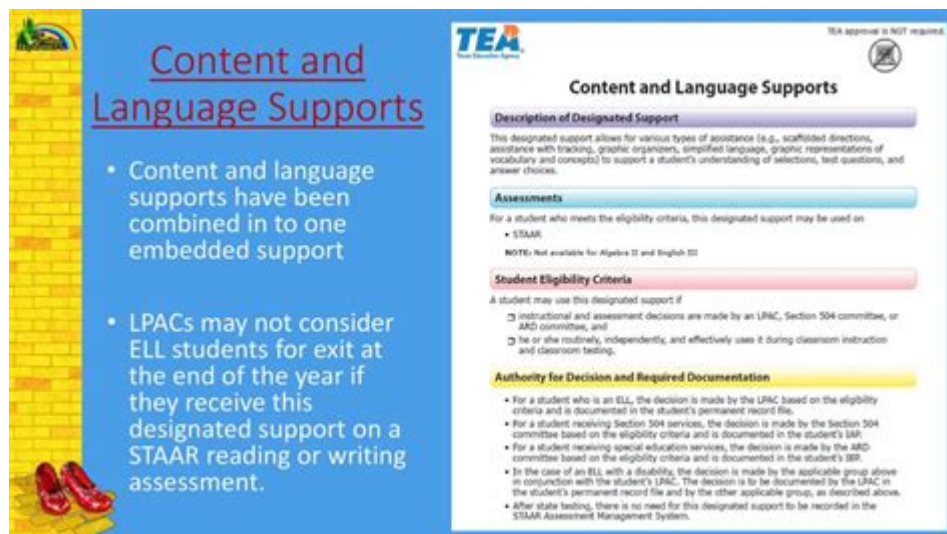


Content And Language Supports Staar 2023



Content and Language Supports

- Content and language supports have been combined in to one embedded support
- LPACs may not consider ELL students for exit at the end of the year if they receive this designated support on a STAAR reading or writing assessment.

TEA
Texas Education Agency

TEA approval is NOT required

Content and Language Supports

Description of Designated Support

This designated support allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on:

- STAAR

NOTE: Not available for Algebra II and English III

Student Eligibility Criteria

A student may use this designated support if:

- ☐ instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and
- ☐ he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, there is no need for this designated support to be recorded in the STAAR Assessment Management System.

Content and Language Supports STAAR 2023: A Comprehensive Guide for Success

Are you a Texas educator, parent, or student bracing for the STAAR (State of Texas Assessments of Academic Readiness) 2023? Navigating the complexities of the test, particularly for students requiring content and language supports, can feel overwhelming. This comprehensive guide provides essential information, strategies, and resources to help students excel on the STAAR 2023, focusing specifically on the needs of those who benefit from additional content and language supports. We'll explore effective strategies, address common challenges, and offer actionable advice to ensure every student has the best chance at success.

Understanding Content and Language Supports in the STAAR Context

The STAAR assessment recognizes the diverse learning needs of Texas students. "Content and language supports" refers to the individualized assistance provided to students who require extra help to access and demonstrate their understanding of the tested material. This support isn't about lowering expectations; instead, it's about creating equitable testing conditions so that students can showcase their true academic abilities. This support may include, but isn't limited to:

Simplified Language: Presenting information in clearer, more concise language, avoiding complex vocabulary and sentence structures.

Visual Aids: Utilizing charts, graphs, diagrams, and other visuals to illustrate concepts and make information more accessible.

Modified Testing Formats: Adjusting the format of the test to accommodate different learning styles, such as providing more time, breaking down tasks into smaller chunks, or offering alternative response methods.

Assistive Technology: Employing tools like text-to-speech software, screen readers, or other assistive technologies.

Bilingual Support: Providing materials and assistance in the student's native language.

Explicit Instruction in Test-Taking Strategies: Teaching students specific strategies for approaching different question types and managing their time effectively.

Strategies for Success with Content and Language Supports

Implementing effective strategies is key to helping students who need content and language supports thrive on the STAAR 2023. These strategies should be implemented well before the test date to allow ample practice and familiarization.

1. Pre-Teaching Vocabulary and Concepts:

Familiarizing students with key vocabulary and concepts well in advance of the test is crucial. This can involve pre-teaching key terms, providing definitions with visual aids, and engaging in activities that reinforce understanding.

2. Utilizing Visual Supports:

Visual aids, like graphic organizers, flowcharts, and concept maps, can significantly improve comprehension and retention. These visual tools help students organize information and make connections between concepts.

3. Breaking Down Complex Tasks:

Breaking down larger tasks into smaller, more manageable chunks can reduce anxiety and improve focus. This approach allows students to tackle the test systematically, building confidence as they progress.

4. Providing Ample Practice and Feedback:

Regular practice using STAAR-like questions is essential. This practice should include opportunities for students to receive immediate feedback on their performance, allowing them to identify areas for improvement. Targeted practice addressing specific skill gaps is also highly beneficial.

5. Employing Assistive Technology Effectively:

If a student utilizes assistive technology, ensure they are comfortable and proficient with the tools before the test. Practice using the technology with STAAR-like materials to minimize disruptions during the actual assessment.

Addressing Common Challenges

Several common challenges can arise when supporting students with content and language needs during STAAR preparation. Addressing these challenges proactively is crucial for success.

Time Management: Students might need extra time to process information and respond to questions. Practice with timed tasks can help them improve their time management skills.

Anxiety and Test-Taking Stress: Anxiety can significantly impact performance. Implementing relaxation techniques and providing a supportive testing environment can help alleviate stress.

Lack of Familiarity with Test Formats: Familiarizing students with the test format and question types well in advance reduces anxiety and improves performance.

Language Barriers: For students with limited English proficiency, providing materials and support in their native language is vital.

Resources for Content and Language Supports STAAR 2023

The Texas Education Agency (TEA) website is an invaluable resource, offering released STAAR tests, sample questions, and guidance on accommodations. Additionally, consult with your school's special education staff and instructional coaches for tailored support and resources.

Conclusion

Success on the STAAR 2023 for students requiring content and language supports is achievable with careful planning, targeted instruction, and the implementation of effective strategies. By understanding the unique needs of these students and providing the necessary support, educators can empower them to demonstrate their knowledge and achieve their academic potential.

Remember that providing equitable access to the assessment is paramount, ensuring all students have a fair opportunity to succeed.

FAQs

1. Where can I find released STAAR tests and practice materials? The Texas Education Agency (TEA) website is the best resource for accessing released tests and practice materials.

2. What accommodations are available for students with content and language needs?

Accommodations vary depending on individual needs and are determined through an individualized education program (IEP) or 504 plan.

3. How can I help my child reduce test anxiety? Practice relaxation techniques, like deep breathing exercises, and create a supportive and encouraging environment.
4. What role do visual aids play in supporting students? Visual aids enhance comprehension by presenting information in a more accessible and engaging format.
5. Is bilingual support available for the STAAR? Yes, bilingual support is available for students who require it, ensuring equitable access to the assessment.

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multiple devices, hold the key to unlocking superior learning outcomes and bolstering retention rates. In this book, academic scholars, educators, and policymakers will find a comprehensive guide that not only explores the theory behind micro-lessons but also offers practical strategies for their effective implementation.

content and language supports staar 2023: Benchmarks for Science Literacy American Association for the Advancement of Science, 1994-01-06 Published to glowing praise in 1990, *Science for All Americans* defined the science-literate American--describing the knowledge, skills, and attitudes all students should retain from their learning experience--and offered a series of recommendations for reforming our system of education in science, mathematics, and technology. *Benchmarks for Science Literacy* takes this one step further. Created in close consultation with a cross-section of American teachers, administrators, and scientists, *Benchmarks* elaborates on the recommendations to provide guidelines for what all students should know and be able to do in science, mathematics, and technology by the end of grades 2, 5, 8, and 12. These grade levels offer reasonable checkpoints for student progress toward science literacy, but do not suggest a rigid formula for teaching. *Benchmarks* is not a proposed curriculum, nor is it a plan for one: it is a tool educators can use as they design curricula that fit their student's needs and meet the goals first outlined in *Science for All Americans*. Far from pressing for a single educational program, Project 2061 advocates a reform strategy that will lead to more curriculum diversity than is common today. *Benchmarks* emerged from the work of six diverse school-district teams who were asked to rethink the K-12 curriculum and outline alternative ways of achieving science literacy for all students. These teams based their work on published research and the continuing advice of prominent educators, as well as their own teaching experience. Focusing on the understanding and interconnection of key concepts rather than rote memorization of terms and isolated facts, *Benchmarks* advocates building a lasting understanding of science and related fields. In a culture increasingly pervaded by science, mathematics, and technology, science literacy requires habits of mind that will enable citizens to understand the world around them, make some sense of new technologies as they emerge and grow, and deal sensibly with problems that involve evidence, numbers, patterns, logical arguments, and technology--as well as the relationship of these disciplines to the arts, humanities, and vocational sciences--making science literacy relevant to all students, regardless of their career paths. If Americans are to participate in a world shaped by modern science and mathematics, a world where technological know-how will offer the keys to economic and political stability in the twenty-first century, education in these areas must become one of the nation's highest priorities. Together with *Science for All Americans*, *Benchmarks for Science Literacy* offers a bold new agenda for the future of science education in this country, one that is certain to prepare our children for life in the twenty-first century.

content and language supports staar 2023: Teaching Science to English Learners Stephen Fleenor, Tina Beene, 2019 *Teaching Science to English Learners* is a go-to resource for science educators to promote listening, speaking, reading, and writing in their classrooms. Each chapter outlines specific, easy-to-implement strategies that foster academic language development and comprehension of science concepts, with specific scaffolds highlighted for each language proficiency level. *Teaching Science to English Learners* is thoughtfully designed to help teachers equip students to navigate inquiry-driven instruction, understand abstract science concepts, and master the multitude of science vocabulary that can be challenging for ELs and non-ELs alike. By equipping teachers with strategies to draw from students' prior knowledge and focus on collaboration, this book helps science teachers make lessons accessible for all learners, while deepening content comprehension and developing academic language. *Teaching Science to English Learners* is the second in a set of books designed to help content-area teachers create learning environments in which English learners thrive.

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diverse needs achieve academically. Now this practical resource provides a step-by-step guide to making collaboration and co-teaching work for general education teachers and English as a second language (ESL) specialists to better serve the needs of English language learners (ELLs). The authors address the fundamental questions of collaboration and co-teaching, examine how a collaborative program helps ELLs learn content while meeting English language development goals, and offer information on school leaders' roles in facilitating collaboration schoolwide. Featuring six in-depth case studies, this guide helps educators: Understand the benefits and challenges of collaborative service delivery Choose from a range of strategies and configurations, from informal planning and collaboration to a fully developed co-teaching partnership Use templates, planning guides, and other practical tools to put collaboration into practice Evaluate the strategies' success using the guidelines, self-assessments, and questionnaires included Collaboration and Co-Teaching helps ESL, ELL, and general education teachers combine their expertise to provide better support for their ELLs!

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content and language supports staar 2023: Computational Genomics with R Altuna Akalin, 2020-12-16 Computational Genomics with R provides a starting point for beginners in genomic data analysis and also guides more advanced practitioners to sophisticated data analysis techniques in genomics. The book covers topics from R programming, to machine learning and statistics, to the latest genomic data analysis techniques. The text provides accessible information and explanations, always with the genomics context in the background. This also contains practical and well-documented examples in R so readers can analyze their data by simply reusing the code presented. As the field of computational genomics is interdisciplinary, it requires different starting points for people with different backgrounds. For example, a biologist might skip sections on basic genome biology and start with R programming, whereas a computer scientist might want to start with genome biology. After reading: You will have the basics of R and be able to dive right into specialized uses of R for computational genomics such as using Bioconductor packages. You will be familiar with statistics, supervised and unsupervised learning techniques that are important in data modeling, and exploratory analysis of high-dimensional data. You will understand genomic intervals and operations on them that are used for tasks such as aligned read counting and genomic feature annotation. You will know the basics of processing and quality checking high-throughput sequencing data. You will be able to do sequence analysis, such as calculating GC content for parts of a genome or finding transcription factor binding sites. You will know about visualization techniques used in genomics, such as heatmaps, meta-gene plots, and genomic track visualization. You will be familiar with analysis of different high-throughput sequencing data sets, such as RNA-seq, ChIP-seq, and BS-seq. You will know basic techniques for integrating and interpreting multi-omics datasets. Altuna Akalin is a group leader and head of the Bioinformatics and Omics Data Science Platform at the Berlin Institute of Medical Systems Biology, Max Delbrück Center, Berlin. He has been developing computational methods for analyzing and integrating large-scale genomics data sets since 2002. He has published an extensive body of work in this area. The framework for this book grew out of the

yearly computational genomics courses he has been organizing and teaching since 2015.

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teacher educators can use to help preservice students develop these teaching skills. Pedagogies include representations of practice (ways to show what this skill looks like and break it down into its component parts) and approximations of practice (the ways preservice teachers can try these skills out as they learn). Vignettes throughout the book illustrate how core practices can be incorporated into the teacher education curriculum. The book draws on the work of a consortium of teacher educators from thirteen universities devoted to describing and enacting pedagogies to help novice teachers develop these core practices in support of ambitious and equitable instruction. Their aim is to support teacher educator learning across institutions, content domains, and grade levels. The book also addresses efforts to support teacher learning outside formal teacher education programs.

Contributors Chandra L. Alston Andrea Bien Janet Carlson Ashley Cartun Katie A. Danielson Elizabeth A. Davis Christopher G. Pupik Dean Brad Fogo Megan Franke Hala Ghouseini Lightning Peter Jay Sarah Schneider Kavanagh Elham Kazemi Megan Kelley-Petersen Matthew Kloser Sarah McGrew Chauncey Monte-Sano Abby Reisman Melissa A. Scheve Kristine M. Schutz Meghan Shaughnessy Andrea Wells

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for both teachers and PD leaders.

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content and language supports staar 2023: The Instructional Playbook Jim Knight, Ann Hoffman, Michelle Harris, Sharon Thomas, 2020-11-25 In schools, every day is game day. Every day, teachers need the best resources and forms of support because students deserve the best we as educators can offer. An instructional playbook aims to serve as that kind of support: a tool that coaches can use to help teachers match specific learning goals with the right research-based instructional strategies. Coaches have enormous potential to help teachers learn and implement new teaching practices, but coaches will be effective only if they deeply understand the strategies they describe and their explanations are clear. The Instructional Playbook: The Missing Link for Translating Research into Practice addresses both issues head on and offers a simple and clear explanation of how to create a playbook uniquely designed to meet teachers' instructional needs. The idea of an instructional playbook has caught fire since Jim Knight described it in The Impact Cycle (2017). This book helps instructional coaches create playbooks that produce a common language about high-impact teaching strategies, deepen everyone's understanding of what instructional coaches do, and, most important, support teachers and students in classrooms. "em>A

joint publication of ASCD and One Fine Bird Press.

content and language supports staar 2023: Flash Feedback [Grades 6-12] Matthew Johnson, 2020-02-11 Beat burnout with time-saving best practices for feedback For ELA teachers, the danger of burnout is all too real. Inundated with seemingly insurmountable piles of papers to read, respond to, and grade, many teachers often find themselves struggling to balance differentiated, individualized feedback with the one resource they are already overextended on—time. Matthew Johnson offers classroom-tested solutions that not only alleviate the feedback-burnout cycle, but also lead to significant growth for students. These time-saving strategies built on best practices for feedback help to improve relationships, ignite motivation, and increase student ownership of learning. Flash Feedback also takes teachers to the next level of strategic feedback by sharing: How to craft effective, efficient, and more memorable feedback Strategies for scaffolding students through the meta-cognitive work necessary for real revision A plan for how to create a culture of feedback, including lessons for how to train students in meaningful peer response Downloadable online tools for teacher and student use Moving beyond the theory of working smarter, not harder, Flash Feedback works deeper by developing practices for teacher efficiency that also boost effectiveness by increasing students' self-efficacy, improving the clarity of our messages, and ultimately creating a classroom centered around meaningful feedback.

content and language supports staar 2023: Equity-Centered Trauma-Informed Education Alex Shevrin Venet, 2023-09-01 Educators must both respond to the impact of trauma, and prevent trauma at school. Trauma-informed initiatives tend to focus on the challenging behaviors of students and ascribe them to circumstances that students are facing outside of school. This approach ignores the reality that inequity itself causes trauma, and that schools often heighten inequities when implementing trauma-informed practices that are not based in educational equity. In this fresh look at trauma-informed practice, Alex Shevrin Venet urges educators to shift equity to the center as they consider policies and professional development. Using a framework of six principles for equity-centered trauma-informed education, Venet offers practical action steps that teachers and school leaders can take from any starting point, using the resources and influence at their disposal to make shifts in practice, pedagogy, and policy. Overthrowing inequitable systems is a process, not an overnight change. But transformation is possible when educators work together, and teachers can do more than they realize from within their own classrooms.

content and language supports staar 2023: Better Conversations Jim Knight, 2015-10-01 Check out The Better Conversations trailer: <https://youtu.be/y3FrWTXC8Uw> I thought I knew how to have a conversation; I've had millions of them. Some were good, others not so much so. But I want to have GREAT conversations, and Jim Knight has taught me how. The proof is in: better conversations are possible and the results are worth the investment. --DOUGLAS FISHER Coauthor of Rigorous Reading and Unstoppable Learning Because conversation is the lifeblood of any school You don't want this book—you need this book. Why this confident claim? Think about how many times you've walked away from school conversations, sensing they could be more productive, but at a loss for how to improve them. Enter instructional coaching expert Jim Knight, who in Better Conversations honors our capacity for improving our schools by improving our communication. Asserting that our schools are only as good as the conversations within them, Jim shows us how to adopt the habits essential to transforming the quality of our dialogues. As coaches, as administrators, as teachers, it's time to thrive. Learn how to: Coach ourselves and each other to become better communicators Listen with empathy Find common ground Build Trust Our students' academic, social, and emotional growth depends upon our doing this hard work. It's time to roll up our sleeves, open our minds, and dare to change for the better of the students we serve. You can get started now with Better Conversations and the accompanying Reflection Guide to Better Conversations.

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as a set, the four volumes provide a definitive history of reading research--Back of cover, volume 4.

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