7    Science 5/8    Social Studies 8

Online tool through which SOA is delivered allows a student to independently select and change his or her level of reading support during the test administration. SOA should only be administered to an eligible student for whom the appropriateness of this type of oral administration has been discussed and documented. Guidelines apply.

The SOA forms feature a text-to-speech tool that students can use to hear selected text in test questions, answer choices, and graphics similar to the way it is on the traditional oral administration of a paper assessment. It is expected that all students participating in STAAR SOA complete the tutorial and practice tests prior to taking the assessment.

# Students with Disabilities and/or

## Dyslexia (including ELLs) Receiving Services



### *Spelling Assistance*

Capable of organizing and developing ideas and understands basic functions and use of written language conventions but has a disability that is so severe that s/he cannot apply basic spelling rules and/or word patterns to written responses.



STAAR/A

Writing 4 and 7

EOC/A

English I/II

STAAR Spanish

Writing 4

# Students with Disabilities and/or

## Dyslexia (including ELLs) Receiving Services



### *Math Manipulatives*

Disability that affects memory retrieval, focus or organizational and is severe enough to prevent student from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn varied instructional strategies and high quality instruction OR receiving services as a student with a visual impairment.



STAAR/A/L

Math 3-8

EOC/A/L

Algebra I

STAAR Spanish

Math 3-5

# Students with Disabilities and/or

## Dyslexia (including ELLs) Receiving Services

### *Calculation Devices*

Grades 3–8 Physical disability that prevents the student from independently writing the numbers required for computation and cannot effectively use other allowable materials (OR) visual impairment that prevents student from seeing the numbers they have written during computation and cannot effectively use other allowable materials

Grades 5 – 8: (OR) disability that affects mathematics calculations, even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.

STAAR/A/L

Math 3-7

Science 5/8

STAAR Spanish

Math 3-5

Science 5

# Students with Disabilities, Dyslexia, and/or

## Other Disability (related disorder as per § TEC 38.003)

### (including ELLs) Receiving Services

### *Basic Transcribing*

At least one of the following: Has an impairment in vision that necessitates the use of Braille or large–print material OR has a disabling condition (e.g., severe fine motor deficits, visual tracking difficulties, difficulty with letter formation) that prevents the student from independently and effectively recording responses in the bubbles or on the lined pages of the answer document despite multiple unsuccessful attempts to indicate responses on a similar format.

Examples only include these situations: The test administrator transfers responses onto the answer document or online system ONLY when student writes, circles, or points to responses, OR dictates or signs responses, OR writes response on scratch paper or another workspace or types responses on a word processor, OR uses speech–to–text software to indicate responses. Considerations: The test administrator is to record on the answer document exactly what the student has indicated. The test administrator may not edit or alter student responses in any way and may not provide feedback regarding the correctness of the student’s response.

STAAR/A/L/Spanish (applicable grades)

TELPAS (2-12 Reading)

# Students with Disabilities, Dyslexia, and/or Other Disability (related disorder as per § TEC 38.003)

## (including ELLs) Receiving Services



*Extra time (same day)*

STAAR/EOC

STAAR Spanish

STAAR/EOC L

STAAR/EOC A

All Subjects/  
Grades

Cannot effectively use other accommodations or any allowable test administration procedures or materials to address these needs, AND student must have one of the following:

- 1) an impairment in vision (e.g., uncorrected vision, nystagmus, VI)
- 2) identified with dyslexia or related disorder as per §TEC 38.003
- 3) receiving special education services and documented evidence of reading difficulties in IEP,
- 4) requires frequent or lengthy breaks due to a behavioral disorder or emotional disabling condition that affection attention and/or focus,
- 5) requires frequent or lengthy breaks due to a physical disability or a medical condition that requires a significant amount of time for treatment and/or recovery,
- 6) identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain typical structure and routine as possible.



# Students with Disabilities, Dyslexia, and/or Other Disability

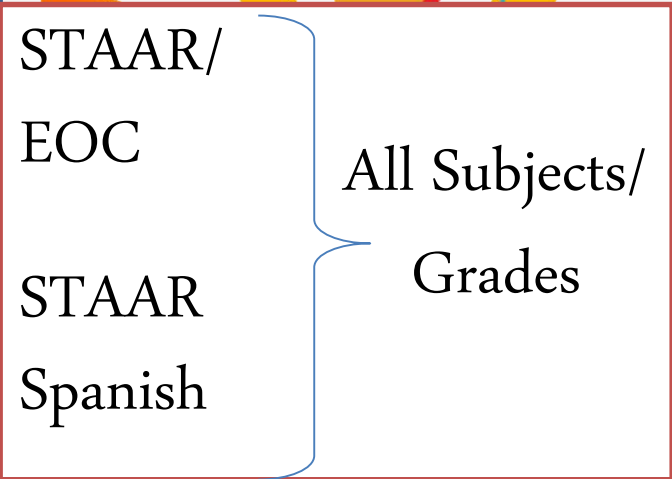
(related disorder as per § TEC 38.003)

## (including ELLs) Receiving Services

### *Large Print*

Uses large–print materials, including textbooks, worksheets, etc., during instruction and testing, AND the student must have *one* of the following:

- an impairment in vision (e.g., uncorrected vision, nystagmus, VI)
- a disability that affects student’s accuracy in tracking letter to letter, word to word, and/or line to line,
- a physical disability that necessitates the use of large–print.



# Students with Disabilities and/or Dyslexia (including ELLs) Receiving Services

## *Supplemental Aids*

STAAR/EOC  
STAAR Spanish  
STAAR/EOC L  
STAAR/EOC A

All Subjects/  
Grades

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.

All Subjects:

Mnemonic Device

*Blank* Graphic Organizers

Math:

Charts—Addition, 100, Multiplication, Place Value  
Graphics--Pictorial models of fraction bars or circles  
and Pictorial models of 1-, 2- and 3-  
dimensional geometric figures

Science:

Graphics—Scientific concepts and  
state-supplied reference materials  
formulas (variables only)  
(no symbols)

Written Composition:

Grammar and Mechanics Rules

Social Studies:

Graphics-- Blank maps, Timelines

- Supplemental aids can be provided in the language that is most appropriate for the student.
- Colors may be used in a supplemental aid to enhance readability or improve tracking but may NOT be used as a label.
- Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.
- The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information.
- Should NOT contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.

# Students with Disabilities and/or Dyslexia

## (including ELLs) Receiving Services

### *Dictionary (no internet access)*

Must have *one* of the following:

For reading test- a disability that affects memory retrieval and/or decoding skills

For writing test- is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules and/or word patterns (e.g., silent letters, base words with affixes) to written responses

STAAR/A/Spanish

Reading 3-5

Writing 4

Standard/General, Dictionary/Thesaurus,  
Bilingual, ESL, Picture, Sign Language



# Students with Disabilities and/or Dyslexia (including ELLs) Receiving Services



*Braille*

STAAR/EOC

All Subjects/  
Grades

Must have :

an impairment in vision

Must transcribe test in order to score.

Follow Basic and/or Complex  
Transcribing guidelines.

# TYPE 2



REQUIRE AN  
ACCOMMODATIONS  
REQUEST FORM

# Students with Disabilities, Dyslexia, and/or Other

**Disability** (related disorder as per § TEC 38.003)

(including ELLs) **Receiving Services**

***Complex Transcribing***

Unable to effectively use Basic Transcribing to address student needs, AND student must have one of the following:

- 1) an impairment in vision that necessitates the use of Braille or large–print test materials,
- 2) a physically disabling condition that prevents the student from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the online system despite multiple unsuccessful attempts to indicate responses on similar formats

Also applies to prewriting or drafts that the test administrator transcribes for the student prior to recording the final version onto the answer document. Does NOT apply to multiple choice or short answer questions.

STAAR/A Writing 4/7

EOC/A English I/II

STAAR Spanish Writing 4



# Students with Disabilities, Dyslexia, and/or Other

**Disability** (related disorder as per § TEC 38.003)

(including ELLs) Receiving Services

***Mathematics Scribe (must be destroyed after testing)***

STAAR/A/L Math 3-8 Science 5/8

EOC/A/L Algebra I Biology

STAAR Spanish

Math 3-5 Science 5

Cannot effectively use test administration procedures and materials allowed for any student or other accommodations to address this need, AND student must have one of the following:

- 1) an impairment in vision that necessitates the use of Braille or large–print test materials,
- 2) a physically disabling condition that prevents the student from independently and effectively recording scratch work and computations

# Students with Disabilities (including ELLs)

## Receiving Services

### *Photocopy*

Unable to effectively use other accommodations or test administration procedures or materials to address this need, AND student must have one of the following:

1) an impairment in vision and requires printed materials in a size larger than the state-supplied, large-print test materials,

2) a physical disability that prevents the students from effectively manipulating test materials printed on both sides of the paper and/or turning the pages in a test booklet

STAAR/  
EOC

STAAR

Spanish

All

Subjects/

Grades

# Students with Disabilities, Dyslexia, and/or Other

**Disability** (related disorder as per § TEC 38.003)

(including ELLs) **Receiving Services**

## *Extra Day*

STAAR/EOC

STAAR Spanish

STAAR/EOC L

STAAR/EOC A

TELPAS

All

Subjects/

Grades

(2-12 READING)



Unable to effectively use other accommodations or test administration procedures or materials to address this need, AND student must have one of the following:

- 1) a severe visual impairment including use of Braille test,
- 2) a severe behavioral or emotional disabling condition, the manifestation of which makes him or her unable to continue working for a prolonged period of time or during certain times of the day,
- 3) a severe physical disability or medical condition that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina,
- 4) identified with an autism spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral and/or emotional reaction that cannot be appropriately managed without an additional day of testing

# Students with Disabilities, Dyslexia, and/or Other Disability

(related disorder as per § TEC 38.003)

## (including ELLs) Receiving Services

### *Other*

STAAR/EOC	}	All Subjects/ Grades
STAAR Spanish		
STAAR/EOC L		
STAAR/EOC A		
TELPAS		(2-12 READING)

Unable to effectively use other accommodations or test administration procedures or materials to address this need, AND district testing coordinator has been advised by a member of TEA's Accommodations Task Force that the accommodation fits into the category of Other.

# STAAR A

## Accommodations for

### Students with Disabilities, Dyslexia, and/or Other

**Disability** (related disorder as per § TEC 38.003)

(including ELLs) **Receiving Services**

- Students with identified disabilities receiving special education services and/or students with a dyslexia or related disorder (§ TEC 38.003) receiving Section 504 services.
- ELLs identified with a disability and/or identified with dyslexia receiving services.
- Two or more accommodations must be checked in a subject to be eligible to participate in STAAR A in that subject. (See STAAR A Eligibility Requirements Form)

# STAAR A

Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading  
R,W,E

Clarification or rewording of

vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc. R,M,S,SS  
complex questions and concepts using definitions, similes, and literal language, etc.  
W

Direct student attention to specific information

(e.g., parts of the selection, parts of a graphic, parts of an answer choice) R,E

(e.g., parts of a selection, parts of an answer choice) W

(e.g., parts of a graphic, parts of an answer choice) M,S,SS

Scaffold

steps in process (i.e., bullet each step, space out each step) M,S,SS

understanding of open-ended questions about texts (i.e., short answer choices) E

Use of writing process checklist

Use of generic and questions specific graphic organizers W,E

Reading Support (i.e., revising passages and questions)  
W,E

Identification of formula(s) to use with specific questions  
M,S,B

## REMEMBER

The goal of instruction and linguistic accommodations used in instruction is to foster and support learning. The purpose of STAAR/TELPAS is to measure the degree to which students have met state curriculum and performance standards. Using an accommodation during classroom instruction and testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the accommodation provides and simply be used as an assistance tool.

**Not all accommodations suitable for instruction are appropriate or allowable during state assessments.**



**Accommodations Resources** <http://tea.texas.gov/student.assessment/accommodations/>

Accommodations for Students with Disabilities Taking State Assessments

Linguistic Accommodations for ELLs Participating in the STAAR Program

**Assessments for Students with Disabilities** <http://tea.texas.gov/student.assessment/special-ed/>

**Information on State Assessments for English Language Learners** <http://tea.texas.gov/student.assessment/ell/>

**STAAR A Resources** <http://tea.texas.gov/student.assessment/STAARA/>

**STAAR Alternate 2 Resources** <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

**STAAR General Resources** <http://tea.texas.gov/student.assessment/staar/>

Test Administration

District and Campus Coordinator Manual

Allowable Test Administration Procedures and Materials

Standardized Oral Administration

STAAR Specific Resources

Calculator Policy

Dictionary Policy

**STAAR L** <http://tea.texas.gov/student.assessment/ell/staarl/>



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