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ASSESSMENTS BY GRADE LEVEL AND SUBJECT AREA

Assessments by Grade Level and Subject Area

| Assessment | Enrolled Grade | | | | | | | | | | | | |
|------------------------------|-------------------------------|---|----------------------------------|--|--|--|--|--|--|--|--|--|----------------------------------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Reading | | | | TAKS* TAKS (Accom.)* Spanish TAKS* Spanish TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS* TAKS (Accom.)* Spanish TAKS* Spanish TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS* TAKS (Accom.)* Spanish TAKS* Spanish TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS* TAKS (Accom.)* Spanish TAKS* Spanish TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS* TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS* TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS TAKS (Accom.) TAKS-M FT** TAKS-Alt | | | |
| Writing | | | | | TAKS TAKS (Accom.) Spanish TAKS Spanish TAKS (Accom.) TAKS-M FT** TAKS-Alt | | | TAKS TAKS (Accom.) TAKS-M FT** TAKS-Alt | | | | | |
| ELA English Language Arts | | | | | | | | | | | TAKS* TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS TAKS (Accom.) TAKS-M FT** TAKS-Alt | |
| Mathematics | | | | TAKS* TAKS (Accom.)* Spanish TAKS* Spanish TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS* TAKS (Accom.)* Spanish TAKS* Spanish TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS* TAKS (Accom.)* Spanish TAKS* Spanish TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS* TAKS (Accom.)* Spanish TAKS* Spanish TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS* TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS* TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS TAKS (Accom.) TAKS-M FT** TAKS-Alt | TAKS* TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS TAKS (Accom.) TAKS-M FT** TAKS-Alt | |
| Science | | | | | | TAKS* TAKS (Accom.)* Spanish TAKS* Spanish TAKS (Accom.)* TAKS-M* TAKS-Alt | | | TAKS* TAKS (Accom.)* TAKS-M* TAKS-Alt | | TAKS* TAKS (Accom.)* TAKS-M* TAKS-Alt | TAKS TAKS (Accom.) TAKS-M FT** TAKS-Alt | |
| Social Studies | | | | | | | | | TAKS TAKS (Accom.) TAKS-M FT** TAKS-Alt | | TAKS TAKS (Accom.) TAKS-M FT** TAKS-Alt | TAKS TAKS (Accom.) TAKS-M FT** TAKS-Alt | |
| TLPAS | Multiple-Choice Assessment | | Reading | Reading | Reading | Reading | Reading | Reading | Reading | Reading | Reading | Reading | Reading |
| | Holistically Rated Components | Listening Speaking Reading Writing | Listening Speaking Writing | Listening Speaking Writing | Listening Speaking Writing | Listening Speaking Writing | Listening Speaking Writing | Listening Speaking Writing | Listening Speaking Writing | Listening Speaking Writing | Listening Speaking Writing | Listening Speaking Writing | Listening Speaking Writing |

* Linguistically Accommodated Testing (LAT) is available.

** The TAKS-M field test (FT) will serve as the testing requirement for this grade and subject for the 2007–2008 school year.

TEST ADMINISTRATION DATES

2007–2008 TAKS/TAKS (Accommodated) Primary* Test Administration Dates

| Test | Subjects | Grades | Testing Dates | Districts Receive Standard and Optional Reports |
|-----------------|--|---|---|--|
| Writing and ELA | Writing Spanish Writing ELA | 4, 7 4 10, Exit Level | March 4, 2008 March 4, 2008 March 4, 2008 | May 16–23, 2008 May 16–23, 2008 May 16–23, 2008 |
| Mathematics | Mathematics Spanish Mathematics Mathematics Spanish Mathematics Mathematics Mathematics | 5, 8 5 3, 4, 6, 7, 10 3, 4, 6 9 Exit Level | April 8, 2008 April 8, 2008 April 29, 2008 April 29, 2008 May 1, 2008 April 30, 2008 | April 25, 2008 April 25, 2008 May 16–23, 2008 May 16–23, 2008 May 16–23, 2008 May 16–23, 2008 |
| LAT Mathematics | Mathematics | 5, 8 3, 4, 6, 7, 10 | April 7, 2008 April 28, 2008 | April 25, 2008 May 16–23, 2008 |
| Reading | Reading Spanish Reading Reading Reading Spanish Reading | 3, 5, 8 3, 5 9 4, 6, 7 4, 6 | March 4, 2008 March 4, 2008 March 4, 2008 April 30, 2008 April 30, 2008 | March 21, 2008 March 21, 2008 May 16–23, 2008 May 16–23, 2008 May 16–23, 2008 |
| LAT Reading/ELA | Reading | 3–8 and 10 | April 29–30, 2008 | May 16–23, 2008 |
| Science | Science Spanish Science | 5, 8, 10, Exit Level 5 | May 1, 2008 May 1, 2008 | May 16–23, 2008 May 16–23, 2008 |
| LAT Science | Science | 5, 8, 10 | May 2, 2008 | May 16–23, 2008 |
| Social Studies | Social Studies | 8, 10, Exit Level | May 2, 2008 | May 16–23, 2008 |

* The primary test administration refers to the first time a student takes a particular test.

2007–2008 Alternate Assessment Administration Dates

2007–2008 TAKS–M Test Administration Dates

| Test | Subjects | Grades | Testing Dates | Districts Receive Standard and Optional Reports |
|---|----------------|---|--------------------|---|
| Fall 2007 Reading/ELA/Mathematics/ Science Tests* | Reading | 4–9 (field test) | October 8–19, 2007 | N/A |
| | ELA | 11 (field test) | October 8–19, 2007 | N/A |
| | Mathematics | 4–9, 11 (field test) | October 8–19, 2007 | N/A |
| | Science | 6, 9, 11 (field test) | October 8–19, 2007 | N/A |
| 2008 Reading/Writing/ELA Tests* | Reading | 3, 5, 8 9 (field test) | March 4, 2008 | March 21, 2008 |
| | | 4, 6, 7 | March 4, 2008 | N/A |
| | Writing | 4, 7 (field test) | April 30, 2008 | May 16–23, 2008 |
| | ELA | 10 11 (field test) | March 4, 2008 | N/A |
| 2008 Mathematics Tests* | Mathematics | 5, 8 3, 4, 6, 7, 10 11 (field test) | March 4, 2008 | May 16–23, 2008 |
| | | 9 (field test) | March 4, 2008 | N/A |
| | | | April 8, 2008 | April 25, 2008 |
| | | | April 29, 2008 | May 16–23, 2008 |
| 2008 Science Tests* | Science | 5, 8, 10 11 (field test) | April 30, 2008 | N/A |
| | | | May 1, 2008 | N/A |
| 2008 Social Studies Tests* | Social Studies | 8, 10, 11 (field test) | May 1, 2008 | May 16–23, 2008 |
| | | | May 1, 2008 | N/A |
| | | | May 2, 2008 | N/A |

* LAT administrations of TAKS–M for grades 3, 5, 8, and 10 reading/ELA will occur on March 4, the date of the regular TAKS–M administration. All other LAT administrations of TAKS–M may be conducted on the LAT schedule or on the regular TAKS–M schedule.

2007–2008 TAKS–Alt Test Administration Dates (All Grades/Subjects)

| | |
|-------------------|--------------------------------|
| ASSESSMENT WINDOW | October 1, 2007–April 18, 2008 |
| SUBMISSION WINDOW | April 7–18, 2008 |

INTRODUCTION

Purpose of the ARD Manual

Admission, review, and dismissal (ARD) committee members should use this reference manual to make decisions about placement in the Texas Student Assessment Program for students receiving special education services for the 2007–2008 school year. This manual explains to ARD committees how to make these decisions by using the Texas Essential Knowledge and Skills (TEKS) curriculum as documented in each student’s individualized education program (IEP). A glossary is provided beginning on page 51 to define terms used in this manual.

Who Needs to Be Trained

| | |
|-----------------------|---|
| Regional Level | Education Service Center staff |
| District Level | Superintendents Testing coordinators Curriculum directors Special education administrators |
| Campus Level | Principals and other administrators Testing coordinators Test administrators Educational diagnosticians Licensed specialists in school psychology Counselors Teachers Special education staff Parents |

Components of the 2007–2008 Texas Student Assessment Program

- The **Texas Assessment of Knowledge and Skills (TAKS)** measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). TAKS is administered in English for

Grades 3–9 reading

Grades 3–10 and exit level mathematics

Grades 4 and 7 writing

Grade 10 and exit level English language arts (ELA)

Grades 5, 8, 10, and exit level science

Grades 8, 10, and exit level social studies

TAKS includes a form called **TAKS (Accommodated)** for students served by special education who meet the eligibility requirements for certain specific accommodations. The TAKS (Accommodated) form includes format accommodations (larger font, fewer items per page, etc.) and contains no embedded field-test items. TAKS (Accommodated) will be available for all English TAKS tests beginning in spring 2008. Retest opportunities for TAKS (Accommodated) exit level assessments will be offered beginning in July 2008.

TAKS, including TAKS (Accommodated), is available in Spanish and is administered for

Grades 3–6 reading

Grades 3–6 mathematics

Grade 4 writing

Grade 5 science

- **TAKS–Modified (TAKS–M)** is an alternate assessment based on modified academic achievement standards and is designed for students receiving special education services who meet participation requirements for TAKS–M and for whom TAKS is not appropriate. TAKS–M covers the same grade-level content as TAKS, but TAKS–M tests have been modified in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.). TAKS–M is not available in Spanish.

The 2008 TAKS–M operational tests will include

- Grades 3–8 reading
- Grade 10 ELA
- Grades 3–8 and 10 mathematics
- Grades 5, 8, and 10 science

The 2008 TAKS–M field tests will include

- Grade 9 reading
- Grades 9 and 11 mathematics
- Grades 4 and 7 writing
- Grade 11 ELA
- Grade 11 science
- Grades 8, 10, and 11 social studies

Note that students taking the October 2007 TAKS–M field tests will be tested on the TEKS content for their 2006–2007 enrolled grade.

- **TAKS–Alternate (TAKS–Alt)** is an alternate assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements. TAKS–Alt is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers then score student performance using the TAKS–Alt rubric and submit results and evidence through an online instrument. TAKS–Alt is administered for:

- Grades 3–9 reading
- Grades 3–11 mathematics
- Grades 4 and 7 writing
- Grades 10 and 11 ELA
- Grades 5, 8, 10, and 11 science
- Grades 8, 10, and 11 social studies

- **Linguistically accommodated testing (LAT)** is an assessment process for recent immigrant English language learners who are granted a limited English proficiency (LEP) exemption under state law but are required to be assessed in certain grades and subjects under the federal No Child Left Behind Act (NCLB). LAT administrations of TAKS, which includes TAKS (Accommodated), and TAKS–M tests are available for

Grades 3–8 reading and grade 10 English language arts (ELA)

Grades 3–8 and 10 mathematics

Grades 5, 8, and 10 science

- The **Texas English Language Proficiency Assessment System (TELPAS)** assesses the progress that LEP students make in learning the English language. TELPAS is composed of holistically rated assessments (formerly known as the Texas Observation Protocols) and multiple-choice assessments (formerly known as the Reading Proficiency Tests in English).

The TELPAS holistically rated assessments are based on student observations and written student work. These assessments are administered for

Grades K–1 listening, speaking, writing, and reading

Grades 2–12 listening, speaking, and writing

The TELPAS multiple-choice assessments have been revised and will be administered for the first time in spring 2008. These assessments are administered for

Grades 2–12 reading

TAKS Assessment Comparison Chart for Students Receiving Special Education Services

| | TAKS | TAKS (Accommodated) | TAKS-M | TAKS-Alt |
|---|--|--|--|---|
| Curriculum | TEKS at enrolled grade-level with or without accommodations | TEKS at enrolled grade-level with accommodations | TEKS at enrolled grade-level with modifications and/or accommodations | TEKS at enrolled grade-level accessed through prerequisite skills |
| Eligibility | Grades 3–11: General education 504 eligibility Receiving special education services | Grades 3–11: Receiving special education services; ARD committee decision based on accommodations eligibility | Grades 3–11: Receiving special education services; ARD committee decision based on participation requirements | Grades 3–11: -Significant cognitive disabilities; -Cannot participate in other statewide assessments even with accommodations & modifications; -Determined by ARD committee (per participation requirements) |
| Format | Multiple choice/ written exam; embedded field test items New Century Schoolbook 10–12 point font | Multiple choice/written exam; no embedded field test items; Verdana font; fewer items per page | Multiple choice/written exam no embedded field test items Larger font, fewer items and answer choices, simplified passages and items, no paired passages, open-ended responses, or griddable items | Not a traditional paper-and-pencil or multiple-choice test; teachers observe as students complete teacher-designed activities; teachers score student performance using the TAKS-Alt rubric; documentation is submitted through an online instrument. |
| Passing Standard | score of 2100 | score of 2100 | Based on modified academic achievement standards; State will set a passing standard after first operational year; ARD committee does not set the passing standard | Set by the state based on alternate academic achievement; established Fall 2007 |
| Accommodations | Must be documented in IEP; Routinely used in classroom instruction and testing; Allowable accommodations listed in the 2007–2008 Accommodations Manual; Others must be approved through accommodation request form | Must be documented in IEP; Routinely used in classroom instruction and testing; Allowable accommodations listed in the 2007–2008 Accommodations Manual; Others must be approved through accommodation request form | Must be documented in IEP if not part of standard administration procedure, Routinely used in classroom instruction and testing; Listed as allowable or approved through accommodation request form | N/A: Supports that are routinely used by the student should be listed in the Activity Description |
| Accountability | State (AEIS): grades 3–11 all tested subjects Federal (AYP): grades 3–8, 10 reading/ELA, and mathematics | State (AEIS): limited to tested grades in science and social studies and all subjects at grade 11 Federal (AYP): same as TAKS | State (AEIS): not included until at least 2010 Federal (AYP): same as TAKS, subject to 2% cap on proficient results | State (AEIS): not included until at least 2010 Federal (AYP): same as TAKS, subject to 1% cap on proficient results |
| English Language Learners (ELLs) | LAT for LEP-exempt students in mathematics, reading, and science in grades 3–8 and 10; LEP exemptions for writing, social studies, and grade 9 tests Spanish tests available at grades 3–6 (all subjects) | LAT for LEP-exempt students in mathematics, reading, and science in grades 3–8 and 10; LEP exemptions for writing, social studies, and grade 9 tests Spanish tests available at grades 3–6 (all subjects) | LAT for LEP-exempt students in mathematics, reading, and science in grades 3–8 and 10; LEP exemptions for writing, social studies, and grade 9 tests no Spanish tests available | No LEP exemptions or LAT: Observational assessments can be developed using any language or other communication method routinely used with the student |
| Student Success Initiative (SSI) | Must pass Grade 3 reading and Grades 5 and 8 reading and mathematics assessment for promotion; 3 testing opportunities; Grade Placement Committee (GPC) determines promotion or retention | Must pass Grade 3 reading and Grades 5 and 8 reading and mathematics assessment for promotion; 3 testing opportunities; ARD Committee determines promotion or retention | Does not apply for the 2008 administration (no retest opportunities available for the 2008 administration); ARD committee decides promotion/retention | Does not apply to students eligible to take this assessment |
| Graduation Requirement | Minimum/ Recommended/ Distinguished Plan: Must pass mathematics, ELA, science, and social studies assessments at the exit level | To Be Determined | Completion of IEP as determined by the ARD committee which may include credit and curriculum requirements, demonstration of employability skills, and/or reaching the age of 22 | Completion of IEP as determined by the ARD committee which may include credit and curriculum requirements, demonstration of employability skills, and/or reaching the age of 22 |

ASSESSMENT INFORMATION

Assessment Decisions

The current Texas assessment program not only reflects the rigor of the TEKS curriculum but also seeks to include as many students as possible in TAKS, while providing alternatives for students whose academic achievement and progress cannot be measured appropriately with TAKS.

The general assessment option, TAKS, which includes TAKS (Accommodated) for students receiving special education services, should be the assessment that is administered to the majority of students in Texas. It is the responsibility of the state as well as that of districts, campuses, and classroom teachers to provide instruction, opportunities, and support to students to promote success on the general assessment. However, for those students who cannot best be assessed with TAKS and/or TAKS (Accommodated), the state has developed two alternate assessments. Both TAKS–M and TAKS–Alt have specific participation requirements that must be carefully considered when recommending these assessments for students receiving special education services. All students have the right to be exposed to as much of the TEKS curriculum as possible so that they can reach their academic potential. The participation requirements for the alternate assessments describe the type of grade-level instruction of the TEKS (modified or accessed through prerequisite skills) that a student should be receiving in order to participate in the specific alternate assessment.

| <i>Federal Requirements for the Assessment of Students with Disabilities</i> | <i>State Assessments</i> |
|---|-------------------------------------|
| General assessment (with or without accommodations) | TAKS, including TAKS (Accommodated) |
| Alternate assessment based on modified academic achievement standards (2%) | TAKS–M |
| Alternate assessment based on alternate academic achievement standards (1%) | TAKS–Alt |

For students receiving special education services, these considerations and decisions lie with the ARD committee. The members of the committee must weigh the benefits of rigorous and challenging expectations with the possibilities of success, given each student's individual strengths, needs, instruction, and accommodations. Keeping these high standards in mind, the ARD committee must choose the assessment that matches the educational needs of each student individually. ARD committees should promote high expectations in determining the annual measurable goals documented in each student's IEP. It is important to emphasize that the instructional decisions made by the ARD committee and documented in the IEP must always guide assessment decisions. The decisions are based on each student's IEP, the previous year's Confidential Student Report (CSR), and other relevant information, such as student work samples, informal assessments, and data collection entries. ARD committees will

use these documents along with the four steps beginning on page 15 to identify the most appropriate test for a student in each subject area under consideration.

It is important to remember that each subject area tested in TAKS, TAKS (Accommodated), and TAKS–M is considered separately when making assessment decisions, since a student’s skill level may vary across subjects. TAKS–Alt is an exception to this rule. A student who meets the participation requirements for TAKS–Alt will take TAKS–Alt for all subjects required for the student’s enrolled grade.

The following section outlines the four-step process that ARD committees should follow to identify the appropriate assessment to meet each student’s educational needs.

The Four Steps: Making Assessment Decisions and Considering Needed Accommodations

In order to make assessment decisions, the ARD committee should follow these steps. Reading, mathematics, writing, ELA, science, and social studies must be considered separately. If the decision is made to administer TAKS–Alt to a student, he or she will take all applicable subject-area tests at the enrolled grade level.

Step 1

Review the student’s current information to determine the student’s present level of functioning.

Step 2

Determine how the student receives TEKS instruction and the student’s level of performance on the grade-level curriculum.

Step 3

Determine the appropriate assessment for the student: TAKS, TAKS (Accommodated), TAKS–M, or TAKS–Alt.

Step 4

Document the appropriate assessment along with all allowable or approved accommodations that the student will need during testing.

Step 1

Review the student's current information to determine the student's present level of functioning.

The ARD committee must review the student's IEP, the student's CSR from the previous school year (if available), and other relevant information. Using these documents, the ARD committee must consider the student's strengths and weaknesses in relation to the TEKS.

District and campus personnel share responsibility to ensure that all necessary information on a given student is available so that the ARD committee can make appropriate assessment decisions. This information should include the following:

- **A student's IEP** includes the current levels of educational performance in relation to the grade-level curriculum. The IEP provides a detailed look at a student's progress in the curriculum, including whether the student is receiving grade-level instruction with no modifications, a modified grade-level curriculum, or a grade-level curriculum that is accessed through prerequisite skills. Information from other people such as parents, legal guardians, teachers, counselors, assessment specialists, administrators, and other professionals or paraprofessionals may also be documented.
- **A student's CSR** includes the results from the previous test administration. The listing of student performance by objective provides a more detailed look at a student's progress in the curriculum. If the ARD committee does not have a CSR for a student, committee members should review other information described below.
- **Other relevant information** may include a collection of student work samples, informal teacher assessments, norm-referenced and criterion-referenced tests, diagnostic testing, or data collection recording forms.

Using this information, ARD committees should verify the enrolled grade of the student, determine the extent of modifications to the TEKS curriculum or the level at which the student is accessing the TEKS through prerequisite skills, and the accommodations and supports that the student uses routinely in instruction.

Step 2

Determine how the student receives TEKS instruction and the student's level of performance on the grade-level curriculum.

Continuing to use the information collected in Step 1, the ARD committee must determine the student's individual skills and level of progress in the TEKS for the student's enrolled grade. The ARD committee will also need to look carefully at the extent of the modifications to the TEKS curriculum that were provided to the student that enabled progress to occur. The ARD committee must determine if the TEKS were accessed through accommodations and/or modifications or if the student accessed the TEKS through prerequisite skills. With this information, the ARD committee will determine if TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt is the appropriate assessment for the student.

Information to help ARD committees understand how the objectives and TEKS student expectations are assessed can be found in the *TAKS Information Booklets* available on the TEA website at <http://www.tea.state.tx.us/student.assessment/>. The booklets contain specific information about test objectives and TEKS student expectations as well as sample items and test blueprints. The blueprints list the number of items addressing each objective and the number of items on the test as a whole.

The chart on the next page is designed to clarify which curriculum description is best assessed with each specific assessment offered by the state.

Access to the General Curriculum

| Curriculum Format | Focus | Examples | Assessment Option |
|---|--|---|---|
| TEKS Curriculum | <ul style="list-style-type: none"> Grade-level state-mandated curriculum with classroom accommodations as needed for student success Student is responsible for all objectives and student expectations for that subject | <ul style="list-style-type: none"> Classroom tests have been shortened in length Extra time to complete assignments Page formatting to help with clarity and visual organization Additional notes, taped lectures, taped textbooks, or manipulative materials to help access information | <ul style="list-style-type: none"> TAKS TAKS (Accommodated) |
| TEKS Curriculum Accessed through Modifications and/or Accommodations | <ul style="list-style-type: none"> TEKS instruction using modifications and/or accommodations which allow access to the TEKS Student is provided with instruction and modifications that address the learning styles and needs of students with disabilities Student is responsible for all objectives for that subject | <ul style="list-style-type: none"> Providing opportunities for a student to show knowledge of information using methods that emphasize the student's strengths Providing technology, manipulatives, and resources that compensate for the student's disability Simplifying directions and reducing length of assignments and number of answer choices Providing student with a smaller teacher-student ratio during critical aspects of instruction Simplifying the presentation of the task by reducing the complexity of vocabulary and sentence structure Deleting extraneous information on assignments | <ul style="list-style-type: none"> TAKS–M |
| TEKS Curriculum Accessed through Prerequisite Skills | <ul style="list-style-type: none"> TEKS instruction focusing on academic prerequisite skills while addressing both real-life application of skills and the student's needs Student is provided a specialized program with supports and structures that maximize student success | <ul style="list-style-type: none"> Finding areas of the TEKS curriculum for the student to access focusing on the student's strengths Providing adult support as needed to access environments and activities Finding real-life applications of assignments to maximize generalization of skills Providing varying levels of prompting to ease the student toward independence Using technology and communication devices that provide student with effective methods of response | <ul style="list-style-type: none"> TAKS–Alt |

Step 3

Determine the appropriate assessment for the student: TAKS, TAKS (Accommodated), TAKS–M, or TAKS–Alt.

After the ARD committee has considered the student’s present level of functioning and participation in the grade-level TEKS curriculum, the committee is now ready to determine which assessment is the most appropriate for a student.

A brief description of the format of each assessment is provided below.

| GENERAL ASSESSMENTS | |
|------------------------------|--|
| TAKS | This assessment is administered statewide on a specific date and measures a student’s mastery of the TEKS for the student’s enrolled grade. The format of the test is mainly multiple choice; however, there are also griddable mathematics and science items, open-ended reading responses, and a writing task for the writing and ELA assessments. |
| TAKS (Accommodated) | This assessment is for students served by special education. It contains the same items as TAKS but no embedded field-test items. The TAKS (Accommodated) form includes format accommodations (larger font, fewer test items per page) and allows for additional accommodations through submission of an Accommodation Request Form that addresses individualized needs. |
| ALTERNATE ASSESSMENTS | |
| TAKS–Modified | This alternate assessment for students served by special education is also administered statewide on a specific date and it contains multiple-choice items as well as a writing task for the writing and ELA assessments. TAKS–M covers the same grade-level content as TAKS but has been modified in format (larger font, more white space, etc.) and test design. Modifications to test design include fewer answer choices, simpler vocabulary and sentence structure, no paired passages, no open-ended reading responses, no crossover questions, no visual representations on ELA, provision of formulas for individual items, no griddable items on science and mathematics, definition boxes for literary terms and difficult science vocabulary, pre-reading text to be read by the test administrator prior to reading selections and writing passages, or separate paragraphs in reading selections according to content of selection and items associated with that content. |
| TAKS–Alternate | This alternate assessment for students served by special education involves teachers observing students with significant cognitive disabilities as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Assessment activities are designed by teachers using the <i>TEKS Curriculum Framework for TAKS–Alt</i> and <i>TEKS-Based Examples of the Instructional Activities for TAKS–Alt</i> developed by the state for each grade and subject. After observing students, teachers score student performance using the TAKS–Alt rubric and submit results and documentation through an online instrument. The assessment spans a seven-month window with a specific submission period for test results. |

Participation in the general assessment should be considered first when determining the appropriate assessment for a student. If an alternate assessment is considered to be the best option for a student, the ARD committee must consider the specific participation requirements outlined for both TAKS–M and TAKS–Alt. Below is a comparison chart that lists the participation requirements for each of the alternate assessments. Copies of the participation requirements and accompanying clarification documents are located in Appendix B.

Participation Requirements Comparison Chart

| Requirement | TAKS–Modified | TAKS–Alternate |
|---------------------------------|---|--|
| Federal Requirement | <ul style="list-style-type: none"> Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS–M. | <ul style="list-style-type: none"> Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with TAKS–Alt. |
| Descriptor Criteria | <ul style="list-style-type: none"> ARD committees may decide that a student's knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets all of the following participation criteria. | <ul style="list-style-type: none"> ARD committees may decide that a student's knowledge and skills can best be assessed with TAKS–Alt if the student meets all of the following participation criteria. |
| Access to the Curriculum | <ul style="list-style-type: none"> The student needs extensive modifications and/or accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS. | <ul style="list-style-type: none"> The student accesses and participates in the grade-level TEKS through activities that focus on prerequisite skills. |
| Instruction | <ul style="list-style-type: none"> The student requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS. The student demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence. | <ul style="list-style-type: none"> The student demonstrates knowledge and skills routinely in class by methods other than paper-and-pencil tasks. The student demonstrates performance objectives that may include real-life applications of the grade-level TEKS as appropriate to the student's abilities and needs. The student requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance, and generalization of skills. The student requires supports to the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills. |
| Other | <ul style="list-style-type: none"> The student meets some but not all of the participation criteria of TAKS–Alt. | |

Decisions regarding assessment should be made based on the instruction the student is receiving and the accommodations and/or modifications the student requires in order to be successful. Assessment decisions should not be made solely on disability category or placement and neither are they determined administratively; rather, they are determined by the ARD committee. Navigating the new state assessment choices may prove challenging for ARD committees. To assist in this task, several student scenarios are described in the next few pages in order to clarify the main issues that may complicate decisions. Please note that student scenarios are not meant to mirror exact situations you may encounter during ARD meetings but are intended to serve as an example of a general issue that may arise.

TAKS, TAKS (Accommodated), TAKS–M, TAKS–Alt: Which One?

| Student Description | Assessment Decision/Rationale |
|---|---|
| <p>A grade 10 student was dismissed from special education services the previous year. She is currently served by Section 504 with the following classroom accommodations: use of large-print materials and highlighters.</p> | <p>The student must take TAKS. Only students receiving special education services may take TAKS (Accommodated), TAKS–M, or TAKS–Alt.</p> |
| <p>A grade 9 student receives one hour of special education services per day in the area of reading. She routinely uses the following classroom accommodations: larger font and fewer questions on worksheets and less text on a page.</p> | <p>After reviewing the student’s strengths and weaknesses, the ARD committee determines that because of the student’s need for accommodations in reading, she should take TAKS (Accommodated). She should take TAKS for mathematics since she does not receive special education services or accommodations in this area.</p> |
| <p>A grade 11 student receives one hour of special education services per day in the area of English language arts and one hour per day in mathematics. Additionally, he attends an inclusion class for science and social studies. He requires numerous accommodations to address his attention deficit disorder, and the curriculum he receives is somewhat modified. Accommodations in all classes include: small-group instruction, use of a timer, use of computer and spell check for all written tasks, and fewer questions on every assignment.</p> | <p>After reviewing the student’s strengths and weaknesses, the ARD Committee also reviews the previous year’s assessment results for this student. As a grade 10 student, he met ARD expectations for SDAA II reading (Instructional Level 8, achievement level III) and SDAA II mathematics (Instructional Level 9, achievement level II) and he was administered an LDAA in science and social studies. TAKS is immediately ruled out as an option in all areas due to the fact that some of the needed accommodations are not allowed on TAKS in all subject areas (spell check, fewer questions). After much discussion and review of the participation requirements for TAKS–M, the committee does not feel that TAKS–M is appropriate. The student’s biggest need is in the area of accommodations which may be provided on TAKS (Accommodated). This is determined to be the most appropriate assessment for the student to take in all areas.</p> |

TAKS, TAKS (Accommodated), TAKS–M, TAKS–Alt: Which One? (cont.)

Student Description

Assessment Decision/Rationale

A grade 5 student receives one hour of special education services per day in both reading and mathematics. He requires modified reading passages due to difficulty with decoding and comprehension and he needs numerous modifications or accommodations to all materials (e.g., pre-reading strategies, simplified vocabulary and numbers, limited extraneous information, definitions provided for difficult vocabulary and assistance with determining the needed equations).



Due to the student's difficulty with decoding and comprehension and his need for extensive modifications or accommodations, the ARD committee determines that neither TAKS nor TAKS (Accommodated) would be appropriate testing options for this student. After reviewing the participation requirements for TAKS–M, the committee agrees that the student can best be assessed with TAKS–M in reading, mathematics, and science.

A grade 8 student receives two hours of special education services per day in language arts and one hour a day in mathematics. She is currently receiving instruction at approximately the grade 3 level in language arts and the grade 6 level in mathematics. She has been assessed in the past using SDAA II at her instructional level. In addition, she receives science and social studies instruction in the regular classroom but requires frequent modifications to the content in order to be successful. This student also requires accommodations such as the use of manipulatives and a calculator in mathematics, frequent breaks and verbal reminders to stay on task, and reading support in every subject.



The ARD committee first addresses the student's instructional goals and objectives and ensures that these reflect access to the student's enrolled grade-level curriculum. Although the state's previous alternate assessment had not encouraged instructional-level goals and objectives that reflected access to the enrolled grade-level curriculum, both IDEA and NCLB require that students with disabilities receive access to the general education curriculum regardless of disability. The committee reviews results from diagnostic testing, classroom grades and observations, and scores from past state assessments to determine the student's strengths and needs. The committee decides that TAKS is not appropriate in any subject area given the modifications and accommodations the student receives on a daily basis. Committee members are concerned that the student is unprepared to take TAKS (Accommodated), so they review participation requirements for TAKS–M. It is determined that the student needs such significant modifications to the curriculum in language arts that she meets the participation requirements for TAKS–M in this subject. However, the committee determines that she does not meet these requirements in mathematics, science, and social studies. The committee decides that with revised instructional goals and objectives and increased assistance in the general education classroom, the student should take TAKS (Accommodated) in these subjects utilizing the allowable accommodations she receives daily in class. An Accommodation Request Form for calculator use will be submitted to TEA for approval.

TAKS, TAKS (Accommodated), TAKS–M, TAKS–Alt: Which One? (cont.)

| Student Description | Assessment Decision/Rationale |
|--|---|
| <p>A grade 7 student with autism receives one and one-half hours of special education services per day in reading comprehension and written language. Throughout the rest of the day, the student receives behavioral support from a teaching assistant in the general education classroom. Due to both expressive language and fine motor difficulties, the student requires modified instruction in reading and writing as well as the following accommodations in all subjects: use of a computer for written responses, use of a calculator, shortened assignments, reduced visual input, and visual cue cards for behavior.</p> | <p>After reviewing the strengths and weaknesses of the student, the ARD committee determines that TAKS would not be the best assessment for this student in any subject area, even with allowable accommodations (e.g., use of a computer, visual cue cards). Since the curriculum in mathematics is not modified, the committee determines that TAKS (Accommodated) may be the best assessment for the student in this area. This assessment best supports her need for shortened assignments and fewer items per page to reduce visual input. An Accommodation Request Form for calculator use will be submitted to TEA for approval. Since the student does need modifications to the curriculum in the areas of reading and writing, the committee reviews the participation requirements for TAKS–M. The committee agrees that the student can best be assessed with TAKS–M in reading and writing due to the modified curriculum and extensive accommodations needed for success.</p> |
| <p>A grade 3 student receives two hours of special education services per day in language arts, one hour in mathematics, and one hour of functional skills. Additionally, he receives support for social skills from a teaching assistant when in general education classes. Most instruction occurs in a small-group setting using a modified curriculum with the following modifications or accommodations: simplified directions and language, reduced complexity of written assignments, simplified steps, manipulatives, and extended time for task completion.</p> | <p>After discussing the student's strengths and needs, the ARD committee determines that TAKS and TAKS (Accommodated) would not be appropriate assessments due to the student's need for a modified curriculum as well as extensive modifications or accommodations to address his learning style. The committee reviews the participation requirements for both TAKS–M and TAKS–Alt. Although the committee agrees that the student meets the criteria of a student with a significant cognitive disability, at this point in time the student is still accessing the curriculum through modifications rather than only through prerequisite skills. The committee decides that TAKS–M would be the most appropriate assessment for the student.</p> |
| <p>A grade 8 student receives six hours of special education services per day in the areas of language arts, mathematics, science, social studies, and self-help skills. Additionally, he receives assistance with communication and mobility skills from a teaching assistant when in general education classes. Most instruction occurs in a one-to-one or small-group setting using prerequisite skills to access the curriculum. Significant modifications to all instruction and materials are required.</p> | <p>The ARD committee discusses the student's strengths and needs, as well as the participation requirements for both TAKS–M and TAKS–Alt. Because the student accesses the curriculum through prerequisite skills with extensive modifications and meets all other participation requirements, including that of a student with a significant cognitive disability, the committee determines that TAKS–Alt is the most appropriate assessment for this student. As a result of this decision, TAKS–Alt must be given in all subject areas.</p> |

TAKS, TAKS (Accommodated), TAKS–M, TAKS–Alt: Which One? (cont.)

Student Description

A grade 6 student receives special education services for one hour in reading and one hour in mathematics per day. Additionally, he attends general education classes in all subject areas with extensive adult support. As the result of a car accident, his physical movement of all extremities and expressive language skills are limited. He is able to make some choices using eye gaze. Because of his limited ability to respond, it is difficult to assess his capabilities, although a variety of assistive technology devices are being explored. While in his classes, he receives instruction in a modified TEKS curriculum as well as in accessing the curriculum through prerequisite skills.



Assessment Decision/Rationale

After discussion of the student's strengths and needs, the ARD committee determines that TAKS and TAKS (Accommodated) would not be appropriate assessments due to the student's physical disability. The committee discusses the participation requirements for both TAKS–M and TAKS–Alt. Formal assessment of the student's skills has been difficult to obtain and the committee is uncomfortable identifying the student as one with a significant cognitive disability. Without agreement on a cognitive disability, the student does **not** meet the requirements for TAKS–Alt. However, the committee does not feel the student can participate in any of the other assessment options and is unable to make an assessment decision. A member of the committee contacts the TEA Student Assessment Division for guidance.

Step 4

Document the appropriate assessment along with all allowable or approved accommodations that the student will need during testing.

According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), ARD committees must document the following in a student's IEP when an alternate assessment is selected:

- why the student cannot participate in TAKS;
- why the selected alternate assessment is appropriate; and
- what accommodations are necessary to measure the student's academic achievement and functional performance.

The questions provided below will help guide the selection of appropriate accommodations for students who need them.

- What are the student's learning strengths and what needs further improvement?
- How do the student's learning needs affect the ability to master the grade-level TEKS?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to master the grade-level TEKS?
- What accommodations will increase the student's access to meaningful and appropriate instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability or limitation? (These may be new accommodations or accommodations the student is currently using.)
- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and not used?
- What is the student's perception of how well an accommodation "worked"?
- What are the perceptions of parents, teachers, and specialists about how well the accommodation worked?
- Are there effective combinations of accommodations for the student?
- What difficulties did the student experience when using accommodations?
- Should the student continue to use a particular accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that appear to match a student's needs, the questions below should also prove helpful.

- What is the student's willingness to learn to use the accommodation?
- What opportunities does the student have to learn how to use the accommodation in classroom settings?
- Under what circumstances would this accommodation be approved for use on a state assessment?

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Refer to the Teacher Tools in Appendix C (pages 68–74) for additional assistance in selecting accommodations.

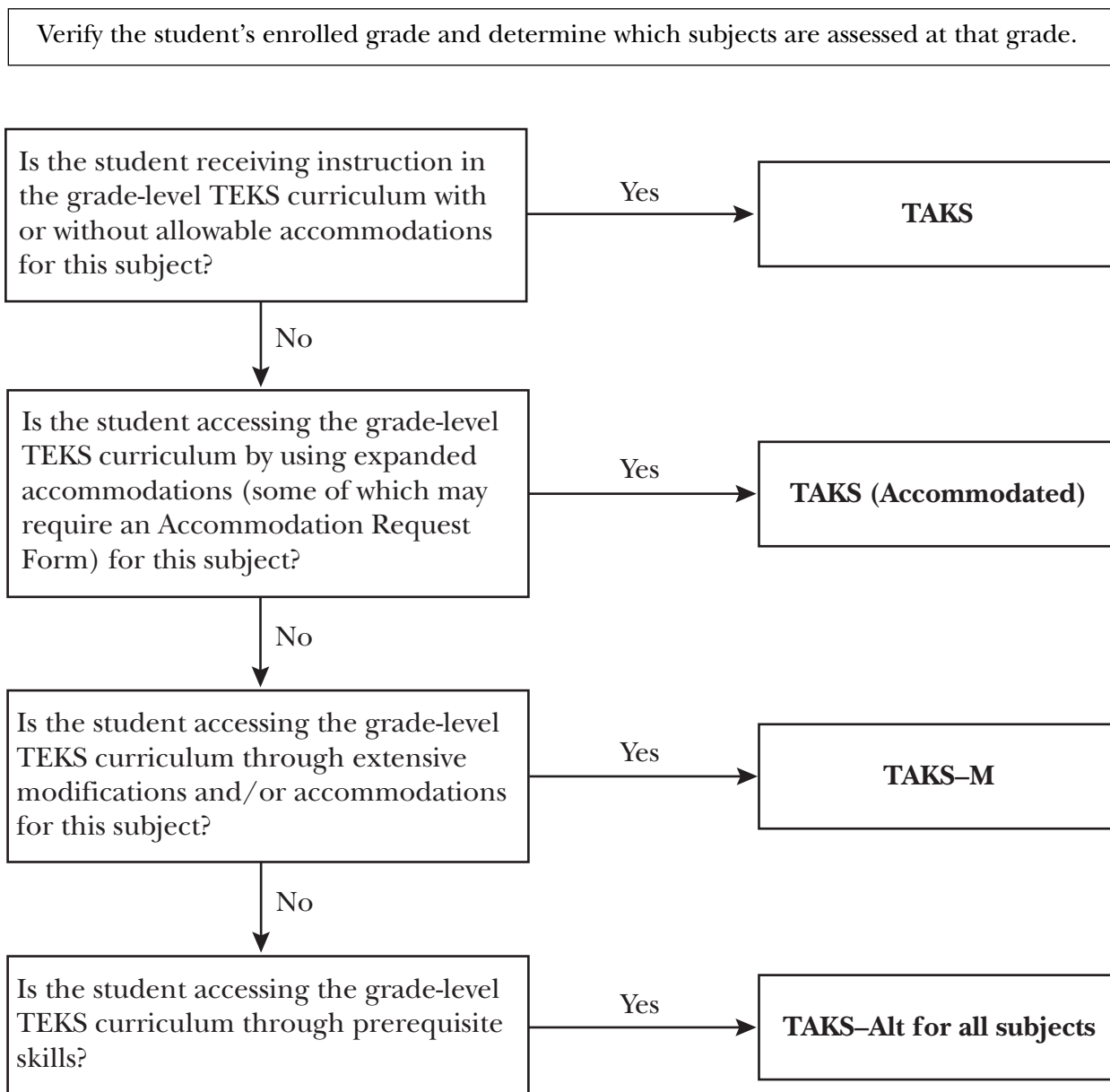
To help ARD committees document in the IEP the rationale for all assessment decisions, including why a student cannot participate in TAKS and why the particular alternate assessment is appropriate, a sample form has been created. This form, called "Summary of ARD Assessment Decisions," has been included in this manual on page 46 to assist in recording ARD committee decisions for each student. In addition, as ARD committees go through the steps for each student, they may want to record their decisions directly on a Student Roster.

The accommodations documented for a student should be accommodations that the student receives routinely in class and are listed in the IEP as instructional accommodations. Adding a test accommodation that is not used routinely in class may prove to be more confusing than helpful for a student.

For detailed information regarding allowable accommodations for specific assessments, see the *2007–2008 Accommodations Manual* available on the TEA website at <http://www.tea.state.tx.us/student.assessment/>. If the ARD committee feels that a student needs a particular accommodation for a specific assessment that is not listed among the allowable accommodations for that assessment, the district can submit an Accommodation Request Form describing specifically what the student needs and why it is needed in relationship to the student's disability. Only accommodations used on a routine basis and documented in the student's IEP will be considered for review. A sample Accommodation Request Form is included in Appendix C.

The four steps to be used in determining the appropriate assessment for a student and the accommodations needed during testing are summarized in the flowchart on the following page.

Choosing the Appropriate Assessment for Students Receiving Special Education Services



**LIMITED ENGLISH PROFICIENT (LEP)
STUDENTS RECEIVING
SPECIAL EDUCATION SERVICES**

Choosing the Appropriate Assessment

When a student served through special education is limited English proficient, the student's ARD committee and the student's language proficiency assessment committee (LPAC) are required to collaborate to ensure that issues related to both the student's disability and language proficiency are carefully considered. The following information will guide the ARD committee and the LPAC when reviewing data to make assessment decisions for LEP students served by special education.

The guidelines for assessing students served by special education who have limited English proficiency differ somewhat from the guidelines for assessing students who are not limited English proficient. Depending on the amount of English they have acquired, some LEP students may take the Spanish version of TAKS and others may qualify for a LEP exemption (i.e., an exemption based on limited English proficiency) from TAKS or TAKS–M. Students who qualify for a LEP exemption will participate in linguistically accommodated testing (LAT) in certain grades and subjects in fulfillment of federal No Child Left Behind (NCLB) regulations. LEP students who do not qualify for an exemption are subject to the same assessment requirements as non-LEP students.

Summarized below are the guidelines for determining whether LEP students served by special education **who are not eligible for a LEP exemption** should be assessed with TAKS, including TAKS (Accommodated), TAKS–M, or TAKS–Alt.

| |
|---|
| <p style="text-align: center;">TAKS/TAKS (Accommodated)</p> <p>TAKS, including TAKS (Accommodated), may be the appropriate assessment for a LEP student whose individualized education program (IEP) indicates that</p> <ul style="list-style-type: none"> the student is receiving instruction in all components of the Texas Essential Knowledge and Skills (TEKS) grade-level curriculum and uses accommodations as needed to demonstrate success, and the accommodations that the student needs are allowed on TAKS or TAKS (Accommodated). <p>Note that Spanish versions of TAKS and TAKS (Accommodated) are available at grades 3–6.</p> |
| <p style="text-align: center;">TAKS–M</p> <p>TAKS–M may be the appropriate assessment for a LEP student whose IEP indicates that</p> <ul style="list-style-type: none"> the student is receiving modifications and/or accommodations in order to access the grade-level curriculum and demonstrate success, and participation requirements for TAKS–M are met. (Please refer to pages 61–62 of this manual for the participation requirements for TAKS–M.) <p>Note that a Spanish version of TAKS–M is not available.</p> |
| <p style="text-align: center;">TAKS–Alt</p> <p>TAKS–Alt may be the appropriate assessment for a LEP student whose IEP indicates that</p> <ul style="list-style-type: none"> the student is accessing the grade-level TEKS curriculum through instruction that focuses on academic prerequisite skills, and the participation requirements for TAKS–Alt are met. (Please refer to pages 63–64 of this manual for the participation requirements for TAKS–Alt.) |

For more specific information about testing requirements for LEP students, refer to the TEA publication titled *LPAC Decision-Making Process for the Texas Assessment Program*. The annual update of this publication is available on the ELL Assessment Information page of the TEA Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment/admin/rpte/index.html> beginning in December 2007.

LEP Exemptions for Students Receiving Special Education Services

The state LEP exemption policy applies to **immigrant** LEP students. According to the policy, certain **immigrant** LEP students may qualify for a LEP exemption from TAKS or TAKS–M during their first three years of enrollment in U.S. schools. A LEP exemption is permitted only on the basis of limited English proficiency and in accordance with state-defined criteria and procedures. The state LEP exemption policy applies to qualifying LEP students who receive special education services.

Specific exemption criteria and procedures are found in the TEA publication titled *LPAC Decision-Making Process for the Texas Assessment Program*. The LPAC and ARD committee must collaborate to determine LEP exemption eligibility by using the criteria defined in the LPAC manual. If a student is LEP-exempt from an assessment, the reason as specified in the LPAC manual must be documented in the student's IEP by the ARD committee and in the student's permanent record file by the LPAC.

If it is determined that a student will be assessed with TAKS–Alt, committee members do not need to consider a LEP exemption, even for a student with highly limited English skills. Students taking TAKS–Alt may be assessed in a linguistically appropriate manner through activities that may or may not be language dependent.

Linguistically Accommodated Testing (LAT) in Reading, English Language Arts, Mathematics, and Science for Grades 3–8 and 10

Federal NCLB regulations require that all LEP students, including recent immigrants, participate in reading/English language arts (ELA), mathematics, and science assessments. With the exception of science, these subject-area tests are used in the calculation of Adequate Yearly Progress (AYP). To fulfill the federal requirements, the linguistically accommodated testing (LAT) process has been developed for recent immigrant students who are LEP-exempt in one or more of the above subjects under Texas policy and enrolled in Grades 3–8 and 10, the grades used in the calculation of AYP. The LAT process enables these students to take the subject-specific TAKS or TAKS–M tests with linguistic accommodations that help them better understand the language used on the tests.

In fulfillment of federal testing requirements, LEP-exempt recent immigrants served by special education who receive TEKS instruction must participate in a LAT administration of TAKS, including TAKS (Accommodated), or TAKS–M at their enrolled grade, as determined by their ARD committee and LPAC and documented in their IEPs and permanent record files. The linguistic accommodations used in LAT administrations must be consistent with the linguistic accommodations used with the student in routine reading, ELA, mathematics, and science instruction and testing. ARD and LPAC committees should collaborate on decisions regarding LAT assessments and accommodations. For a LEP-exempt recent immigrant served by special education, the ARD committee must document LAT decisions in the student's IEP, and the LPAC must document decisions in the student's permanent record file.

The following linguistic accommodations are allowable during LAT administrations.

Linguistic Accommodations for Mathematics and Science Tests

The following accommodations may be used in mathematics and science LAT administrations. The accommodations, however, must not assist students with the subject-area terminology, concepts, or skills assessed.

Allowable Accommodations Providing Indirect Linguistic Support

For mathematics and science LAT administrations, the following accommodations, which provide indirect linguistic support, are allowable for all students and are incorporated into the test administration directions in the LAT test administrator manual. Documentation of these accommodations is not necessary.

- Clarification of Test Directions

The test administration directions may be translated, reworded, or repeated to ensure understanding.

- Breaks at Request of Student

Breaks during the test administration should be given flexibly in accordance with the needs of the student.

Allowable Accommodations Providing Direct Linguistic Support

Documentation by the ARD and LPAC committees is necessary for accommodations that provide direct linguistic support.

- Linguistic Simplification

A student may ask the test administrator to say in simpler language what a test question is asking. Test administrators may provide this assistance using simpler words, pictures, and/or gestures, as long as they do not define or explain mathematical or scientific terminology or a concept that the test question is assessing. Secure LAT linguistic simplification guides are provided to test administrators for use with this accommodation.*

- Oral Translation

At the request of a student, the test administrator may orally translate words, phrases, and sentences that the student does not understand. The test administrator is **NOT** permitted to define or explain mathematical or scientific terms, concepts, or skills. The test administrator is permitted only to give the equivalent word or words in the other language.

- Reading Assistance

At the request of the student, the test administrator may read aloud words, phrases, or sentences in the test question, prompt, or answer choices that the student is having difficulty reading. Reading assistance is allowable regardless of whether the student is using the English version or the Spanish version of the LAT test form.

- Bilingual Dictionary

Students may use a bilingual dictionary to find the translation of words they do not understand. Bilingual dictionaries that contain explanations, definitions, pictures, or examples of mathematical or scientific terminology may **NOT** be used.

- Bilingual Glossary

Students may use locally developed bilingual glossaries to find the translation of words they do not understand. The glossary must **NOT** include definitions, explanations, examples, or pictures that will aid students in understanding the mathematical or scientific terms or concepts assessed. In the case of mathematical or scientific terms, only native-language equivalents are allowed. Example: It would be appropriate to translate “square inch” as *pulgada cuadrada* in Spanish in a bilingual glossary. It would **NOT** be appropriate to define what a square inch is or to include a picture of a square inch.

- English and Spanish Test Side by Side (Grades 3–6)

A Spanish-speaking student may refer to both the English-version and Spanish-version LAT tests to enhance comprehension. If a student does not understand something in one language, the student may refer to it in the other language. This accommodation is not available for LAT administrations of TAKS–M.

*Note that linguistic simplification guides will be available for the spring 2008 administration of TAKS, including TAKS (Accommodated), but will not be available for the 2008 administration of TAKS–M.

Linguistic Accommodations for Reading and ELA Tests

Allowable Accommodations Providing Indirect Linguistic Support

The following three accommodations provide indirect linguistic support. They are allowable for all LAT examinees and are incorporated into the reading and ELA administration directions found in the LAT test administrator manual. Documentation is not necessary for these accommodations.

- **Clarification of Test Directions**

The test administration directions may be translated, reworded, or repeated as needed to ensure the LAT examinee's understanding.

- **Breaks at Request of Student**

Breaks during the test administration should be given flexibly in accordance with the needs of the LAT examinee.

- **Testing over Two Days**

Students participating in LAT reading and ELA administrations will be assessed over two days. The administration directions in the LAT test administrator manual specify where in each test to stop at the end of Day 1. A two-day LAT administration of reading/ELA for TAKS–M is optional and should be determined in advanced by the ARD and LPAC committees.

Allowable Accommodations Providing Direct Linguistic Support

The linguistic accommodations described below provide direct linguistic support. These accommodations align with sound classroom practices and increase the ability of students to demonstrate their reading skills. Students must not be provided, however, any assistance or reinforcement that aids in the identification of the correct response to a test question. Documentation by the ARD and LPAC committees is required for these accommodations.

Keep in mind that young students, students unaccustomed to using dictionaries, and students in the earlier stages of English language proficiency may be hindered rather than helped by dictionary accommodations. Students should use dictionaries that are routinely used in classroom instruction. Campus coordinators and other district and campus personnel should work with LAT test administrators to answer questions about suitable dictionaries. A state list of approved dictionaries will not be issued.

- **Bilingual Dictionary**

Throughout the reading test, a student may use a bilingual dictionary to find the translation of words he or she does not understand. Paper and electronic bilingual dictionaries are permitted.

- **English Dictionary**

Throughout the reading test, a student may use an English dictionary, ESL dictionary, or picture dictionary. (Note that if the student is taking a grades 3–6 Spanish-version test, the student may use a Spanish dictionary.) Paper and electronic dictionaries are permitted.

- **Reading Aloud—Word or Phrase**

At the request of the student, the test administrator may read aloud words or phrases in reading selections or test items. Sentences and longer portions of text may NOT be read aloud.

- Reading Aloud—Entire Test Item

At the request of the student, the test administrator may read aloud an entire test item (i.e., test question and answer choices). Voice inflection must be kept neutral during the reading of test questions and answer choices.

- Oral Translation—Word or Phrase

At the request of the student, the test administrator may orally translate words or phrases in reading selections and test items that the student does not understand. The test administrator is NOT permitted to translate entire sentences, longer portions of text, or tested vocabulary words.

- Clarification—Word or Phrase

At the request of the student, the test administrator may clarify the meaning of a word or phrase in either a reading selection or test item that the student does not understand. The test administrator is NOT permitted to clarify the meaning of entire sentences, longer portions of text, or tested vocabulary words. Synonyms, definitions, explanations, pictures, and gestures may be used to provide clarification.

Note the following exceptions in allowable LAT accommodations for the writing component of the grade 10 ELA test:

- A bilingual dictionary is the only allowable LAT accommodation for the written composition section. (English dictionaries are allowed for all students, so they are not an accommodation.)
- Dictionaries and other reference materials are not allowed on the revising/editing section of the test.

Refer to the *2007–2008 Accommodations Manual* for standard accommodations allowable during TAKS, including TAKS (Accommodated), and TAKS–M administrations. Students who participate in LAT administrations may also be provided these accommodations if they are eligible.

More information about the LAT process will be available in the TEA publication titled *LPAC Decision-Making Process for the Texas Assessment Program* (to be updated and available in December 2007), and in the *2008 District and Campus Coordinator Manual* and *2008 LAT Test Administrator Manual*.

Texas English Language Proficiency Assessment System (TELPAS) Components

Under Title III of NCLB, states are required to administer annual statewide English language proficiency assessments to show the progress of LEP students in grades K–12 in the domains of listening, speaking, reading, and writing. TELPAS measures the learning of English according to a second language acquisition continuum that reflects distinct stages of second language development. TELPAS is composed of multiple-choice reading tests and holistically rated assessments.

Participation Guidelines for the TELPAS Grades 2–12 Reading Tests

The TELPAS reading tests are designed to determine where LEP students in grades 2–12 are on a continuum of English-language reading proficiency and to measure their growth from year to year. The English-language reading proficiency continuum starts with an initial understanding of high-frequency English words and phrases and culminates with the ability to read and understand texts similar to those written for English-proficient students. The TELPAS reading tests will replace their predecessor, the Reading Proficiency Tests in English (RPTE), beginning in the 2007–2008 school year.

LEP exemptions (exemptions on the basis of limited English proficiency) are not permitted from TELPAS, as this test is designed specifically for second language learners. LEP students in grades 2–12, including LEP students with parental denials, are required to be assessed annually with TELPAS reading.

Because the span of reading ability assessed with TELPAS reading is so broad and the purpose is to measure annual growth in English acquisition, TELPAS reading should be an appropriate assessment for most LEP students served by special education who are receiving TEKS instruction in reading. Exceptions include students who need a braille version (since braille versions of TELPAS reading tests are not available) and students whose reading instruction is below the level of reading simple words and sentences. In such cases, an ARD exemption from the TELPAS reading test is warranted because a student's special education needs would prevent an appropriate measurement of growth in English reading proficiency.

Participation Guidelines for the TELPAS Holistically Rated Components

The TELPAS holistically rated assessments are based on student class work and observations of students in daily instruction. These assessments are administered to K–1 students in listening, speaking, reading, and writing and to students in grades 2–12 in all domains except reading. For these assessments, teachers use TELPAS Proficiency Level Descriptors (PLDs) to **holistically rate** students' English language proficiency. The English language writing proficiency of students in grades 2–12 is based on a collection of student writing assignments. The holistically rated components of TELPAS were formerly referred to as the Texas Observation Protocols (TOP).

LEP students in grades K–12, including LEP students whose parents have denied services, are required to be assessed annually with the holistically rated components of TELPAS. LEP students receiving special education services should be observed and rated in a domain if their IEP includes TEKS instruction in that domain on at least a kindergarten level.

Teachers rating students served by special education will use the TELPAS PLDs that correspond to the students' enrolled grade level. The term "grade-appropriate" in the PLDs no longer refers to a student's instructional level. Beginning with the 2007–2008 school year, LEP students receiving special education services should be evaluated relative to how well they are able to understand and use English to access the general curriculum at their enrolled grade level.

STUDENT SUCCESS INITIATIVE (SSI)

Introduction

The Student Success Initiative (SSI) is composed of three initiatives that, together, support academic achievement in reading and mathematics for every student. These three initiatives are the Texas Reading Initiative, the Texas Mathematics Initiative, and the grade advancement requirements in grade 3 reading, grade 5 reading and mathematics, and beginning in 2007–2008, grade 8 reading and mathematics. Under the SSI grade advancement requirements, a student who takes TAKS or TAKS (Accommodated) is allowed three testing opportunities to meet the passing standard. If the student does not perform satisfactorily, a grade placement committee (GPC) composed of the principal or principal's designee, the teacher in the subject tested, and the parent or guardian is formed to develop an accelerated instruction plan (AIP) and make promotion decisions for the student. This system of support is structured to ensure that all students gain mastery of the Texas Essential Knowledge and Skills (TEKS). For students served by special education, the ARD committee functions as the GPC.

In 2007–2008 only, TAKS–M will not be part of the SSI grade advancement requirements since the passing standard will not have been set yet. TAKS–Alt will continue to be unaffected by the SSI requirements since the testing window is from the beginning of the school year through April 18, 2008, and multiple testing opportunities are already part of the TAKS–Alt process.

The academic support provided under the Student Success Initiative takes many forms. Students who are identified as being at risk must be provided additional targeted instruction prior to the first SSI test administration. Students who do not meet the passing standard on the first testing opportunity must receive accelerated instruction before each subsequent testing opportunity. In addition, a copy of a TAKS study guide is provided by the state to any student who does not meet the standard on a TAKS assessment. Funding and instructional support for the Student Success Initiative are also provided through the Texas Reading Initiative and Texas Mathematics Initiative.

The purpose of this section is to explain to ARD committees

- how the SSI grade advancement requirements affect enrolled grade 3, grade 5, and grade 8 students served by special education; and
- how to make SSI decisions concerning accelerated instruction, alternate assessments, and promotion/retention for students served by special education.

This Student Success Initiative (SSI) section of the ARD manual provides a summary of the grade advancement requirements as they pertain to students served by special education. Additional information will be available in the SSI section of Frequently Asked Questions in this manual.

For more information about the SSI grade advancement requirements for all students, including those receiving special education services, consult the *Grade Placement Committee Manual for Grade Advancement Requirements of the Student Success Initiative* (GPC manual) located on the TEA website at www.tea.state.tx.us/student.assessment/resources/ssi/index.html.

The GPC manual also includes sample forms, parent notification letters, and periodic updates about the program.

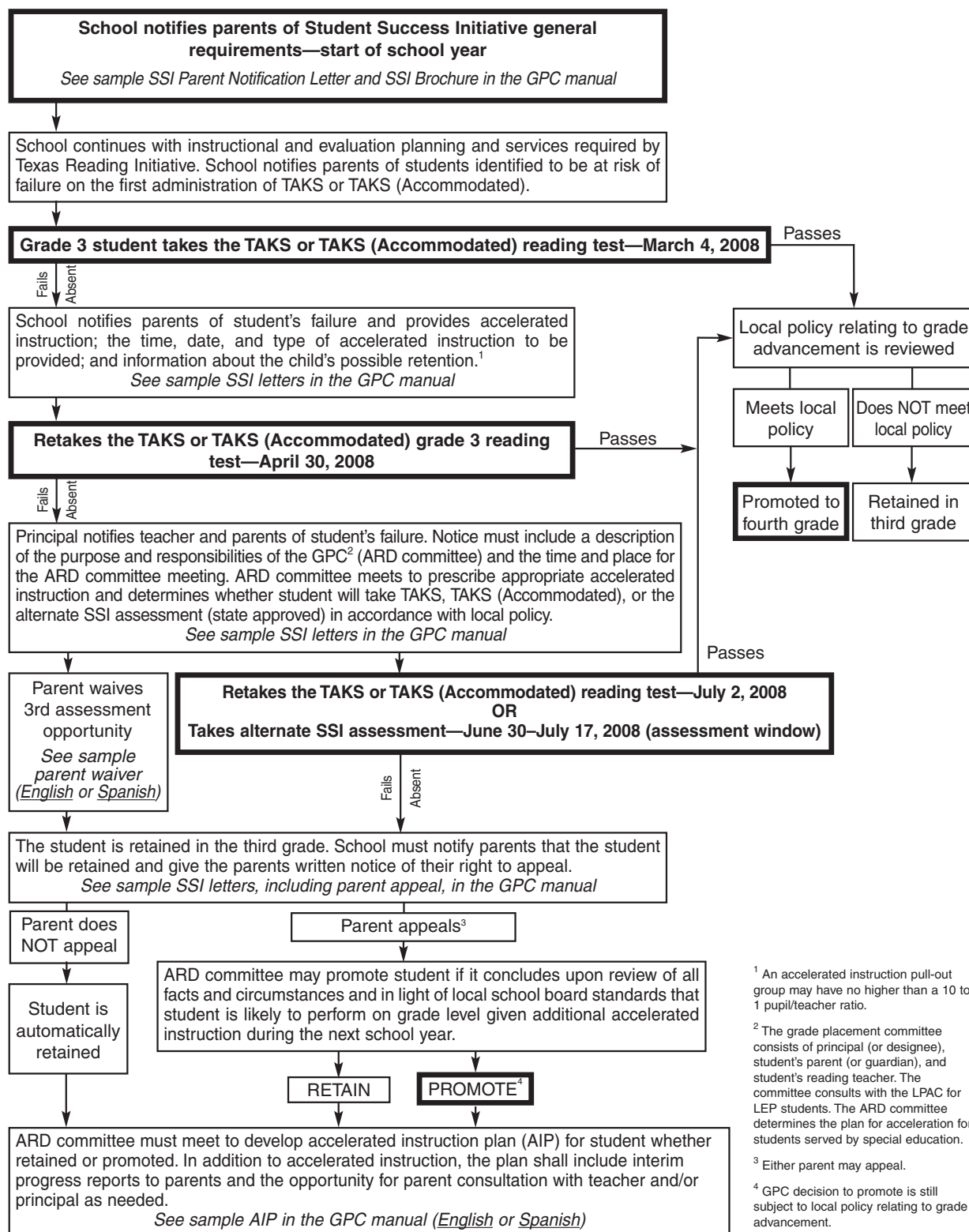
**Testing Opportunities for TAKS and TAKS (Accommodated)
for Grade Levels and Subjects Affected by the
SSI Grade Advancement Requirements**

2007–2008

| READING | Enrolled Grade Level | Test Administration Date |
|------------------------------|-----------------------------|---|
| First Administration | 3, 5, or 8 | March 4, 2008 |
| Second Administration | 3, 5, or 8 | April 30, 2008 |
| Third Administration | 3, 5, or 8 | July 2, 2008 or June 30–July 17, 2008 (if the alternate SSI assessment is chosen—grade 3 only) |

| MATHEMATICS | Enrolled Grade Level | Test Administration Date |
|------------------------------|-----------------------------|---------------------------------|
| First Administration | 5 or 8 | April 8, 2008 |
| Second Administration | 5 or 8 | May 13, 2008 |
| Third Administration | 5 or 8 | July 1, 2008 |

SSI Grade Advancement Requirements for Enrolled Grade 3 Students Receiving Special Education Services for Reading and Taking TAKS or TAKS (Accommodated)



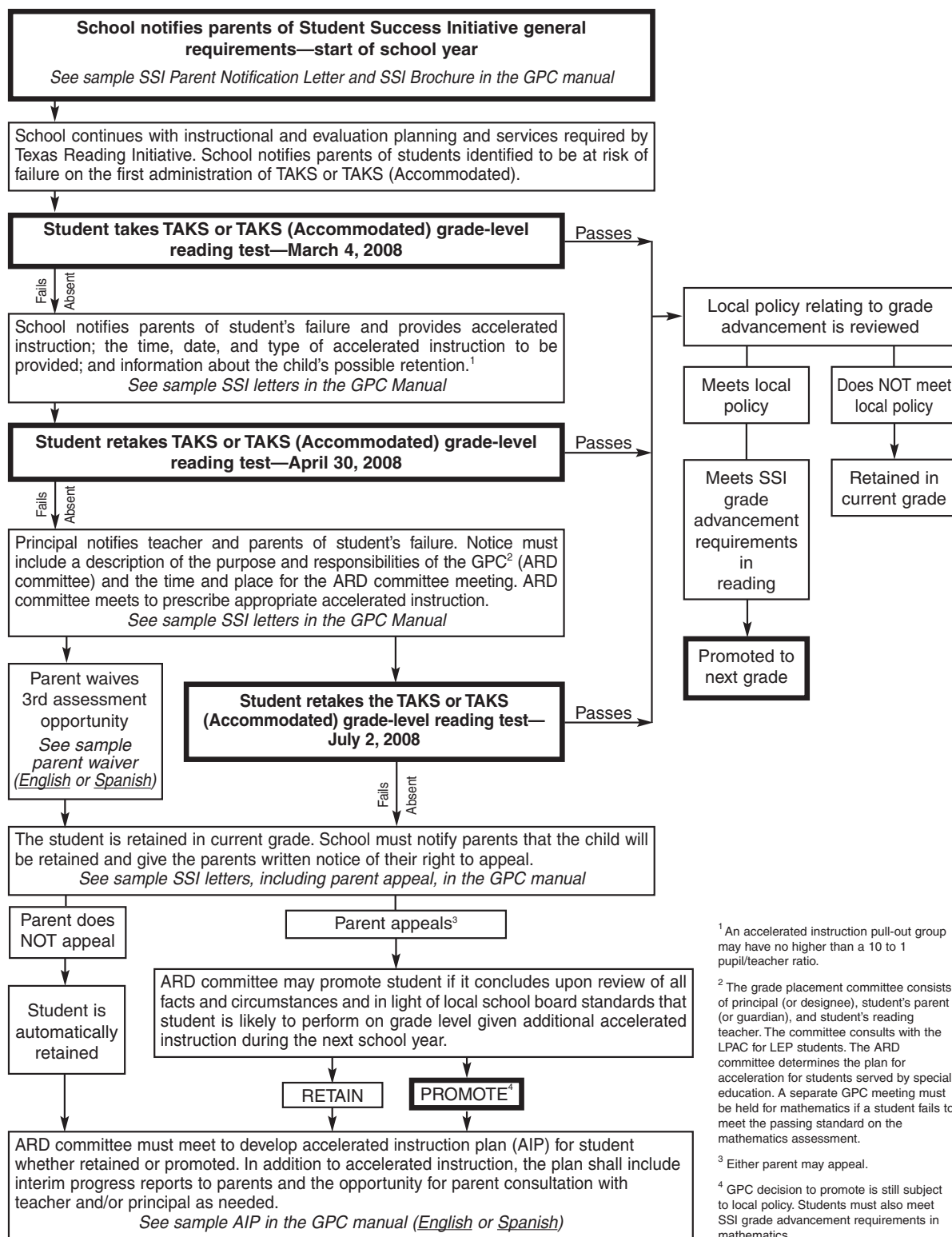
¹ An accelerated instruction pull-out group may have no higher than a 10 to 1 pupil/teacher ratio.

² The grade placement committee consists of principal (or designee), student's parent (or guardian), and student's reading teacher. The committee consults with the LPAC for LEP students. The ARD committee determines the plan for acceleration for students served by special education.

³ Either parent may appeal.

⁴ GPC decision to promote is still subject to local policy relating to grade advancement.

SSI Grade Advancement Requirements for Enrolled Grade 5 and Grade 8 Students Receiving Special Education Services for Reading and Taking TAKS or TAKS (Accommodated)



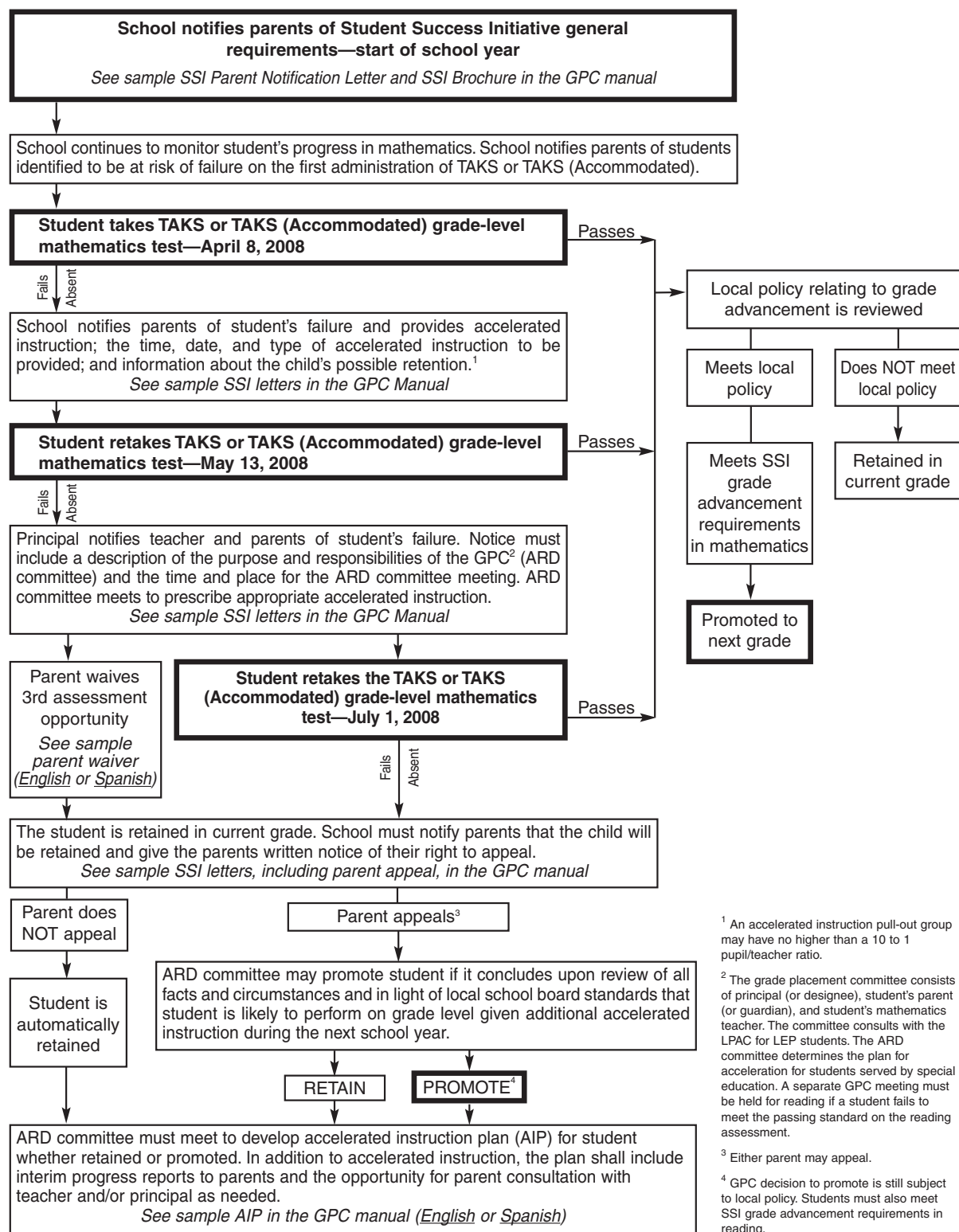
¹ An accelerated instruction pull-out group may have no higher than a 10 to 1 pupil/teacher ratio.

² The grade placement committee consists of principal (or designee), student's parent (or guardian), and student's reading teacher. The committee consults with the LPAC for LEP students. The ARD committee determines the plan for acceleration for students served by special education. A separate GPC meeting must be held for mathematics if a student fails to meet the passing standard on the mathematics assessment.

³ Either parent may appeal.

⁴ GPC decision to promote is still subject to local policy. Students must also meet SSI grade advancement requirements in mathematics.

SSI Grade Advancement Requirements for Enrolled Grade 5 and Grade 8 Students Receiving Special Education Services for Mathematics and Taking TAKS or TAKS (Accommodated)



¹ An accelerated instruction pull-out group may have no higher than a 10 to 1 pupil/teacher ratio.

² The grade placement committee consists of principal (or designee), student's parent (or guardian), and student's mathematics teacher. The committee consults with the LPAC for LEP students. The ARD committee determines the plan for acceleration for students served by special education. A separate GPC meeting must be held for reading if a student fails to meet the passing standard on the reading assessment.

³ Either parent may appeal.

⁴ GPC decision to promote is still subject to local policy. Students must also meet SSI grade advancement requirements in reading.

Student Scenarios

| Question | Answer |
|---|--|
| Jeanie did not meet the standard on the first administration of TAKS. Her parents call an ARD meeting to request that she not take TAKS for other administrations. Is this allowable? | Yes. For the second administration, Jeanie can take TAKS (Accommodated), as determined through the ARD process. If she takes TAKS (Accommodated) for the second administration and does not meet the standard, she must be provided accelerated instruction and take TAKS (Accommodated) for the third testing opportunity. If an ARD committee determines that TAKS is not appropriate for a student who did not meet the standard on the second TAKS administration, that student must be provided accelerated instruction and should be administered TAKS (Accommodated) for the third testing opportunity. If Jeanie qualifies for and takes TAKS–M, the SSI grade advancement requirements are not applicable since the passing standard will not have been set yet, and there are no retest opportunities. The ARD committee will need to carefully document the change to TAKS–M. |
| Javier is taking the TAKS (Accommodated) reading test for the first time. How is satisfactory performance determined with regard to SSI? | Satisfactory performance on TAKS (Accommodated) is determined by the same passing standards in effect for TAKS. Students will receive a Did Not Meet the Standard, Met the Standard, or Commended rating on their CSRs. |
| Latisha takes the TAKS grade 5 mathematics test, does not meet the standard, and is then referred for testing to see if she qualifies for special education services. If she qualifies, is she subject to the SSI grade advancement requirements? | Yes. Students served by special education who are enrolled in grade 5 and take either TAKS or TAKS (Accommodated) tests are subject to the SSI grade advancement requirements. If Latisha qualifies for special education services, the ARD committee will determine appropriate testing and accelerated instruction and serve as the GPC as needed. If the ARD committee determines that TAKS–M is the most appropriate assessment, then the SSI requirements will no longer apply to Latisha. |
| Sam is a student served by special education who did not meet the standard on the first two administrations of TAKS. What funds are available to provide additional support? | All students who do not meet the standard are eligible for support through a variety of funding sources, including accelerated reading instruction (ARI) and accelerated mathematics instruction (AMI) funds. |
| Ana is an enrolled grade 3 student served by special education and is also classified as LEP. Do the SSI grade advancement requirements apply to her? | If she is taking the TAKS or TAKS (Accommodated) reading test in either English or Spanish, then the SSI requirements apply. |

FREQUENTLY ASKED QUESTIONS*

This section is being revised and will be posted at a later date.

*Frequently Asked Questions are updated periodically and are available online at
<http://www.tea.state.tx.us/student.assessment/faq/index.html>.

SAMPLE FORMS

Summary of ARD Assessment Decisions

Student: _____ **Enrolled grade at testing:** _____ **Date:** _____

Texas Assessment of Knowledge and Skills—TAKS/TAKS (Accommodated)

Check appropriate subjects and form to be used:

| | TAKS | TAKS (Accommodated) | Accommodations: |
|----------------|--------------------------|--------------------------|-----------------|
| Reading | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Mathematics | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Writing/ELA | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Science | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Social Studies | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

Rationale:

The student is receiving TEKS instruction with or without approved or allowed accommodations.

TAKS–Modified (TAKS–M)

Check appropriate subjects:

| | | Accommodations: |
|----------------|--------------------------|-----------------|
| Reading | <input type="checkbox"/> | _____ |
| Mathematics | <input type="checkbox"/> | _____ |
| Writing/ELA | <input type="checkbox"/> | _____ |
| Science | <input type="checkbox"/> | _____ |
| Social Studies | <input type="checkbox"/> | _____ |

Rationale:

☐ The student is receiving TEKS instruction that has been modified and meets participation requirements for TAKS–M.

☐ Other (specify) _____

TAKS–Alternate (TAKS–Alt)

For all applicable tested subject areas (reading, writing, ELA, mathematics, science, social studies) in grades 3–11.

Rationale:

The student is receiving instruction that is linked to the grade-level curriculum through prerequisite skills and meets participation requirements for TAKS–Alt.

LAT/Spanish considerations: When applicable, indicate whether a Spanish-version test should be administered. For LEP-exempt students, indicate LAT participation and accommodations for reading/ELA, mathematics, and science.

2008 Student Roster for Operational Tests

Before the 2008 test administrations, school personnel may use the following roster for students served by special education so that the students' scorable test booklets or answer documents can be filled in accurately. Assessment options for each subject for students served by special education are as follows:

- TAKS: available for all assessed grades and subjects
- TAKS (Accommodated): available for all assessed grades and subjects
- TAKS–M: available for grades 3–8 reading; grade 10 English language arts (ELA); grades 3–8 and 10 mathematics; and grades 5, 8, and 10 science
- TAKS–Alt: available for all assessed grades and subjects

Campus: _____

[illegible]

Fall 2007 Student Roster for Field Tests

Before the field-test administrations, school personnel may use the following roster for students served by special education so that the students' scorable test booklets or answer documents can be filled in accurately. Assessment options for each subject-area field test for students served by special education are as follows:

- TAKS–M: available for grades 4–9 reading; grade 11 English language arts (ELA); grades 4–9 and 11 mathematics; and grades 6, 9, and 11 science

Campus: _____

[illegible]

Spring 2008 Student Roster for Field Tests

Before the field-test administrations, school personnel may use the following roster for students served by special education so that the students' scorable test booklets or answer documents can be filled in accurately. Assessment options for each subject-area field test for students served by special education are as follows:

- TAKS: available for grades 4 and 7 writing; grade 9 reading; and grade 10 and exit level English language arts (ELA)
- TAKS–M: available for grade 9 reading and mathematics; grades 8, 10, and 11 social studies; and grade 11 ELA, science, and mathematics

Campus: _____

[illegible]

GLOSSARY

Glossary

(Terms Defined as Used in the 2007–2008 ARD Committee Decision-Making Process for the Texas Assessment Program)

Academic Excellence Indicator System (AEIS) the state system managed by TEA that serves as the basis for all district/campus accountability ratings and reports (also referred to as the state accountability system)

Accelerated Instruction Plan (AIP) State law mandates that an accelerated instruction plan be designed for each student who has not passed a state assessment required for grade advancement, regardless of whether retained or promoted. The AIP outlines the specific instructional needs and a plan for instructional intervention for the student.

Accelerated Mathematics Instruction (AMI) funds the funds provided for accelerated mathematics instruction to students in grades K–5 who need mathematics intervention

Accelerated Reading Instruction (ARI) funds the funds provided for accelerated reading instruction to students in grades K–8 who need reading intervention

access activity an instructional activity on TAKS–Alt that is linked to a grade-level instructional activity addressing the Texas Essential Knowledge and Skills (TEKS) knowledge and skills statements and student expectations

accommodation practices and procedures intended to reduce or eliminate the effects of a student's disability without reducing the learning expectations

adaptation any change or adjustment in the environment, instruction, or materials that allows a student to demonstrate performance on any instructional activity; does not affect or change the content but does slightly change the complexity level

adequate yearly progress (AYP) a federal Title I evaluation requirement for schools and districts. Under AYP, districts are evaluated on the basis of their students' performance on mathematics and English language arts examinations and either graduation rates or attendance rates, depending on the grade level of the school. Failure to meet AYP targets can ultimately result in campuses or districts being required to offer their students either transfers to different schools or supplemental educational services such as tutoring.

admission, review, and dismissal (ARD) committee the group of educators, administrators, parents, educational diagnosticians, and others who convene to discuss and make decisions regarding the needs of a student eligible for special education services

aggregated scores the scores from various groups put together for statistical purposes

alignment documents documents developed by the Texas Education Agency (TEA) that show a link to the TEKS curriculum; *see also* TEKS Vertical Alignment for TAKS–Alt *and* TEKS Curriculum Framework for TAKS–Alt

alternate assessment to TAKS an assessment for students who have not met the passing standard on the first two TAKS testing opportunities as part of the Student Success Initiative. The alternate assessment must be chosen from the state-approved list and must be adopted by the school district and approved by the GPC before it is administered. The only alternate assessment currently approved is for the English version of the TAKS grade 3 reading test.

assessment any evaluation of knowledge and skills that can be used to identify academic strengths, weaknesses, and growth for an individual student and/or an instructional program

assessment window time frame set to administer a state assessment

assistive technology any product or piece of equipment, either teacher-made or acquired commercially, that is used to improve or maintain the functional capabilities of students with disabilities

blueprint indicates the number of items tested at each objective and the number of items on the test as a whole

charter school a free public school paid for with state funds and operated under a charter or contract with the State Board of Education

Confidential Student Report (CSR) the score report generated for each student who participates in the Texas Student Assessment Program

content areas the subjects included in the TEKS curriculum

curriculum framework *see* TEKS Curriculum Framework for TAKS–Alt

delivery method/mode a variety of ways that a teacher can present information to a student, dependent on that student's strengths and weaknesses and/or type of disability

dimensions of the rubric the areas of the TAKS–Alt rubric where student performance is rated (Demonstration of Skill, Level of Support, Generalization of Skill)

disaggregated scores the scores from various individual student groups separated for statistical purposes

enrolled grade the grade at which a student is enrolled during the time of testing

essence statement a statement developed by TEA that summarizes the TEKS knowledge and skills statements and student expectations for each TAKS-tested objective; located throughout the TAKS–Alt online instrument as well as in the TEKS-Based Examples of Instructional Activities for TAKS–Alt and the TEKS Curriculum Framework for TAKS–Alt documents

Examples of Instructional Activities *see* TEKS-Based Examples of Instructional Activities for TAKS–Alt

field test the preliminary administration of test items from which data are generated to evaluate the reliability and validity of the test items, rather than to evaluate individual students

general curriculum another name for the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum

generalization a behavior or skill that is repeated under different circumstances than those in place during the first observation of the skill

grade-appropriate text any text that general education students at a particular grade level would be interested in, read, and/or be required to read by the state-mandated curriculum for that grade level

grade placement committee (GPC) a committee made up of the principal or principal's designee, the student's teacher of the subject of the grade advancement test on which the student has failed to meet the passing standard, and the student's parent or guardian that convenes after the student does not meet the passing standard for the second administration of an SSI reading and/or mathematics test. This committee is responsible for discussing, making decisions, and implementing the most effective way to support the student's academic achievement for enrolled grades 3, 5, and 8 only. For students receiving special education services, the ARD committee acts as the GPC.

individual accommodation plan (IAP) a plan for the accommodation of students who qualify for Section 504 that provides classroom supports to students who are not otherwise eligible for special education services under IDEA

individualized education program (IEP) the ARD committee documentation required by federal law that outlines a student's goals and objectives as well as any accommodations and/or modifications that are appropriate for that student

Individuals with Disabilities Education Improvement Act of 2004 (IDEA) federal law that requires that students with disabilities who receive special education services are afforded the right to a free and appropriate public education that must be tailored to the individual's learning needs

instructional delivery/response methods accommodations and supports that the teacher feels are necessary for the student to be as independent as possible. A document developed by TEA specifically for TAKS–Alt titled “Example Instructional Delivery/Response Methods” can be located on the TEA website. This document provides the verbal, visual, and physical strategies that may be listed as accommodations and supports in the TAKS–Alt activity description.

language proficiency assessment committee (LPAC) a campus committee required by state law to convene to make recommendations and decisions regarding instruction and assessments given to students with limited English proficiency

limited English proficiency (LEP) refers to a student who, according to state law and established procedures, has been identified as having a primary language other than English and having English language skills such that the student has difficulty performing ordinary class work in English

limited English proficient (LEP) exemption an exemption from TAKS, TAKS (Accommodated), or TAKS–M granted on the basis of an eligible immigrant student's limited English proficiency, according to state law and rules

linguistically accommodated testing (LAT) an assessment process for students who are LEP-exempt from TAKS, including TAKS (Accommodated), or TAKS–M mathematics (grades 3–8 and 10), reading and ELA (grades 3–8 and 10), and/or science (grades 5, 8, and 10)

modified academic achievement standard an expectation of performance that is challenging for eligible students, but may be less difficult than a grade-level academic achievement standard. Modified academic achievement standards must be aligned with a state's academic content standards for the grade in which a student is enrolled.

modified TEKS curriculum access to the grade-level TEKS curriculum provided by using adaptations and modifications in instructional strategies that address the learning styles and needs of students with disabilities. For additional information see the chart “Access to the General Curriculum” in Appendix D of this manual.

No Child Left Behind Act of 2001 (NCLB) federal law that reauthorized the Elementary and Secondary Education Act (ESEA) and includes accountability for results, an emphasis on doing what works based on scientific research, expanded parental options, and expanded local control and flexibility

observation a structured event conducted as part of TAKS–Alt to collect and report data on students’ skills and behaviors

operational test the test from which scores are reported to parents, schools, districts, and the state accountability system

oral administration a testing accommodation for a student receiving special education services, Section 504 services, or who has been identified as having dyslexia. This may include reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety (test questions and answer choices). An eligible student may only receive an oral administration if this accommodation is routinely used in the classroom and is documented. An oral administration is available only for the TAKS, TAKS (Accommodated), and TAKS–M mathematics tests; TAKS, TAKS (Accommodated), and TAKS–M science tests; and TAKS, TAKS (Accommodated), and TAKS–M social studies tests.

passing standard the level of proficiency or knowledge a student must demonstrate in order to pass a statewide assessment; a standard-setting committee will determine the definition of “Met the Standard.” After reviewing the recommendation of the standard-setting committee, the state of Texas will determine the passing standard.

pilot test a preliminary trial for TAKS–Alt to test the online interface

prerequisite skill for TAKS–Alt purposes, prerequisite skills are the student expectations identified for each essence statement listed in the TEKS Curriculum Framework documents

Public Education Information Management System (PEIMS) the state system managed by TEA that encompasses all data, including student demographic and academic performance, personnel, financial, and organizational information. It contains only the data necessary for the legislature and TEA to perform their legally authorized functions in overseeing public education.

reading assistance in mathematics reading any word, phrase, or sentence in a mathematics test on an individual basis for students who request it. Reading assistance is available for all grade 3 students taking a mathematics assessment.

response method/mode a variety of ways that a student can respond dependent on that student’s strengths and weaknesses and/or type of disability

standards-based IEP an IEP which has goals that address the skills specified in the content standards for the grade in which a student is enrolled

Student Success Initiative (SSI) a set of three initiatives that provides a system of academic support to help ensure achievement on grade level in reading and mathematics so that every student can succeed throughout his or her school career. These three initiatives are the Reading Initiative at grades K–5, the Mathematics Initiative at grades 5–9, and the grade advancement requirements in reading at grade 3 and in reading and mathematics at grades 5 and 8. A student may advance to the next grade level only by passing these TAKS or TAKS (Accommodated) tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after accelerated instruction.

submission window a predetermined time frame set by TEA during which all TAKS–Alt documentation must be finalized and submitted

support any accommodations and/or modifications routinely provided to a student during instruction and/or assessment in order to increase the student’s participation in the learning and assessment process; may also include assistive technology

TAKS (Accommodated) an accommodated form of TAKS for students served by special education who meet the eligibility requirements for specific accommodations. The TAKS (Accommodated) form includes format accommodations (larger font, fewer items per page, etc.) and contains no embedded field-test questions. TAKS (Accommodated) is administered in all subjects and grades tested by TAKS.

TAKS–Alt rubric a tool used in scoring the TAKS–Alt observations by rating a student’s performance in the dimensions of Demonstration of Skill and Level of Support. Score points range from 1 to 3 for each dimension based on performance that shows demonstration, development, or emergence of the skill. An additional score point can be obtained on generalization for students who score 3 or 2 on Demonstration of Skill and 3 or 2 on Level of Support.

TAKS–Modified (TAKS–M) an alternate assessment based on modified academic achievement standards designed for students receiving special education services who meet participation requirements. TAKS–M covers the same grade-level content as TAKS, but TAKS–M tests have been modified in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.). Two percent of the tested population can count as proficient for Adequate Yearly Progress (AYP) calculations beginning in 2007–2008.

TEKS-Based Examples of Instructional Activities for TAKS–Alt a document developed by TEA specifically for TAKS–Alt; gives examples of typical grade-level activities for each grade level and subject tested by TAKS; includes three access activities that show how the general education activity has been modified or changed for varying levels of ability

TEKS Curriculum Framework for TAKS–Alt a document developed by TEA specifically for TAKS–Alt; lists the TAKS objectives, the TEKS knowledge and skills statements and the student expectations tested by TAKS in each grade and subject, the state-developed essence statement, and prerequisite skills from the vertical alignment document

TEKS Vertical Alignment for TAKS–Alt a document developed by TEA specifically for TAKS–Alt; lists the TEKS curriculum knowledge and skill statements and student expectations for reading, writing, mathematics, science, and social studies from pre-kindergarten through exit level or grade 11

TELPAS Proficiency Level Descriptors (PLDs) rubrics used by teachers to holistically rate a LEP student’s English language proficiency level in listening, speaking, reading, and writing at grades K–1; and listening, speaking, and writing at grades 2–12

Texas Administrative Code (TAC) state agency rules that are collected and published by the Office of the Secretary of State as the Texas Administrative Code and that include those rules adopted by the State Board of Education (SBOE) and the Commissioner of Education

Texas Assessment of Knowledge and Skills (TAKS) a state assessment that measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), in mathematics at grades 3–10 and exit level; in reading at grades 3–9; in writing at grades 4 and 7; in English language arts at grade 10 and exit level; in science at grades 5, 8, 10, and exit level; and in social studies at grades 8, 10, and exit level. TAKS is available in Spanish for eligible students in grades 3–6.

Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt) a state assessment designed for students with significant cognitive disabilities; not a paper assessment; involves teachers observing as students complete teacher-designed activities that link to the grade-level TEKS curriculum and then reporting scores using the TAKS–Alt rubric; reserved for but not restricted to 1% of the tested population; number of students tested with TAKS–Alt counted toward adequate yearly progress (AYP) restricted to 1% of the tested population.

Texas English Language Proficiency Assessment System (TELPAS) a state assessment that measures the progress that K–12 LEP students make in learning English. TELPAS assesses the language domains of listening, speaking, reading, and writing and uses multiple-choice and holistically rated assessment methods.

Texas Essential Knowledge and Skills (TEKS) the state-mandated curriculum

Texas Student Assessment Program the various assessments developed by the state, including TAKS, TAKS (Accommodated), TAKS–M, TAKS–Alt, and TELPAS

text any written language (for example, book, story, article, paragraph, sentence, or series of pictures paired with words)

APPENDIX A:

TEST DEVELOPMENT PROCESS

TEST DEVELOPMENT PROCESS

Texas educators—classroom teachers, curriculum specialists, administrators, and education service center staff—play a vital role in the test development process. Thousands of Texas educators have served on one or more of the educator committees involved in the development of the state assessment program. These committees represent the state geographically, ethnically, by gender, and by type and size of school district. The procedures described below outline the steps used to develop a framework for the tests and provide for the ongoing development of test items.

- 1) Committees of Texas educators review the state-mandated curriculum to develop appropriate assessment objectives for a specific grade and/or subject test. For each subject area, educators provide advice on an assessment model or structure that aligns with good classroom instruction.
- 2) Educator committees work with the Texas Education Agency (TEA) both to prepare draft test objectives and to determine how these objectives would best be assessed. These preliminary recommendations are distributed widely for review by teachers, curriculum specialists, assessment specialists, and administrators.
- 3) A draft of the objectives and student expectations to be assessed is refined based on input from Texas educators. TEA begins a statewide opportunity-to-learn study.
- 4) Prototype test items are written to measure each objective and, when necessary, are piloted by Texas students from volunteer classrooms.
- 5) Educator committees assist in developing guidelines for assessing each objective. These guidelines outline the eligible test content and test-item formats and include sample items.
- 6) With educator input, a preliminary test blueprint is developed that sets the length of the test and the number of test items measuring each objective.
- *7) Professional item writers, many of whom are former or current Texas teachers, develop items based on the objectives and the item guidelines.
- *8) TEA curriculum and assessment specialists review and revise the proposed test items.
- *9) Item-review committees composed of Texas educators review the revised items to judge the appropriateness of item content and difficulty and to eliminate potential bias.
- *10) Items are revised again based on input from Texas educator committee meetings and are field-tested with large representative samples of Texas students.
- *11) Field-test data are analyzed for reliability, validity, and possible bias.

Appendix A

- *12) Data-review committees composed of Texas educators are trained in statistical analysis of field-test data and review each item and its associated data. The committees determine whether items are appropriate for inclusion in the bank of items from which test forms are built.
 - 13) A final blueprint that establishes the length of the test and the number of test items measuring each objective is developed.
 - *14) All field-test items and data are entered into a computerized item bank. Tests are built from the item bank and are designed to be equivalent in difficulty from one administration to the next.
 - *15) Content validation panels composed of university-level experts in each of the fields of English language arts (ELA), mathematics, science, and social studies review each high school-level test for accuracy because of the advanced level of content being assessed.
 - *16) Tests are administered to Texas students, and results are reported at the student, campus, district, regional, and state levels.
 - *17) Stringent quality control measures are applied to all stages of printing, scanning, scoring, and reporting.
 - 18) All Texas Assessment of Knowledge and Skills (TAKS), TELPAS, and TAKS–Modified tests are released to the public in accordance with state law.
 - 19) The State Board of Education uses impact data and the statewide opportunity-to-learn study, along with additional information, to set a passing standard for each new test.
 - *20) A technical digest that provides verified technical information about the tests to schools and the public is developed.
- *These steps are repeated annually to ensure that tests of the highest quality are developed.

Further information about the state assessment program is available on the TEA website (<http://www.tea.state.tx.us/student.assessment/>).

APPENDIX B:

PARTICIPATION REQUIREMENTS

Texas Assessment of Knowledge and Skills–Modified (TAKS–M)

Participation Requirements for TAKS–M

Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS–M.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets **all** of the following participation criteria.

The student

- **needs extensive modifications and/or accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS),**
- **demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence,**
- **meets some but not all of the participation criteria of TAKS–Alternate (TAKS–Alt), and**
- **requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS.**

Texas Assessment of Knowledge and Skills–Modified (TAKS–M)

Descriptors for the Participation Requirements for TAKS–M

Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS–M.

Students qualifying for TAKS–M must first meet the description provided in the box at the left before the four bulleted requirements listed below are considered. It is important to keep in mind that the TAKS–M is intended for a very small number of students and that the decision to administer the TAKS–M is not based solely on disability category or placement setting, and is not determined administratively, but rather by the ARD committee.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets **all** of the following participation criteria.

The student

- **needs extensive modifications and/or accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS)**
- **demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence,**
- **meets some but not all of the participation criteria of TAKS–Alternate (TAKS–Alt), and**
- **requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS.**

Every student should have an IEP that reflects access to the grade-level TEKS, including documentation of the modifications and/or accommodations that the student needs during classroom instruction and assessment. Modifications are practices and procedures that change the nature of the task or target skill while accommodations are intended to reduce or even eliminate the effects of a student's disability but do not reduce learning expectations.

Multiple valid measures of evidence may include, but are not limited to, state-developed assessments, informal and formal classroom assessments, norm-referenced tests, and criterion-referenced tests.

An example of a student who meets some but not all of the participation criteria of TAKS–Alt may include but is not limited to the following: a student may require supports to access the general curriculum and/or require direct, intensive, individualized instruction over a period of time to ensure that he or she learns and retains grade-level skills.

The ARD committee has determined that even with allowable accommodations the student is unable to participate in TAKS, which includes TAKS (Accommodated). The student routinely receives modifications to the grade-level curriculum that more closely resemble those offered on TAKS–M. This may include, but is not limited to, reduced number of items and answer choices or simpler vocabulary and sentence structure.

Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt)

Participation Requirements for TAKS–Alt

Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with TAKS–Alt.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills can best be assessed with TAKS–Alt if the student meets **all** of the following participation criteria.

The student

- **requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills,**
- **requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance and generalization of skills,**
- **accesses and participates in the grade-level Texas Essential Knowledge and Skills (TEKS) through activities that focus on prerequisite skills,**
- **demonstrates knowledge and skills routinely in class by methods other than paper-and-pencil tasks, and**
- **demonstrates performance objectives that may include real life applications of the grade-level TEKS as appropriate to the student's abilities and needs.**

Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt)

Descriptors for the Participation Requirements for TAKS–Alt

Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with TAKS–Alt.

Students qualifying for TAKS–Alt must first meet the description provided in the box at the left before the five bulleted requirements listed below it are considered. Significant cognitive disability is determined by the ARD committee and is not linked to a specific disability.

Admission, review, and dismissal (ARD) committees may decide that a student’s knowledge and skills can best be assessed with TAKS–Alt if the student meets **all** of the following participation criteria.

The way a student is routinely assessed (multiple choice or performance-based) should be considered when the ARD is determining a student’s TAKS–Alt eligibility.

The student

- **requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills,**
- **requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance and generalization of skills,**
- **accesses and participates in the grade-level Texas Essential Knowledge and Skills (TEKS) through activities that focus on prerequisite skills,**
- **demonstrates knowledge and skills routinely in class by methods other than paper and pencil tasks, and**
- **demonstrates performance objectives that may include real life applications of the grade-level TEKS as appropriate to the student’s abilities and needs.**

According to federal regulations all students must be assessed on grade-level curriculum. Students with significant cognitive disabilities need specialized academic help as well as help throughout the day in areas such as expressing his/her needs, getting from place to place, eating lunch, and/or taking care of personal needs.

The student needs specialized instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.

Access to the TEKS is mandated by the federal government. Students with significant cognitive disabilities may require access through prerequisite skills that are linked to the grade-level curriculum.

The student may be able to perform some paper-and-pencil tasks (tracing words, copying spelling words, completing simple worksheets, even writing simple phrases or sentences). However, these students are typically evaluated by methods other than paper and pencil such as by observing student performance, using manipulatives, verbalizing responses, and/or activation of augmentative communication devices.

The student may demonstrate academic skills by applying them in environments where the needed skill may naturally occur such as the use of reading, math and science skills during a cooking activity in a kitchen.

APPENDIX C:

ACCOMMODATIONS INFORMATION

ACCOMMODATION REQUEST FORM

DISTRICT INFORMATION

District Name: _____ Campus Name: _____

Name/Title of Person Making Request: _____

Signature of Person Making Request: _____

Phone Number: _____ Fax Number: _____

REQUEST

Assessment (*circle*): TAKS TAKS (Accommodated) TAKS-M TELPAS Reading

Student's Grade: _____ Administration Date: _____

Subject(s): _____

Description of accommodation (*attach another sheet if necessary*):

Why does this student need this accommodation?

Does this student routinely receive this accommodation in classroom instruction?

Yes _____ No _____

Is this student receiving support/services through special education or Section 504 of the Rehabilitation Act of 1973?

Yes, Special Education _____ Yes, 504 _____ No _____

Is this accommodation documented in the student's paperwork?

Yes _____ IEP (Special Ed.) ☐ IAP (504) ☐ Other ☐ No _____

District Coordinator Signature: _____ Date: _____

ACCOMMODATIONS TASK FORCE ACTION (for TEA use only)

Date Request Received: _____ Approved/Denied by: _____

Date of Response: _____ Approved/Denied via: _____

Comments:

Accommodation Category:

Presentation _____ Response _____ Setting _____ Timing and Scheduling _____

Please fax this form to the TEA Student Assessment Division at 512-463-9302.

Duplicate this form as needed.

Example Instructional Delivery/Response Methods

General education instructional activities using grade-level materials ensure access to the TEKS curriculum for the students. The instructional activities use the generic terms "present" and "identify." When setting up instructional activities, teachers may replace "present" with one of the delivery methods listed below. When determining how a student will respond during instructional activities, teachers may replace "identify" with one of the response methods listed below. Students being assessed with TAKS-Alternate may have whatever accommodations and supports the teacher feels are necessary for the student to be as independent as possible as long as they are part of the preplanned activity. Students may be provided with verbal, visual, or physical strategies during the activity as part of the instruction provided by the teacher. After the lesson begins, additional supports must be counted as specific and general assistance and will affect scoring on the rubric. To assist teachers in setting up the structured observations based on grade-level activities the following possibilities are provided:

| | |
|--|---|
| Verbal/Auditory | Physical |
| <p>Delivery Method:</p> <ul style="list-style-type: none"> • Listening (i.e., to oral information from teacher or from interactive software) • Text readers • Audio tapes • Sign language • Adaptive listening devices <p>Response Method:</p> <ul style="list-style-type: none"> • Use of speech (i.e., sentences, phrases, words) • Vocalizations (i.e., sounds to express emotions or word approximations) • Activation of augmentative communication devices • Use of sign language • Use of pictures/objects • Communication symbols | <p>Delivery Method:</p> <ul style="list-style-type: none"> • Text reader • Picture to text software • Communication symbols • Video clips • Enlarged materials • Light box • Laser lights/pens • Graphic organizers • Concept maps • Highlighted text • Magnetic or manipulative letters • Heat sensitive paper • Picture dictionaries or hand-held spellers • Visual timers • Icons • Colored overlays • Specialized calculators <p>Response Method:</p> <ul style="list-style-type: none"> • Eye shift or intense focus • Blinking • Visual scanning techniques • Icons • Communication symbols |
| Physical | Multi-Sensory |
| <p>Delivery Method:</p> <ul style="list-style-type: none"> • Positioning devices (i.e., standers, special chairs, support cushions, slant or vertical boards) • Adaptive equipment (i.e., pencil grips, tactile paper with raised lines) • Computer accessible equipment (i.e., modified keyboards, touch screens, joysticks, modified mouse, head mouse) • Tactile symbols and books • Objects or manipulatives • Word prediction software • Braille • Touch cues <p>Response Method:</p> <ul style="list-style-type: none"> • Writing and/or typing • Touching, Pointing, Gesturing • Manipulation of objects and/or pictures • Activation of switches • Eye gaze or focus • Drawing (i.e., by hand or by computer assisted software) • Highlighting of text • Use of stamps/stickers/stencils • Affect/state change • Communication symbols | <ul style="list-style-type: none"> • Any combination of the sensory systems listed above |

Teacher Tool 1: Access Needs that May Require Accommodations

Directions: Use these questions to identify various types of presentation, response, setting, and timing and scheduling accommodations. The list is not exhaustive—its purpose is to prompt educators, including members of ARD committees and 504 planning committees, to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know or Not Applicable).

| PRESENTATION ACCOMMODATIONS | | Y | N | DK/NA |
|-----------------------------|---|--------------------------|--------------------------|--------------------------|
| 1. | Does the student have a visual impairment that requires large-type or braille materials? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Is the student able to read and understand directions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Can the student follow oral directions from an adult or audiotape? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Does the student need directions repeated frequently? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Are assistive technology devices indicated in the student's IEP? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Has the student been identified as having a reading disability? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Does the student have a hearing impairment that requires an interpreter to sign directions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Does the student have a hearing impairment and need a listening device? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| RESPONSE ACCOMMODATIONS | | Y | N | DK/NA |
|-------------------------|---|--------------------------|--------------------------|--------------------------|
| 10. | Does the student have difficulty tracking from one page to another and maintaining his or her place? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Does the student have a disability that affects his or her ability to record responses in the standard manner? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Can the student use a pencil or writing instrument? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Does the student use a word processor to complete homework assignments or tests? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Does the student use a tape recorder to complete assignments or tests? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Does the student need the services of a scribe? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Does the student have a disability that affects that student's ability to spell? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Does the student have a visual or motor disability that affects his or her ability to record mathematical computations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| SETTING ACCOMMODATIONS | | Y | N | DK/NA |
|------------------------|---|--------------------------|--------------------------|--------------------------|
| 18. | Is the student easily distracted or does the student have difficulty remaining on task? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Does the student require any specialized equipment or other accommodations that may be distracting to others? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Does the student have visual or auditory impairments that require special lighting or acoustics? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Can the student focus on his or her own work in a setting with large groups of other students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Does the student exhibit behaviors that may disrupt other students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Do any physical accommodations need to be made for the student in the classroom? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| TIMING AND SCHEDULING ACCOMMODATIONS | | Y | N | DK/NA |
|--------------------------------------|---|--------------------------|--------------------------|--------------------------|
| 24. | Can the student work continuously for the length of time allocated for standard test administrations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Does the student use other accommodations or adaptive equipment that require more time to complete test items (e.g., braille, scribe, use of head pointer to type)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | Does the student tire easily due to health impairments? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Does the student have a visual impairment that causes eyestrain and creates the need for frequent breaks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | Does the student have a learning disability that affects the rate at which that student processes written information? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | Does the student have a motor disability that affects the rate at which that student writes responses? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Does the student take any type of medication to facilitate optimal performance? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | Does the student's attention span or distractibility require shorter working periods and frequent breaks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Teacher Tool 2: Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of an "accommodation," using examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the types of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading books, taking tests, listening, staying in your seat, remembering new information, doing homework, or working in groups. These are all things in which an accommodation may be helpful to you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful to you.

| Class List | |
|------------|----------------|
| Classes | Accommodations |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |

This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.

Teacher Tool 3: Assessment Accommodations Plan

Student Information

Name:

Name of Assessment: _____

Date of Assessment: _____

Case Information

Special Education Teacher:

School Year: _____

Campus: _____

General Education Teacher:

Assessment accommodations the student needs for this assessment and the date that the accommodations were arranged:

Accommodations

Date Arranged

1. _____

2. _____

3. _____

4. _____

Comments

Person responsible for arranging accommodations and due date:

Person Responsible

Due Date

1. _____

2. _____

3. _____

4. _____

Comments

Room assignment for assessment: _____

Planners for this process (signatures): _____

Scheiber, B., & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

Teacher Tool 4: Assessment Accommodations Agreement

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, the student can show what he or she knows on the test. Some accommodations need to be arranged long before test day but should still be included on this list to make certain the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. It is the responsibility of the student to list the necessary accommodations and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____,
(Student's name)

need the following accommodations to take part in this assessment:

If I need more information about these accommodations, I can talk to

(Name of special education teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

(Student signature)

(Date)

Teacher Tool 5: Logistics Planning Checklist

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

| ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR | | Y | N | NA |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | Accommodations are documented in student's IEP or IAP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Student uses accommodations regularly and evaluates use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PREPARATIONS FOR TEST DAY | | | | |
| 4. | Special test versions are ordered for individual students based on information contained in master accommodations plan (e.g., braille, large print). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Test administrators receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Adult supervision is arranged, and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Trained readers, scribes, and sign language interpreters (as well as substitutes) are arranged for individual students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ACCOMMODATIONS ON THE DAY OF THE TEST | | | | |
| 9. | All eligible students receive accommodations as determined by their IEP or IAP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Provision of accommodations is recorded by test administrator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Plans are made to replace defective equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CONSIDERATIONS AFTER THE DAY OF THE TEST | | | | |
| 13. | Responses are transferred to scannable answer documents for students using special equipment and adapted test forms and response documents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | All equipment is returned to appropriate locations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Students who take make-up tests receive needed accommodations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Teacher Tool 6: Accommodations Journal

One way to keep track of what accommodations work for a student is to support the student in keeping an accommodations journal. The journal lets the student be “in charge” and could be kept up to date through regular consultation with a special education teacher or other staff member. Educators would likely find it easier to decide which accommodations to document in the appropriate paperwork if the student came to the ARD meeting with a journal documenting all of the following:

- accommodations used by the student in the classroom and on tests
- test and assignment results when accommodations were used and not used
- student’s perception of how well an accommodation “works”
- effective combinations of accommodations
- difficulties of accommodations use
- perceptions of teachers and others about how the accommodation appears to be working

In the spaces provided below, design and organize the use of an accommodations journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

3. With whom would the student share journal entries, and when would it be done?

4. How could the journal be used in the development of a student's IEP, IAP, or other required paperwork?

APPENDIX D:

CHARTS

TAKS Assessment Comparison Chart for Students Receiving Special Education Services

| | TAKS | TAKS (Accommodated) | TAKS–M | TAKS–Alt |
|---|--|--|--|---|
| Curriculum | TEKS at enrolled grade-level with or without accommodations | TEKS at enrolled grade-level with accommodations | TEKS at enrolled grade-level with modifications and/or accommodations | TEKS at enrolled grade-level accessed through prerequisite skills |
| Eligibility | Grades 3–11: General education 504 eligibility Receiving special education services | Grades 3–11: Receiving special education services; ARD committee decision based on accommodations eligibility | Grades 3–11: Receiving special education services; ARD committee decision based on participation requirements | Grades 3–11: -Significant cognitive disabilities; -Cannot participate in other statewide assessments even with accommodations & modifications; -Determined by ARD committee (per participation requirements) |
| Format | Multiple choice/ written exam; embedded field test items New Century Schoolbook 10–12 point font | Multiple choice/written exam; no embedded field test items; Verdana font; fewer items per page | Multiple choice/written exam no embedded field test items Larger font, fewer items and answer choices, simplified passages and items, no paired passages, open-ended responses, or griddable items | Not a traditional paper-and-pencil or multiple-choice test; teachers observe as students complete teacher-designed activities; teachers score student performance using the TAKS–Alt rubric; documentation is submitted through an online instrument. |
| Passing Standard | score of 2100 | score of 2100 | Based on modified academic achievement standards; State will set a passing standard after first operational year; ARD committee does not set the passing standard | Set by the state based on alternate academic achievement; established Fall 2007 |
| Accommodations | Must be documented in IEP; Routinely used in classroom instruction and testing; Allowable accommodations listed in the 2007–2008 Accommodations Manual; Others must be approved through accommodation request form | Must be documented in IEP; Routinely used in classroom instruction and testing; Allowable accommodations listed in the 2007–2008 Accommodations Manual; Others must be approved through accommodation request form | Must be documented in IEP if not part of standard administration procedure, Routinely used in classroom instruction and testing; Listed as allowable or approved through accommodation request form | N/A: Supports that are routinely used by the student should be listed in the Activity Description |
| Accountability | State (AEIS): grades 3–11 all tested subjects Federal (AYP): grades 3–8, 10 reading/ELA, and mathematics | State (AEIS): limited to tested grades in science and social studies and all subjects at grade 11 Federal (AYP): same as TAKS | State (AEIS): not included until at least 2010 Federal (AYP): same as TAKS, subject to 2% cap on proficient results | State (AEIS): not included until at least 2010 Federal (AYP): same as TAKS, subject to 1% cap on proficient results |
| English Language Learners (ELLs) | LAT for LEP-exempt students in mathematics, reading, and science in grades 3–8 and 10; LEP exemptions for writing, social studies, and grade 9 tests Spanish tests available at grades 3–6 (all subjects) | LAT for LEP-exempt students in mathematics, reading, and science in grades 3–8 and 10; LEP exemptions for writing, social studies, and grade 9 tests Spanish tests available at grades 3–6 (all subjects) | LAT for LEP-exempt students in mathematics, reading, and science in grades 3–8 and 10; LEP exemptions for writing, social studies, and grade 9 tests no Spanish tests available | No LEP exemptions or LAT: Observational assessments can be developed using any language or other communication method routinely used with the student |
| Student Success Initiative (SSI) | Must pass Grade 3 reading and Grades 5 and 8 reading and mathematics assessment for promotion; 3 testing opportunities; Grade Placement Committee (GPC) determines promotion or retention | Must pass Grade 3 reading and Grades 5 and 8 reading and mathematics assessment for promotion; 3 testing opportunities; ARD Committee determines promotion or retention | Does not apply for the 2008 administration (no retest opportunities available for the 2008 administration); ARD committee decides promotion/retention | Does not apply to students eligible to take this assessment |
| Graduation Requirement | Minimum/ Recommended/ Distinguished Plan: Must pass mathematics, ELA, science, and social studies assessments at the exit level | To Be Determined | Completion of IEP as determined by the ARD committee which may include credit and curriculum requirements, demonstration of employability skills, and/or reaching the age of 22 | Completion of IEP as determined by the ARD committee which may include credit and curriculum requirements, demonstration of employability skills, and/or reaching the age of 22 |

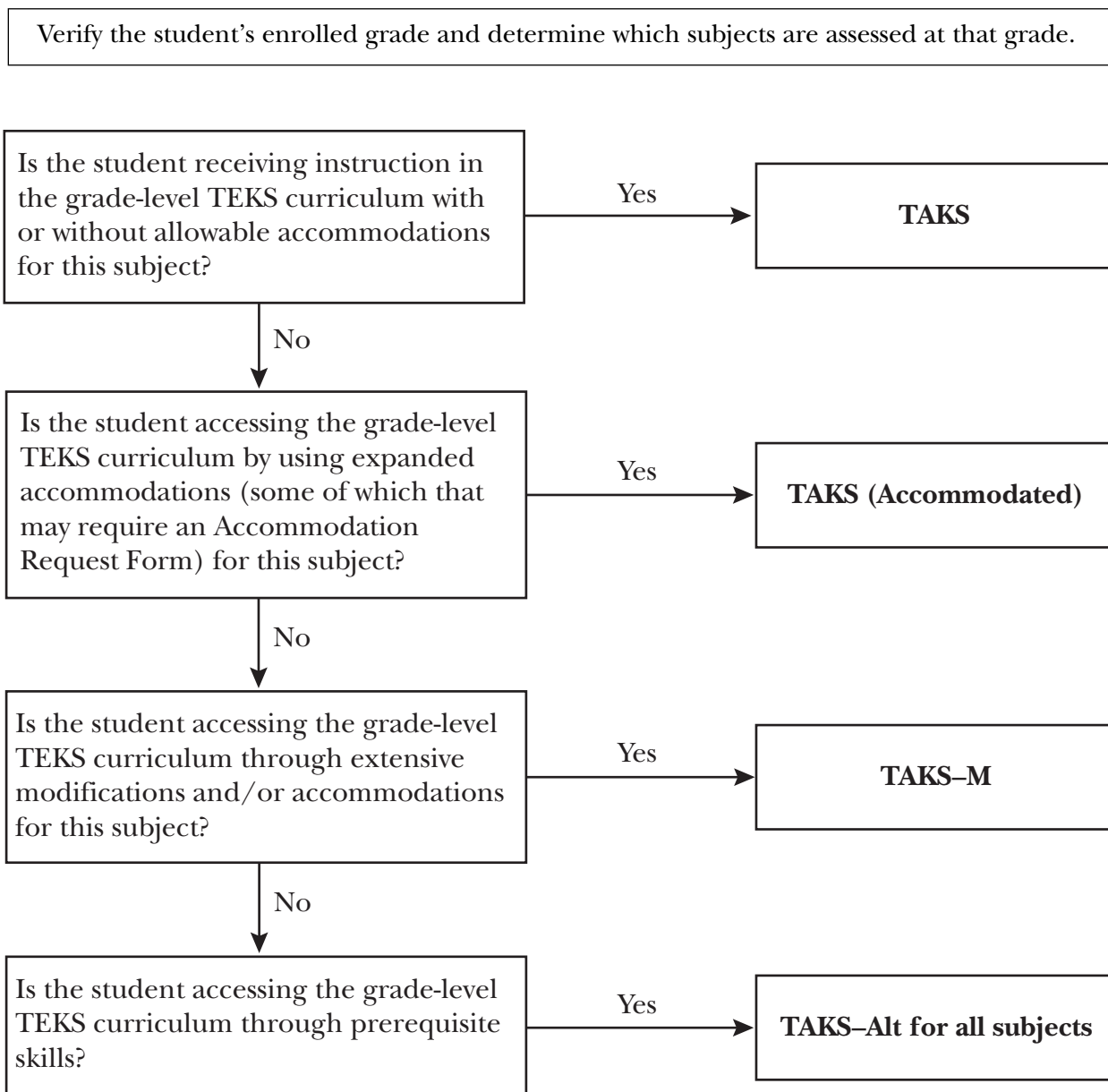
Access to the General Curriculum

| Curriculum Format | Focus | Examples | Assessment Option |
|---|--|---|---|
| TEKS Curriculum | <ul style="list-style-type: none"> Grade-level state-mandated curriculum with classroom accommodations as needed for student success Student is responsible for all objectives and student expectations for that subject | <ul style="list-style-type: none"> Classroom tests have been shortened in length Extra time to complete assignments Page formatting to help with clarity and visual organization Additional notes, taped lectures, taped textbooks, or manipulative materials to help access information | <ul style="list-style-type: none"> TAKS TAKS (Accommodated) |
| TEKS Curriculum Accessed through Modifications and/or Accommodations | <ul style="list-style-type: none"> TEKS instruction using modifications and/or accommodations which allow access to the TEKS Student is provided with instruction and modifications that address the learning styles and needs of students with disabilities Student is responsible for all objectives for that subject | <ul style="list-style-type: none"> Providing opportunities for a student to show knowledge of information using methods that emphasize the student's strengths Providing technology, manipulatives, and resources that compensate for the student's disability Simplifying directions and reducing length of assignments and number of answer choices Providing student with a smaller teacher-student ratio during critical aspects of instruction Simplifying the presentation of the task by reducing the complexity of vocabulary and sentence structure Deleting extraneous information on assignments | <ul style="list-style-type: none"> TAKS–M |
| TEKS Curriculum Accessed through Prerequisite Skills | <ul style="list-style-type: none"> TEKS instruction focusing on academic prerequisite skills while addressing both real-life application of skills and the student's needs Student is provided a specialized program with supports and structures that maximize student success | <ul style="list-style-type: none"> Finding areas of the TEKS curriculum for the student to access focusing on the student's strengths Providing adult support as needed to access environments and activities Finding real-life applications of assignments to maximize generalization of skills Providing varying levels of prompting to ease the student toward independence Using technology and communication devices that provide student with effective methods of response | <ul style="list-style-type: none"> TAKS–Alt |

Format of Assessment Options

| GENERAL ASSESSMENTS |
|---|
| <p>TAKS</p> <p>This assessment is administered statewide on a specific date and measures a student's mastery of the TEKS for the student's enrolled grade. The format of the test is mainly multiple choice; however, there are also griddable mathematics and science items, open-ended reading responses, and a writing task for the writing and ELA assessments.</p> |
| <p>TAKS (Accommodated)</p> <p>This assessment is for students served by special education. It contains the same items as TAKS but no embedded field-test items. The TAKS (Accommodated) form includes format accommodations (larger font, fewer test items per page) and allows for additional accommodations through submission of an Accommodation Request Form that addresses individualized needs.</p> |
| ALTERNATE ASSESSMENTS |
| <p>TAKS–Modified</p> <p>This alternate assessment for students served by special education is also administered statewide on a specific date and it contains multiple-choice items as well as a writing task for the writing and ELA assessments. TAKS–M covers the same grade-level content as TAKS but has been modified in format (larger font, more white space, etc.) and test design. Modifications to test design include fewer answer choices, simpler vocabulary and sentence structure, no paired passages, no open-ended reading responses, no crossover questions, no visual representations on ELA, provision of formulas for individual items, no griddable items on science and mathematics, definition boxes for literary terms and difficult science vocabulary, pre-reading text to be read by the test administrator prior to reading selections and writing passages, or separate paragraphs in reading selections according to content of selection and items associated with that content.</p> |
| <p>TAKS–Alternate</p> <p>This alternate assessment for students served by special education involves teachers observing students with significant cognitive disabilities as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Assessment activities are designed by teachers using the <i>TEKS Curriculum Framework for TAKS–Alt</i> and <i>TEKS-Based Examples of the Instructional Activities for TAKS–Alt</i> developed by the state for each grade and subject. After observing students, teachers score student performance using the TAKS–Alt rubric and submit results and documentation through an online instrument. The assessment spans a seven-month window with a specific submission period for test results.</p> |

Choosing the Appropriate Assessment for Students Receiving Special Education Services



Participation Requirements Comparison Chart

| Requirement | TAKS–Modified | TAKS–Alternate |
|---------------------------------|---|--|
| Federal Requirement | <ul style="list-style-type: none"> Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS–M. | <ul style="list-style-type: none"> Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with TAKS–Alt. |
| Descriptor Criteria | <ul style="list-style-type: none"> ARD committees may decide that a student’s knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets all of the following participation criteria. | <ul style="list-style-type: none"> ARD committees may decide that a student’s knowledge and skills can best be assessed with TAKS–Alt if the student meets all of the following participation criteria. |
| Access to the Curriculum | <ul style="list-style-type: none"> The student needs extensive modifications and/or accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS. | <ul style="list-style-type: none"> The student accesses and participates in the grade-level TEKS through activities that focus on prerequisite skills. |
| Instruction | <ul style="list-style-type: none"> The student requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS. The student demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence. | <ul style="list-style-type: none"> The student demonstrates knowledge and skills routinely in class by methods other than paper-and-pencil tasks. The student demonstrates performance objectives that may include real-life applications of the grade-level TEKS as appropriate to the student’s abilities and needs. The student requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance, and generalization of skills. The student requires supports to the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills. |
| Other | <ul style="list-style-type: none"> The student meets some but not all of the participation criteria of TAKS–Alt. | |

APPENDIX E:

CONTACT INFORMATION AND RESOURCES

Contact Information

Student Assessment Division of the Texas Education Agency

Texas Education Agency
Student Assessment Division
1701 North Congress Avenue
Austin, TX 78701-1494

| | |
|--------------|--------------|
| Telephone | Fax |
| 512-463-9536 | 512-463-9302 |

<http://www.tea.state.tx.us/student.assessment/>

TAKS–Modified Resource Page:
<http://www.tea.state.tx.us/student.assessment/resources/taksm/>

TAKS–Alternate Resource Page:
<http://www.tea.state.tx.us/student.assessment/resources/taksalt/>

E-mail
Alternate.Assessments@tea.state.tx.us

Division of IDEA Coordination of the Texas Education Agency

Texas Education Agency
Division of IDEA Coordination
1701 North Congress Avenue
Austin, TX 78701-1494

| | |
|--------------|--------------|
| Telephone | Fax |
| 512-463-9362 | 512-463-9560 |

<http://www.tea.state.tx.us/special.ed/>

Division of Curriculum of the Texas Education Agency

Texas Education Agency
Division of Curriculum
1701 North Congress Avenue
Austin, TX 78701-1494

| | |
|--------------|--------------|
| Telephone | Fax |
| 512-463-9581 | 512-463-9560 |

<http://www.tea.state.tx.us/curriculum/>

Texas Higher Education Coordinating Board

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711-2788

Telephone
512-427-6101

<http://www.theccb.state.tx.us/>

Other TEA Links:

| | |
|---------------------------------|---|
| State Board of Education (SBOE) | http://www.tea.state.tx.us/rules/home/ |
| Adequate Yearly Progress (AYP) | http://www.tea.state.tx.us/ayp/ |
| Performance Reporting | http://www.tea.state.tx.us/perfreport/index.html |
| Bilingual Education Unit | http://www.tea.state.tx.us/curriculum/biling/ |

Pearson

400 Center Ridge Drive, Suite F
Austin, TX 78753

| | |
|--------------|--------------|
| Telephone | Toll-free |
| 512-989-5300 | 800-252-9186 |

E-mail
AOCAnswers@pearson.com

TAKS–Alt Training Center Support:

| | |
|--------------|--|
| Telephone | E-mail |
| 800-627-0225 | TAKSALT.techhelp@pearson.com |

TAKS–Alt Online Assessment Support:

| | |
|--------------------------------|--|
| Telephone | E-mail |
| 877-TAKS-Alt (877-825-7258) | support@schoolsucces.net |

Monday–Friday, 7:00 AM–7:00 PM CST

Online Technical Support: The home page for the TAKS–Alt online assessment is <https://www.taksalt.com/>. To access Online Technical Support from the home page, click *Live Support* to chat with a support representative live, or click *Contact Us* at the bottom of any page to send an e-mail.

Resources

The following resources may be found on the TEA website at <http://www.tea.state.tx.us/student.assessment/>.

2004 TAKS Information Booklets

The purpose of the information booklets is to help Texas educators, students, parents, and other stakeholders understand more about the TAKS tests. These booklets **are not** intended to replace the teaching of the TEKS curriculum, provide the basis for the isolated teaching of skills in the form of narrow test preparation, or serve as the single information source about every aspect of the TAKS program. However, we believe that the booklets provide helpful explanations and show enough sample items, reading and writing selections, and writing prompts to give educators a good sense of the assessment.

Each subject area and grade level at which an assessment is given has its own TAKS information booklet.

- Reading (grades 3–9; Spanish version available for grades 3–6)
- Mathematics (grades 3–10 and exit level; Spanish version available for grades 3–6; note that the grades 6–exit level booklets were updated in 2007)
- Writing (grades 4 and 7; Spanish version available for grade 4)
- English Language Arts (grade 10 and exit level)
- Science (grades 5, 8, 10, and exit level; Spanish version available for grade 5)
- Social Studies (grades 8, 10, and exit level)

The revised TAKS Information Booklets replace the information booklets provided in 2002 and can be found **only** on the TEA website.

Grade Placement Committee (GPC) Manual

The GPC manual provides detailed information about the grade advancement and accelerated instruction requirements of the law. The manual is designed to guide the GPC (i.e., ARD committee for students receiving special education services) through the process of evaluating student performance, determining accelerated instruction plans, and, when applicable, making promotion decisions. The manual also provides districts with detailed instructions for implementing all of the requirements of the SSI and includes timelines and flowcharts, as well as sample forms and letters to aid districts with parental notification and documentation of activities.

LPAC Decision-Making Process for the Texas Assessment Program Procedural Manual

This manual has two purposes: (1) to guide LPACs in making decisions about the inclusion of LEP students in the Texas Assessment Program, and (2) to promote an increased awareness of the educational needs of second language learners.

TAKS Study Guides

The Texas Education Agency has developed TAKS study guides to help students strengthen the TEKS-based skills that are taught in class and tested on TAKS. The guides are designed for students to use on their own or for students and families to work through together. Concepts are presented in a variety of ways that will help students review the information and skills they need to be successful on TAKS. Additional copies may be obtained from Pearson's Austin Operations Center by calling 800-252-9186.

Personalized study guides—customized tools to assist students who do not perform satisfactorily on any subject-area test of the Exit Level TAKS—are an additional resource available for students. While the personalized study guides are customized for each student based on his or her test scores, they are designed to be used in conjunction with the TAKS study guides.

Technical Digest

The Technical Digest documents the activities and the attributes of the state testing program. It is useful to anyone who wants to understand how the Texas testing program is structured and how tests and test items are developed. It is published annually and posted to the TEA website.

Interpretive Guide

Interpreting Assessment Reports is produced each spring and is sent with test results to school districts and regional education service centers as a guide for interpreting the various reports of student performance results. This guide is posted annually to the TEA website.

Laws

Texas Education Code

The current Texas Education Code (TEC) and additional statutes relating to education can be found in the *2008 Texas School Law Bulletin*. This edition covers changes enacted by the Texas Legislature through the 80th Legislature. Each biennium the Texas Education Agency provides a revised Texas School Law Bulletin to school officials and agencies involved with education. Additional copies may be purchased by contacting the Publications Distribution Office of the Texas Education Agency online at <http://www.tea.state.tx.us/publications/>; by e-mail at pubsdist@tea.state.tx.us; at P.O. Box 13817, Austin, Texas 78711-3817; or by calling 512-463-9744.

The TEC is also available online at <http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm>.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

The Individuals with Disabilities Education Improvement Act of 2004 is a federal law that requires that students with disabilities who receive special education services are afforded the right to a free and appropriate public education that must be tailored to the individual's learning needs. Accountability at the individual level is provided through an individualized education program (IEP) developed on the basis of a child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments.

Further information about the Individuals with Disabilities Education Improvement Act of 2004 is available online at <http://idea.ed.gov/>.

No Child Left Behind Act of 2001 (NCLB)

The No Child Left Behind Act of 2001 (Public Law 107-110), commonly known as NCLB, is a United States federal law that was passed in the House of Representatives on May 23, 2001, and signed on January 8, 2002. NCLB reauthorized a number of federal programs aiming to improve the performance of U.S. primary and secondary schools by increasing the standards of accountability for states, school districts and schools, as well as providing parents more flexibility in choosing which schools their children will attend. Additionally, it promoted an increased focus on reading and re-authorized the Elementary and Secondary Education Act of 1965 (ESEA). NCLB is the latest federal legislation to enact the theories of standards-based education reform, formerly known as outcome-based education, which is based on the belief that high expectations and setting of goals will result in success for all students.

Further information may be obtained at <http://www.ed.gov/nclb/landing.jhtml>.