

Assessment FAQ

BISD

2024-2025 School Year



QUESTIONS

Q:	Can the EB students be eligible for Re-Classification (Bil. Exit) even if they receive RLA accommodations through LPAC?
A:	Yes. All EB students participating in bilingual education programs (bilingual or ESL) and with parental denial for program participation will be eligible to receive Oral Administration or Content and Language Supports. Emergent bilingual students that receive designated supports for English reading language arts or English I and English II assessments recommended by the LPAC or other committees will be eligible for reclassification at the end of the school year. (See Proposed Amendments to 19 TAC Chapter 101, Assessment, Subchapter AA, Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments, Division 1, Assessments of English Language Proficiency and Academic Content for English Language Learners.)

Q:	How are Accommodations handled via TANGO?
A:	Accommodation files from Success ED, Same Goal, and Ellevation were sent to TANGO on Aug. 30 th for upload. Additional files will be sent to TANGO on October 15 to capture any accommodations that have been entered in Success Ed or Same Goal. Ellevation Accommodations will continue to reflect the ones from last year until the LPAC Committees enter the decisions for this 2024-2025 school year in Ellevation.

Q:	Should the Grade 3 Reading Assistance for the Mathematics Test be documented in the 504, RTI, SPED platforms?
A:	No. This reading assistance is NOT tied to the ORAL Administration Eligibility. All 3 rd graders can benefit from this assistance. A Key point to remember is that this Accessibility Feature should be provided via the TTS feature in the ONLINE Testing Platform, ONLY. The Campus CTC will have to discuss with the 3 rd grade teachers, who have been the students that consistently request this assistance during 3 rd grade Math Assessments. This will allow for the CTC to enable the Text-To-Speech functionality in Cambium.

Q:	Can the Performance on a STAAR Assessment from previous years in addition to the SPED Math Eligibility be used to determine the use of Calculation Aids?
A:	The SPED committee has the authority to review the past performance of the student on state assessments and make the determination to assign Calculation Aids to a Student. However , the SPED committee must read the entire policy to be aware of the specific student eligibility requirements associated with Grades 3 and 4 & Grades 5 through 7.

Q:	When can the TEA Accommodation labeled as “OTHER” be applied to a student?
A:	Example: If a student requires double-sided test materials photocopied into single-sided sheets because they have a physical disability or have a disability that necessitates test materials be presented in a printed format other than a test booklet in order to prevent severe behaviors that could interfere with completion of the test, an ARF for Other should be submitted to TEA. These cases should be rare . Test Administrations for the students with this accommodation should be tested in a separate setting.

Q:	Is an Individual Administration considered an Accommodation?
A:	No. Individual and Small Group Administrations are considered an Accessibility Feature. Any student can be considered for Individual and small group testing. These testing arrangements do NOT have to be documented. However, CTC’s must be informed for testing planning purposes.

Q:	In a case where the Oral Administration (READ ALL) is selected & with a possibility of having to switch the level of Reading Support, wouldn’t the better option be to select TTS (Text-To-Speech) from the start?
A:	The Change of Reading Support has to be considered on a case-by-case basis. Careful consideration has to take place before documenting this assistance in the student’s paperwork. This Change in the Level of Support is NOT to be given to all students that are eligible for Oral Administration.

Q:	Can one student receive both RTI and LPAC Accommodations?
A:	Yes. Both Committees must communicate -be present- during meetings to discuss the accommodations that the RTI Committee can assign to the student in addition to the accommodations given by LPAC. Keep in mind that the LPAC committee can only assign 2 accommodations on its own; these are Content and Language Supports and Oral Administration.

Q:	What does Scratch paper look like?
A:	Any blank medium that can be erased or destroyed may be used as blank scratch paper. For example: A student uses a blank dry erase board or other erasable surface during a test administration to draw, write, and perform calculations. A student uses patty paper, blank note cards (lined or unlined), sticky notes, or standard graph paper during a mathematics test administration. A student uses standard lined paper during a reading language arts (RLA) test administration. A student uses blank scratch paper during a TELPAS administration.

Q:	Can we provide a student a blank piece of copy paper and lined paper stapled as a set?
A:	Yes. Standard lined paper can be given to students as a set with copy paper.

Q:	Does Scratch Paper mean 1-sheet or can it be a stapled stack of 3 to 4 sheets of paper?
A:	It can be several sheets of paper stapled or unstapled.

Q:	Can RTI Committees provide Math Charts as Supplemental Aids?
A:	Yes. The RTI Committee determines student eligibility for Supplemental Aids, such as Math Charts. Samples of Math Charts are: A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is NOT allowed. A grade-appropriate place value chart may be used. The chart may contain commas and decimals in the appropriate places; however, it may NOT contain place value labels (i.e., words) or numbers as specific examples.

