2019-2020 Accessibilities

STAAR
State of Texas Assessments of Academic Readiness

TELPAS
Texas English Language Proficiency Assessment System

At a Glance

Region One
Education Service Center
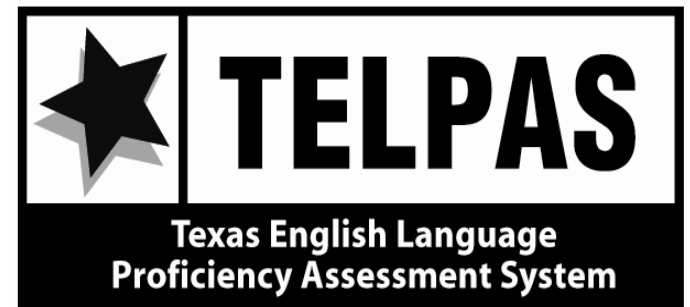
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Overview of Texas Assessments

Assessment	Description	Eligible Students
STAAR Reading 3-8, Writing 4 and 7, Math 3-8, Science 5 and 8, Social Studies 8 STAAR EOC English I-III, Algebra I-II, Biology, US History	Paper Based or Online: with or without supports	All Students. Note: Because English and Spanish Content and Language Supports are embedded accommodations presented in an online format, replicating these features in a paper version is not always possible.
STAAR SPANISH 3-5 Reading, Writing, Math, Science	General native language version of STAAR Paper based: with or without supports *Spanish online with embedded supports (content/language supports, text to speech, spelling assistance, basic calculator)	ELLs whom a Spanish version exists and most appropriately measures their academic progress.
STAAR Alternate 2 Reading 3-8, Writing 4 and 7, Math 3-8, Science 5 and 8, Social Studies 8 STAAR ALTERNATE 2 EOC English I-II, Algebra I, Biology, US History	An alternate question-based approach assessment version of STAAR based on essence statements that serve as the connection between grade-level TEKS and Alternate 2.	Student is identified as having a cognitive disability AND requires specialized supports to access the grade-level curriculum and environment AND requires intensive, individualized instruction in all instructional settings AND accesses and participates in the grade-level TEKS through prerequisite skills AND determination is based on student's significant cognitive disability and NOT on any other factors.
TELPAS K-12 (Language Domains) Listening Speaking Reading Writing	Assesses the English language proficiency of K–12 ELLs in four language domains—listening, speaking, reading, and writing.	All K-12 ELLs, including ELLs whose parents have declined bilingual/ESL services. Exemptions: -ARD Decisions. In rare cases, it may be necessary for the ARD committee, in conjunction with the LPAC, to determine that an ELL receiving special education services should not be assessed in reading, writing, listening, or speaking for reasons associated with the student's disability. Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well supported and documented in the student's IEP by the ARD committee and in the student's permanent record file by the LPAC.
TELPAS ALTERNATE 2-12 (Language Domains) Listening Speaking Reading Writing	An alternate assessment version of TELPAS based on a holistic inventory that serves as the connection between ELPS and ELPS-aligned observable behaviors. Assesses the English language proficiency of 2–12 ELLs in four language domains—listening, speaking, reading, and writing.	English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations. Note: K-1 ELs with significant cognitive disabilities will take the TELPAS holistically-rated assessment for all four language domains, no eligibility determination is needed. Grade 2: Participation requirements have been created (similar to STAAR Alternate 2). ARD/LPAC committees will be required to make an assessment determination for TELPAS Alternate. Grades 3-12 Participation requirements will be ELs who are eligible to take STAAR Alternate 2 will take TELPAS Alternate.
Technology-based supports enable most students to test online; however, a special request may be made to TEA for approval to administer a paper test booklet in the following situations: the use of an accommodation is not feasible or appropriate, the administration of an online test is inappropriate due to a student's particular disability, technology access is not available.		

INFORMATION ON ACCOMMODATIONS

May apply to any student taking STAAR or TELPAS depending on student's need and whether or not the student meets eligibility criteria.

Accommodations are changes to materials, procedures or techniques that
(1) allow students to have equal access to instruction and assessment
(2) enable students to participate meaningfully in learning and testing and
(3) do not alter the content or expectations

Eligibility Decisions for Supports	Supports (accommodations)
Students not receiving special education or Section 504 services (ELL/non-ELL): In those rare instances where a student does not receive services but meets the eligibility criteria, the decision about using a support on the statewide assessments is made by the appropriate team of people at the campus level, such as the Response to Intervention (RTI) team or student assistance team. Students with identified disabilities who are receiving special education services: The decision for a student to use a support during the statewide assessments is made by the Admission, Review, and Dismissal (ARD) committee. Students with dyslexia or related disorder who are receiving Section 504 services: The decision for a student to use supports during the statewide assessments is made by the Section 504 placement committee. Students whom are identified as ELLs and receiving Bilingual/ESL services: The language proficiency assessment committee (LPAC) makes and documents test participation decisions for ELLs as well as decisions about which supports to provide during state assessments. ELLs with a disability who are receiving services (SpEd, 504, Bilingual/ESL): The decision should be made by the applicable group in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group. *Evidence of reading difficulties: This is a problem with reading that can be caused by various reasons, including (but not limited to) a learning disability in reading, ADD/ADHD behavioral or emotional problem, or processing or memory issue.* *The appropriate team of people at the campus level (i.e., RTI team, Section 504 committee, ARD committee) should review the student's current documentation and instructional supports and determine if this evidence indicates a reading difficulty. If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.*	Not all accommodations suitable for instruction are appropriate or allowable during state assessments. The goal of supports used in instruction is to foster and support learning. The purpose of STAAR is to measure the degree to which students have met state curriculum and performance standards. Using an accommodation during instruction and testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the accommodation provides and simply be used as an assistance tool. *Instruction:* • should be effective in allowing a student access the Texas Essential Knowledge and Skills (TEKS) • can change over the course of the school year or from year to year based on student needs • should be documented in the appropriate student paperwork • should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year • not necessary for every student • not changes to the performance criteria of an assignment or assessment • not changes to the content being assessed • should not be provided to an entire group of students • not intended to provide an advantage to a student with a disability or an ELL • should not be provided to a student without evidence of effectiveness *Assessment:* • maintain the integrity of the assessment • avoid leading to or providing the student a direct answer • be used routinely in instruction • reflect the student's learning styles • allow a student to respond using a mode that is appropriate for the student

INFORMATION ON ACCOMMODATIONS

May apply to any student taking STAAR or TELPAS depending on student's need and whether or not the student meets eligibility criteria.

Routinely, Independently, and Effectively
It is critical that students are provided access to the assessment through careful use of accommodations wherever appropriate. Decisions to use an accommodation during a state assessment should be made on an individual student basis.

Routinely	Independently	Effectively
The student should routinely receive the accommodation during classroom instruction and testing. The student has used the accommodation often enough that he or she is comfortable using it on the day of the state assessment. This does not necessarily mean that the accommodation must be used every day during instruction [and/or in all subject areas]. Take into consideration the needs of the student and whether the student routinely receives the accommodation during instruction and testing. A student who is unaccustomed to using an accommodation might be hindered rather than helped by an accommodation not routinely used.	The student should be able to use the accommodation independently, when applicable, during the state assessment. For accommodations where independence is applicable, there should be no need for teacher assistance when using the accommodation.	Educators should [periodically] collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports). This data will show whether the student still needs the accommodation or whether it is now unnecessary.

Routine accommodation use, as defined by TEA (2016), results in two important outcomes.
1. The student has used the accommodation often enough during instruction and testing that he or she is able to use it independently during the state assessment. Independent accommodation use is applicable to some accommodations (e.g., calculator) but not to others (e.g., oral administration).
2. The accommodation has proven to be effective in meeting the student's specific needs, as evidenced by student scores or teacher observations with and without accommodation use.

It is important to keep in mind that the policies for accommodation use on state assessments should not limit an educator's ability to develop individualized materials and techniques to facilitate student learning. Instruction comes first and can be customized to meet the needs of each student. Unlike instruction, state assessments must be standardized so that student results can be compared and interpreted.
Accommodations should be discussed with the student in advance of test session to explain what materials or types of assistance will be available to them during testing.

Technology Guidelines

Districts are required to have procedures in place to prevent the use of personal electronic devices during test administrations.

Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If TEA-allowed or -approved, technology-based accommodations are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment.

Applications may NOT be accessed on a cell phone. When using tablet applications, districts must ensure the application does not provide functionality that compromises the curriculum assessed. Technology that has any functionality that creates an assessment concern that cannot be addressed cannot be used. Test administrators must actively monitor the use of all technology during an assessment. For a device or software to be considered appropriate for state assessment use, it must:

- be set in a mode that locks the user into a specific software program;
- block the user from accessing functionality that may violate test security, such as
  - the ability to send secure test content (e.g., messages, captured images, videos);
  - the ability to send or receive any person-to-person communication about secure test content (e.g., chat, video); or
  - the ability to save secure test content.

If an application or software program requires an internet connection to function, it should be set in a mode that prevents the student from accessing the internet through a browser or accessing any other aids beyond the allowable supports.

*DICTIONARY

Dictionary applications on a tablet, laptop, or desktop are allowable under the STAAR Dictionary Policy.
- Features that are not allowable must be disabled or the application may not be used.
- Bilingual dictionary applications may NOT be used as an accessibility feature on STAAR mathematics, science, or social studies assessments.
- For electronic dictionaries that are handheld devices, test administrators must ensure that any features that allow image capture, note taking, or uploading of files have been cleared of their contents before and after the test administration.
- For all dictionary applications, these features/functions must be disabled as outlined in the technology guidelines.
  - Internet-browsing
  - Identify location of student or search by location
  - Videos, animations, or extensive text to expand upon a definition
  - E-mail, text, social media
  - Games, quizzes, anagrams
  - Image capture/camera
  - Upgrades and/or syncing on day of test
  - Subject-specific or "slang" dictionaries
  - Access to offline favorites or recent searches, including customized definitions/glossary
  - Highlight words on a webpage to look up

*CALCULATOR

For all calculator applications, these features/functions must be disabled as outlined in the Technology Guidelines document.
- Functions that compromise the curriculum standards being assessed
- Internet capabilities (if a calculator application requires an internet connection in order to function it should be set in a mode that prevents the students from accessing an internet browser or accessing any other aids beyond the allowed supports)
- Features that allow access to other programs (put in kiosk mode or a districtwide Mobile Device Management system (MDM))
- Computer Algebra System
- Any feature that will allow the ability to share/e-mail a response
- Saved content (i.e., all memory) must be cleared to factory default both before and after testing. Any programs or applications that are not preinstalled by default must be removed or disabled prior to testing.

*BASIC TRANCRIBING

Word Processor: Features NOT Allowed
Features that must be disabled or made unavailable as outlined in the Technology Guidelines for eligible students receiving this designated support include:
- internet capabilities;
- any feature that will allow the ability to access other programs/features not allowed on the device;
- any feature that will edit or aid a student's response (e.g., spell-check, word predictor, auto-correct for punctuation, capitalization, etc.);
- saving capabilities (If a word processing software requires a student's response to be temporarily saved, the district must ensure the file is permanently deleted after the administration.); and
- any feature that will allow the ability to share/email a response.

Speech-to-Text: Features NOT Allowed
An eligible student may use speech-to-text technology outside of the testing platform if he or she routinely uses this support during instruction. This may be in the form of an application on a tablet or software on a desktop or laptop. Features that must be disabled or made unavailable as outlined in the technology guidelines for eligible students receiving this designated support include:
- any feature that will edit or aid a student's response, such as, but not limited to:
  - grammar check (i.e., automatic underline that indicates to student a correction is needed); and
  - automatic capitalization and punctuation;
- any feature that will save a typed response (If a speech-to-text application requires a student's response to be temporarily saved, the district must ensure the file is permanently deleted after the administration.);
- any feature that will allow the ability to share/e-mail a response;
- internet capabilities (If a speech-to-text application requires an internet connection to function, it should be set in a mode that prevents the student from accessing an internet browser or accessing any other aids beyond the allowed supports.);
- translation services; and
- any feature that will allow the ability to access other programs/features not allowed on the device.

*SPELLING

An eligible student may use spelling assistance (spell check, word prediction, text to speech, speech to text) technology outside of the testing platform if he/she routinely uses this designated support in instruction. This may be in the form of an application on a tablet or software on a desktop or laptop. Features that must be disabled or made unavailable as outlined in the Technology Guidelines for eligible students receiving this designated support include:
- any feature that will edit or aid a student's response in areas other than spelling, such as automatic capitalization and punctuation, or grammar check;
- any feature that will save a typed response (if a spelling assistance software requires a student's response to be temporarily saved, the district must ensure the file is permanently deleted after the administration);
- any feature that will allow the ability to share/e-mail a response;
- internet capabilities (if a spelling assistance software requires an internet connection to function, it should be set in a mode that prevents the student from accessing an internet browser or accessing any other aids beyond the allowed supports);
- translation services; and
- any feature that will allow the ability to access other programs/features not allowed on the device.

STAAR Policies – At a Glance

Although policies are not considered an accommodation by TEA, it is recommended that use of these resources be documented in student's IEP (SpEd) or IAP (504).

Policy	Assessment	Additional Information
Calculator		Not permitted in Math 3-7 or Science 5 unless student meets *Eligibility criteria for the accommodation. District may provide applicable calculator or students may bring them from home but should be the same type of device routinely used during class work. Students may have more than one calculation device during the assessment. Any programs or applications must be removed or disabled prior to testing and all memory must be cleared to factory default before and after testing. If shared, all memory must be cleared after each student uses it. ALL internet capabilities must be disabled. Calculator applications being used must be locked down/ kiosk mode to prevent the use of other applications. Calculation devices that have computer algebra system are not allowed. Smartphones are NOT allowed.
	Math 8 Algebra I/II	Districts must ensure that each student has a handheld graphing calculator, graphing calculator app, or graphing calculator tool (online). Students must have a calculation device to use throughout the entire test (both paper and online versions).
	Science 8 Biology	Districts must ensure that students have access to basic four-function, scientific, or graphing capability calculators (handheld, app, or online tool) There should be at least one calculator for every five students taking the assessment (both paper and online versions).
Dictionary	**STAAR (Spanish where applicable) Reading 3-8 Writing 4 and 7 (revising and editing) English I/II/III**	Students must have access to a dictionary throughout the test and may be provided in the language most appropriate for student. The school may provide dictionaries or students may bring them from home but should use same type of dictionary routinely used during class work. The minimum schools need is one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student. Paper and electronic (app) dictionaries are permitted. Teacher- or student-made, subject specific or slang dictionaries NOT allowed. Tabbing of sections (e.g., tabbing at beginning of each letter of the alphabet) is allowed. The following types of dictionaries are allowable (paper, electronic, app): Standard monolingual (language most appropriate for student) Dictionary/thesaurus combinations Bilingual* (word to word translation, no definitions or examples) ESL* (definition of an English words using simplified English) Sign language Picture *Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for ELLs who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. An ELL or other student may, as needed, use more than one of the above dictionaries. it is important for LPACs to consider the degree to which an EL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the school year. Although thesauruses are not required, they are allowable on all the assessments listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

Accessibility Features–At a Glance

A student cannot be required to use them during testing and there is no need to document their use on students' answer documents.
Although accessibility features are not considered an accommodation by TEA, it is recommended that use of these resources be documented in student's IEP (SpEd) or IAP (504).

	Feature	**Assessment**	**Additional Information**
No Eligibility Requirements — Allowed for *Any Student* Based on Needs — Available to any student who regularly benefits from the use of these procedures or materials during instruction.	Signing Test Administration Directions	STAAR STAAR Spanish TELPAS	**Description:** Test administrator provides directions through signing for a student who is deaf or hard of hearing.
	Translating Test Administration Directions	STAAR TELPAS	**Description:** Test administrator translates directions into the native language of an English language learner.
	Bilingual Dictionary	STAAR STAAR Spanish	**Description:** Student may use a bilingual dictionary in Math, Science, and Social Studies. **Examples include but not limited to:** word translation ONLY (NO definitions/illustrations/examples/apps)
	Read the Test Out Loud	STAAR STAAR Spanish TELPAS	**Description:** Student may read the test out loud to facilitate comprehension. **Examples include but not limited to:** read aloud to self, reading aloud into a voice-feedback device/PVC pipe, or reading aloud into a voice recorder to listen to while testing
	Read Aloud or Sign Writing Prompt	STAAR STAAR Spanish	**Description:** Test administrator may read aloud or sign the expository or persuasive writing prompt to any student who requests this assistance. The test administrator may **NOT** interpret any images or make suggestions to the student. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt.
	Reading Assistance on the Grade 3 Mathematics Test	STAAR STAAR Spanish	**Description:** ONLY UPON REQUEST from student, test administrator may read aloud a word, phrase, or sentence in a test question or answer choice. **Considerations:** If a student needs the entire test read aloud, student must meet the eligibility criteria for oral administration.
	Typing Student's Written Response for Grade 4 Writing Online Test	STAAR STAAR Spanish	**Description:** Test administrator may type student's response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently. **Considerations:** Must transcribe in accordance with Transcribing guidelines. Writing Grade 7, English I-III must meet eligibility requirements for Basic Transcribing if this support is needed.
	Minimize Distractions	STAAR STAAR Spanish TELPAS	**Description:** Student uses tools to minimize distractions or to help maintain focus. **Examples include but not limited to:** Stress ball, noise-reducing headphones, or instrumental music (no lyrics) played through an individual student's headphones or earbuds
	Individual & Small Group	STAAR STAAR Spanish TELPAS	**Description:** Specialized setting during testing for a student who is not able to test in a standard setting. **Considerations:** TEA does not define how many students constitute a small-group administration. The number of students in a small group is determined at the local level based on individual student needs and routine use during instruction. The number of students in a group should mirror, to the extent possible, classroom testing situations.
	Reminder to Stay on Task	STAAR STAAR Spanish TELPAS	**Description:** Reminders to stay on task during testing. **Examples include but not limited to:** tap student on shoulder, verbal
	Photocopying or Enlarging Non-Secure Materials	STAAR STAAR Spanish TELPAS	**Description:** Photocopying or enlarging non-secure materials only. **Examples include but not limited to:** test administration directions, blank answer documents, state-supplied math graph paper, state supplied reference materials for grade 8 math and science, and Algebra I/II **Considerations:** Math reference materials for grades 3-7 may NOT be photocopied because the rulers could be distorted; however, reference materials without rulers can be printed from the HELP tab in the STAAR Assessment Management system**.**

Accessibility Features–At a Glance

Available to any student who regularly benefits from the use of these procedures or materials during instruction.
A student cannot be required to use them during testing and there is no need to document their use on students' answer documents.
Although accessibility features are not considered an accommodation by TEA, it is recommended that use of these resources be documented in student's IEP (SpEd) or IAP (504).

	Features	Assessment	Additional Information
Allowed for *Any Student* Based on Needs No Eligibility Requirements			**Assistive Tools:**
	Scratch Paper	STAAR STAAR Spanish TELPAS	**Description:** Student may use scratch paper to make notes, write computations, or record responses when the space provided with the test questions does not meet the student's needs. **Examples include but not limited to:** any medium that can be erased or destroyed (e.g., whiteboard, graph paper, translucent/tracing paper, patty paper, dry erase boards, *sticky notes) **Considerations:** MUST be destroyed after testing.
	Colored Overlays/ Online Color Settings	STAAR STAAR Spanish TELPAS	**Description:** Student may place the overlay over a page in the test booklet or use the color setting for online tests.
	Blank Place Markers/ Online Guideline Tool	STAAR STAAR Spanish TELPAS	**Description:** Student may use a blank place marker on the test and/or answer document and the guideline tool for online tests to focus attention on specific lines of text.
	Magnifying Devices/ Online Zoom Feature	STAAR STAAR Spanish TELPAS	**Description:** Enlarge (or reduce) the size of the materials or online screen.
	Highlighters, Colored Pencils, or Crayons	STAAR STAAR Spanish	**Description:** Student may use highlighters, colored pencils, or crayons in the test booklet or online test to emphasize important information and make marks and annotations to focus attention on text. **Considerations:** Must not be used on the answer document.
	Amplification Device	STAAR TELPAS	**Description:** Reduces the interference of background noise and the effect of distance between a speaker and a student whose difficulty affects hearing or focus in large-group settings. **Examples include but not limited to:** Speakers and Frequency-modulated (FM) system
	Projection Device	STAAR TELPAS	**Description:** Allows for enlarging text, graphics, or the display on a computer monitor. **Examples include but not limited to:** Closed-circuit television, document camera, LCD projector (online administration) **Considerations:** Secure test materials CANNOT be saved. Devices with recording capabilities must have that capability disabled.

Locally-Approved Designated Supports – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

Must Meet *Eligibility Criteria	Support	Receiving Services*				Not Receiving Services*		Assessment	Additional Information — *MUST* be documented in student's IEP (SpEd), IAP (504), LPAC Folder, or according to district's policies (Other)
		SpEd	**504**	**SpEd/ELL**	**ELL**	**SpEd**	**504**		
	Supplemental Aids	Yes ARDC	Yes 504 C	Yes ARDC/LPAC or 504C/LPAC		Yes Appropriate Campus Team	Yes Appropriate Campus Team	STAAR STAAR Spanish	**Description:** paper-based resources that assist a student in recalling information. ***Eligibility:** Routinely, independently and effectively used during instruction and testing AND if instructional and assessment decisions are made by 504C, ARDC, or SAT. For a student not receiving special education or Section 504 services, the decision should be based on the eligibility criterion and aimed at addressing a student's consistent academic struggle in a specific area even after intensive instruction and remediation. **Examples:** <u>All Subjects</u>: Mnemonic Devices and Blank Graphic Organizers <u>Math</u>: Number Charts, Grade Appropriate Place Value Charts, Pictorial Models of Fraction Bars or Circles, and 1- 2- *or 3-* Dimensional Grade- or Course- Appropriate Pictorial Models <u>Written Composition</u>: Grammar and Mechanics Rules <u>Science</u>: Graphics of Scientific Concepts and Formula Triangles Representing Relationships Between Variables <u>Social Studies</u>: Blank Maps, Unlabeled Maps Representing Historic Events, and Timelines. **Considerations:** Can be provided in the language that is most appropriate for the student. Must not contain numerous pages, as this may be more cumbersome than helpful. Colors may be used to enhance readability or improve tracking but may NOT be used as a label. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids. Must be error-free, concise, and well organized so that a student can easily access the information. Test administrator may not remind student to use or explain the supplemental aid. Must be destroyed after testing if student writes on it. It is not necessary to conceal or remove instructional or reference materials in the testing area, the classroom, or hallways unless they could assist a student with answering questions on the subject-area assessment being administered. This policy is different from the Supplemental Aids designated support policy, because supplemental aids are intended for students requiring individualized support and should be made available specifically to them.

Supplemental Aids Guidelines See *2018 Accommodations Allowable Supplemental Aids* document for specific examples.

All Subjects	<u>Mnemonic Devices</u> (a learning technique that assists with memory) Only acronyms or phrases. Subject-specific words NOT allowed. <u>Blank Graphic Organizers</u> May NOT contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.
Math	<u>Charts</u> 1. number chart (e.g., 100 chart) NOT containing special numbers (e.g., highlighting or circling prime numbers within the body of the chart). 2. grade-appropriate place value chart (may contain commas and decimals in appropriate places) NOT containing place value labels (e.g., words) or numbers. <u>Graphics</u>- 1. pictorial models of fraction bars or circles NOT containing labels (individual fractions or equivalences). 2. one-, two- or three- dimensional grade- or course- appropriate pictorial models NOT containing titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in one form (e.g., net) and a manipulative of the same figure in another form (e.g., three-dimensional solid) is NOT allowed.
Written Composition (4/7, EI-II)	<u>Grammar and Mechanics Rules</u>-The list may NOT contain any specific examples. Paper based and online. <u>Writing Checklist available online only</u> -standardized list as supplementary material for content and language supports.
Science	<u>Graphics</u>-1. of scientific concepts may NOT contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. 2. formula triangles representing relationships between variables. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can contain only the variables m, D, and V. Symbols for mathematical operations (e.g., ×, ÷) are NOT allowed.
Social Studies	<u>Graphics</u>- 1. Blank maps may NOT contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. Unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps. 2. Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is NOT allowed.

(Left margin label: No ARF Required)

Locally-Approved Designated Supports – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

	Support	Receiving Services				Not Receiving Services		Assessment	Additional Information *MUST* be documented in student's IEP (SpEd), IAP (504), LPAC Folder, or according to district's policies (Other)
		SpEd	504	SpEd/ELL	ELL	SpEd	504		
Must Meet *Eligibility Criteria	**Content and Language Supports**	Yes ARDC	Yes 504 C	Yes ARDC/LPAC or 504C/LPAC	Yes LPAC			STAAR STAAR Spanish (excludes Alg II and Eng III) NOTE: ELs taking STAAR Spanish may be eligible for content and language supports if the section 504 or ARD committee determines eligibility.	**Description:** Allows for various types of assistance to support a student's understanding of selections, test questions, and answer choices. **Examples include but not limited to:** scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts ***Eligibility:** Routinely, independently and effectively used during instruction and testing AND if instructional and assessment decisions are made by LPAC, 504C, or ARDC for an EL taking English test **Considerations:** ONLY available online as pop-ups, rollovers, prereading text, and supplementary materials. Embedded supports in an online format and replicating these in a paper version is not always possible. Technology-based accommodations enable most students to test online; however, a special request can be made to TEA for approval of a paper test IF: the use of the accommodation is not feasible or appropriate for an online demonstration or the administration of an online test is inappropriate due to student's particular disability Note: Although STAAR Spanish uses the same guidelines for Content and Language Supports as the English version of STAAR, some of the accommodations in the pop-ups and rollovers may not be identical due to linguistic differences. Contact TEA for students taking a braille test who are eligible for language and vocabulary supports or content supports (special instructions apply for this particular situation). Students for whom the LPAC recommends the use of this support for any reading or writing assessment may not be considered for LEP exit at the end of the school year. Students who are deaf or hard of hearing eligible for oral/signed administration AND content and language supports will take online version in order to access these supports. Signed administration is allowed for parts of test that can be read aloud. See oral/signed administration guidelines and instructions for administering assessments to students who are deaf or hard of hearing. Transcribing guideline for 4th grade writing only has not changed (transcribing criteria does not have to be met, but transcription must be made in accordance to the guidelines). All others must meet criteria for transcribing.

Content and Language Supports Guidelines

No ARF Required — **Pop-Ups**	Isolate specific information in a question that corresponds to each answer choice Isolate specific text or information in a selection that is referenced in the question or answer choice Isolate specific information in a graphic or list that is referenced in the question Define literary terms Apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices Include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed Direct student attention to parts of the grade-specific Reference Materials Provide clarifying information for a graphic organizer, political cartoon, or map Provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations Define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language
Pre-reads	Offer text prior to selection Reading 3-8, Wriitng4/7, English I/II)
Rollovers	Bullet or separate steps in a process (e.g., multi-step problem, sequence of events) Reword complex questions or answer choices to condense text Reorganize and simplify historical excerpt
Supplementary Materials	Blank Punnett squares (Biology only) Writing checklists (Writing, English I/II/II) [standardized list]

Locally-Approved Designated Supports – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

	Support	Receiving Services*				Not Receiving Services*		Assessment	Additional Information
		SpEd	504	SpEd/ ELL	ELL	SpEd	504		*MUST* be documented in student's IEP (SpEd), IAP (504), LPAC Folder, or according to district's policies (Other)
Must Meet *Eligibility Criteria / **No ARF Required**	Oral/Signed Administration	Yes ARDC	Yes 504 C	Yes ARDC/LPAC or 504C/LPAC	Yes LPAC	Yes Appropriate Campus Team	Yes Appropriate Campus Team	***PAPER*** STAAR Reading 3-8, Writing 4/7, Math 3-8, Science 5/8, Soc St 8 STAAR Spanish Reading3-5, Writing 4, Math 3-5, Science 5 English I/II/III ***ONLINE*** STAAR Reading 3-8, Writing 4/7, Math 3-8, Science 5/8, Soc St 8 English I/II/III	**Description:** Only a trained test administrator reads material aloud to student. Reading support also applies to signed administration. Online Oral /Signed administration is via text-to-speech or American Sign Language Videos. PAPER AND ONLINE *NEVER read aloud reading selections, editing passages, editing test question, or editing answer choices* Math, Science, Social Studies, Reading, English I/II/II: test questions, answer choices, embedded supports, required reference materials (where applicable), and allowable designated supports Writing (English I/II/II): revising passages, revising test questions, revising answer choices, and embedded supports and required reference materials (where applicable) and allowable designated supports ***Eligibility:** Routinely and effectively used during instruction and testing AND meets at least one of the following: student is EL and takes English STAAR OR identified with dyslexia or related disorder as per § TEC 38.003 OR has documented evidence of reading difficulties. ELs taking Spanish only eligible if they meet either of the last two bullets. **Examples include different levels of reading support depending on student eligibility.** Paper/Braille: read parts of the test questions and answer choices at student request OR all test questions and answer choices throughout test. *It is the responsibility of the appropriate team at the campus level to determine eligibility and document the level of reading support the student needs in the appropriate student paperwork. A student can request a change to the level of reading support provided during testing only if this option is documented. Test administrators must be made aware of the level of reading support each student is to receive and whether the student can change the level of reading support during testing, based on the documentation in the student's paperwork* Online: Text-to-Speech (including Spanish): Student independently selects and changes level of reading support during test. ASL Videos: allow students to independently select and change the level of signing support. Only for English test questions and revising passages. For Spanish or content/language supports the test administrator may sign as for paper test. **Considerations:** Voice must be kept neutral; however, individual words that are boldfaced or printed entirely in capital letters must be emphasized. Words that are italicized must be emphasized unless the text is taken verbatim from a reading or writing selection (e.g., quotation, caption, stage directions). Responding to test questions, making notes about test questions or making copies of any test questions, and discussing the content of the assessment at any time with anyone are prohibited. Test administrators must not write in a test booklet, rephrase, clarify, or interpret any test content for students. Unauthorized verbal and nonverbal assistance may not be provided to students. When reading aloud test content, the test administrator may wait to read aloud the next question and answer choices until all students are ready. Test administrators may also walk around the room and quietly read aloud the questions and answer choices to students at their own pace. Test questions must be read aloud in the order they are presented. Student must read selection first then answer questions. If only reading words, phrases, or sentences do so every time requested, and no particular order must be followed. May go back to reread question and answer choices at a student's request at end of test. For students who are deaf or hard of hearing who are eligible for oral/signed administration, test administrators must follow Deaf or Hard of Hearing Guidelines. For students who are taking a braille test, refer to the General Instructions for Administering Braille State Assessments Document. Students for whom the LPAC recommends the use of this support for any reading or writing assessment may not be considered for reclassification at the end of the school year. Parent denials mat receive designated supports.

Locally-Approved Designated Supports – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

Oral/Signed Administration Guidelines See *2019-2020 Oral/Signed Administration Guidelines* document for specific examples.		
Abbreviations	Math Reading Science Social Studies	-most abbreviations as the word or words they represent -in either singular or plural form as appropriate (e.g., 0.5 as "zero point five centimeters, Fri as "Friday) -initialisms and acronyms as letters or words according to customary usage (e.g., 2:00 pm as "two P-M", NASA as "nasa") -supplying the words represented by the letters is NOT allowed
Algebraic Expressions/ Equations	Math	-variables in algebraic expressions/equations in test questions, answer choices, or reference materials as the letter, not as the word, it represents -the mathematical operation may be read if the symbol is present (e.g., $c \bullet d = k$ as "c times d equals k")
Direction Lines	Reading	-although reading selections may NOT be read, the direction lines that accompany each selection may be read
Equations and Scientific Expressions	Science	-most equations, formulas, and scientific expressions in the same way they are read in the classroom -Capital and lowercase letters: in chemical formulas without distinction in genotypes with distinction as shown. (e.g., genotype Rr as "genotype big-R little-r" -Chemical Elements/Compounds: Symbols as letters and numbers without distinctions or breaks. May NOT be read as the names of the elements or compounds. -Chemical Equations: as letters and numbers. Phase indicators such as (aq) as letters. The plus symbol as "plus." The arrow symbol as "symbol." -Scientific (genus/species) names exactly as written.
Geometric Symbols	Math	-Geometric symbols in the same way as they are read in the classroom. (e.g., $\Delta D'E'F'$ as "triangle D-prime-E-prime-F-prime")
Graphics	Math Reading Science Social Studies	-Most words and numbers in graphics -Interpreting the graphic is NOT allowed. -Bar Graph: Words in key, titles, labels, and numbers -Cause/Effect: Headings and other words. It is NOT allowable to indicate what the arrow symbol represents. -Circle Graphs: Title, labels, and percents -Clock faces (digital or analog) may NOT be read. Labels may be read. -Codon Charts: Letters and words -Coordinate Grids/Graphs: Point, line, axis labels, labels, numbers, and letters. -Diagrams: all words, labels, numbers, and boxed text. It is NOT allowable to indicate what the arrow symbol represents. -Maps: Words in key, title, labels, and numbers. Symbols may NOT be described or interpreted. Letters on compass rose may only be read as letters. -Money: Words and numbers on images of money may NOT be read. -Number Lines: Letters and numbers -Pictographs: Title and categories. Symbols may be read as "symbol." They may NOT be described or interpreted. -Photographs, Political Cartoons, and Other Illustrations: Words and numbers -Photographs with Labels: Labels -Story Maps: Heading and other words -Tables: Title, headings, and numbers. -Timelines: Titles, labels, and numbers. It is NOT allowable to indicate what the arrow symbol represents.

Locally-Approved Designated Supports – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

Oral/Signed Administration Guidelines See *2019-2020 Oral/Signed Administration Guidelines* document for specific examples.		
Number Lists	Math	-Most number lists within a line of text or within answer choices. Exceptions to this guideline exist when reading the number list could aid the student in finding the correct answer (e.g., ordering numbers). In these cases, the number list may be read as individual digits.
Numerical Expressions	Math Science Social Studies	-Most numerical expressions in the same way as in the classroom-as words or phrases rather than as individual digits. (e.g., -16 as "negative sixteen", $\sqrt{2}$ as "the square root of two") EXCEPTION: when reading the equation could aid in finding the correct answer. (e.g., x=1,2,3… may be read as "x equals the values shown") -Dashes: as "to" or "through" depending on the context -Dates: as phrases rather than individual digits (e.g., June 16, 1978 as "June sixteenth nineteen seventy-eight") B.C and A.D. or similar designations that appear in dates as letters Dashes appearing between two dates as "to" or "through" depending on the context -Decimals: as "point" (e.g., 3.5m as "three point five meters") -Degrees: the symbol as "degrees" and numbers with the symbol the same as in the classroom -Exponents: to the second power as "squared", third power as "cubed", greater than 3 as "to the nth power" (e.g., y^5 as "y to the fifth power") -Fractions: "expression over expression" (e.g., 3 ¼ as "three and one over four") -Functional Notation: function symbol such as f () as "f of…" (e.g., g (-2) as "g of negative two") -Money: in terms of appropriate nominations (e.g., $2.50 as "two dollars and fifty cents") EXCEPTION: when reading could aid in finding correct answer -Ordered Pairs: coordinates as individual numbers without parentheses or comma (e.g., (-2, 1) as "negative two [pause] one") -Parentheses and Brackets: may NOT be read; however, it is appropriate to pause for symbols (e.g., 8-(3x2) as "eight minus [pause] three times two") -Percents: the symbol as "percent" and the numerals with the symbol maybe read the same way as they are read in the classroom -Ratios: as "to" (e.g., 3:5:9 as "three to five to nine") -Roman Numerals: as numbers they represent (e.g., Quadrant II as "quadrant two") -Set and Interval Notation: may NOT be read; however individual numbers or variables within the notation may be read (e.g., {y|-4<y<4} as "y", "negative four", "four"////[-6,2) and (-2,10] as "negative six", "two", "negative two", "ten") -Subscripts: used with variable as numbers (e.g., $x_1 + x_2$ as "x-one-plus-x-two") -Symbols: as the word they commonly represent except when it may aid in getting correct answer (e.g., ~ as "is similar to", <> as "symbol")
Numbers	Reading	-in the same way as they are read in the classroom -in dates as phrases rather than individual digits -in dictionary as "one", "two", etc. with no emphasis
Other Equations	Math	-many equations the same way as in the classroom EXCEPTION: when reading the equation could aid in finding the correct answer. (e.g., what is another way to write 286? May be read as "What is another way to write two-six-eight?")
Text Boxes	Social Studies	-all boxed text (words and numbers) may be read in its entirety, including the attribution line
Verbatim Text	Reading	-Questions and answer choices that include text taken verbatim from the reading selection (e.g., quotation, caption, stage directions), may be read in their entirety. Italicized text should be given no special emphasis; however, words in boldface may be read with emphasis.

Locally-Approved Designated Supports – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

Must Meet *Eligibility Criteria	Support	Receiving Services				Not Receiving Services		Assessment	Additional Information MUST be documented in student's IEP (SpEd), IAP (504), LPAC Folder, or according to district's policies (Other)
		SpEd	504	SpEd /ELL	ELL	SpEd	504		
	Calculation Aids	Yes ARDC	Yes 504 C	Yes ARDC/LPAC				STAAR Math 3–7 STAAR Spanish Math 3–5 Science 5 Science Spanish 5	**Description:** Provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods. ***Eligibility:** Routinely, independently and effectively used during instruction and testing *AND* at least *one of the following* for the applicable grade level: Grades 3–7: physical disability that prevents the student from independently writing the numbers required for computation and cannot effectively use other accessibility features to address this need *OR* visual impairment that prevents student from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need OR Grades 5 – 7: disability that affects mathematics calculations, even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems. **Examples include only:** abacus or Cranmer modified abacus; only basic handheld or app, large–key or speech–output calculator, basic calculator as online embedded support (including Spanish), 0-9 addition grid, multiplication grid (indicating special numbers [e.g., even numbers/perfect squares] is NOT allowed) **Considerations:** *Graphing and Scientific calculators are NOT allowed. For those assessments where calculator is required as a standard test administrator procedure any calculation aid in the list may be provided along with the required calculator in the Policy document.
No ARF Required	Extra Time (same day)	Yes ARDC	Yes 504 C	Yes ARDC/LPAC	Yes LPAC	Yes Appropriate Campus Team	Yes Appropriate Campus Team	STAAR STAAR Spanish	**Description:** Allows a student with a disability to have extra time until the end of the school day to complete a statewide assessment. ***Eligibility:** Routinely, independently and effectively used during instruction and testing, is unable to use any accessibility features or other designated supports to address this need, AND must meet at least one of the following: 1) current ELL 2) an impairment in vision (e.g., uncorrected vision, nystagmus, VI) 3) identified with dyslexia or related disorder as per §TEC 38.003 or has documented evidence of reading difficulties 4) documented evidence of reading difficulties i 5) requires frequent or lengthy breaks due to a behavioral or emotional disabling condition that affection attention or focus 6) requires frequent or lengthy breaks due to a physical disability or a medical condition that requires a significant amount of time for treatment or recovery 7) identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain typical structure and routine as possible **Considerations:** Only for students with a proven need. No need to document how much extra time should be granted. Should be allowed to test until end of day, but not required to test until that time. May be transferred to a different location after original testing session ends (be aware of monitoring requirements and students must not transport test materials). Extra time testing sessions must NOT extend beyond a typical 7-hour school day for any one student. Students for whom the LPAC recommends the use of this support for any reading or writing assessment may not be considered for LEP exit at the end of the school year.

Region One Education Service Center

Locally-Approved Designated Supports – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

	Support	Receiving Services*				Not Receiving Services*		Assessment	Additional Information *MUST* be documented in student's IEP (SpEd), IAP (504), LPAC Folder, or according to district's policies (Other)
		SpEd	504	SpEd/ ELL	ELL	SpEd	504		
Must Meet *Eligibility Criteria	**Spelling Assistance**	Yes ARDC	Yes 504 C	Yes ARDC/LPAC				STAAR Writing 4/7 STAAR Spanish Writing 4 English I/II/III *Written Composition ONLY TELPAS 2-12 Writing*	**Description:** Provides various types of spelling assistance (such as spell check, word prediction, text to speech, speech to text) for a student with a disability. ***Eligibility:** Routinely, independently and effectively used during instruction and testing AND is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses. **Examples include only:** visual sound cards, frequently misspelled word list (e.g. student– or teacher–made, commercially produced), spell check function on a word processor or as an online embedded support, pocket spell checker, online embedded spelling assistance tool (including Spanish), and software or devices: word–prediction, text–to–speech (reads aloud student-generated text) software or devices, or speech–to–text (spoken language into print) software, applications, or devices **Considerations:** Spelling assistance examples in the list may be provided along with the required dictionary in the Policy document. Online spelling assistance embedded support is available as Personal Needs and Preferences option for those students who type responses using a spell check function during instruction. TELPAS writing collections come from authentic classroom activities; therefore, the same accommodations routinely used during classroom instruction for a student who meets the eligibility criteria for Spelling Assistance are acceptable. Samples chosen must still adhere to the guidelines listed in the TELPAS Manual for Raters and Test Administrators.
No ARF Required	**Math Manipulatives**	Yes ARDC	Yes 504 C	Yes ARDC/LPAC		Yes Appropriate Campus Team	Yes Appropriate Campus Team	STAAR Math 3-8 STAAR Spanish Math 3-5 Algebra I/II	**Description:** Concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts. ***Eligibility:** Routinely, independently and effectively used during instruction and testing AND if instructional and assessment decisions are made by 504C, ARDC, or SAT. The student must be able to understand the information that the mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts. **Examples include only:** Real/play money, clocks(with or without numbers shown on clock face, should not have gears), base–ten blocks, counters (e.g., two-sided chips, blocks, beans, numerals with printed or raised dots), algebra tiles without words/labels/pictures/acronyms/mnemonics/numbers/ symbols/ variables, fraction pieces (e.g., bars, circles) without labels/equivalences/cumulative sequence, two- or three- dimensional grade- or course- appropriate geometric figures without words/labels/ colors used as labels/pictures/acronyms/mnemonics/numbers/ symbols/ variables **Considerations:** The student must be able to understand the information that the mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts. The test administrator may not remind the student to use the manipulatives or explain to the student how to use them. Providing a pictorial model of a geometric figure in one form (e.g., net) and a supplement aid of the same figure in another form (e.g., three-dimensional solid) is NOT allowed.
	Manipulating Test Materials	Yes ARDC	Yes 504 C	Yes ARDC/LPAC		Yes Appropriate Campus Team	Yes Appropriate Campus Team	STAAR STAAR Spanish TELPAS	**Description:** Allows a trained test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently (ONLY per student directions). ***Eligibility:** Routinely and effectively used during instruction and testing. **Examples include but not limited to:** turning test booklet pages, positioning the ruler, using the mouse to navigate pages and operate the tools in an online administration, operating technology, highlighting, positioning mathematics manipulatives **Considerations:** Student must give specific directions about how to manipulate test materials, online tools, and equipment. Test administrator may not provide feedback regarding the correctness of the student's directions. Responding to test questions, making notes about test questions, and discussing content of test at any time is prohibited.

Locally-Approved Designated Supports – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

	Support	Receiving Services*				Not Receiving Services*		Assessment	Additional Information *MUST* be documented in student's IEP (SpEd), IAP (504), LPAC Folder, or according to district's policies (Other)
		SpEd	504	SpEd/ELL	ELL	SpEd	504		
Must Meet *Eligibility Criteria	**Large Print**	Yes ARDC	Yes 504 C	Yes ARDC/LPAC		Yes Appropriate Campus Team	Yes Appropriate Campus Team	STAAR STAAR Spanish TELPAS (approved paper version only)	**Description:** Provides a student with enlarged test materials when the student is unable to effectively access test materials in standard print size. ***Eligibility:** Routinely and effectively used large–print materials, including textbooks, worksheets, etc., during instruction and testing AND must meet at least one of the following: 1) an impairment in vision (e.g., uncorrected vision, nystagmus, VI) 2) unable to accurately track letter: letter, word: word, or line: line 3) a physical disability that necessitates the use of large–print. **Considerations:** Student responses on large-print tests must be transcribed onto an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing policies. Technology-based accommodations enable most students to take an online test; however, in rare instances a special request with the rationale included may be made for approval of a paper-based booklet.
	Individualized Structured Reminders	ARDC Yes	Yes 504 C	Yes ARDC/LPAC		Appropriate Campus Team Yes	Appropriate Campus Team Yes	STAAR STAAR Spanish TELPAS	**Description:** Reminders to stay on task during state testing *beyond* what is required or allowed for any student during the standard administration procedures. ***Eligibility:** Routinely and effectively used during instruction and testing **Examples include but not limited to:** paperclips, adhesive notes to divide test into sections, more-frequent or less-frequent reminder of time left to test then required in the standard administration procedures, structured reminders part of a behavior plan, personal timers or clock to move to next question, page or section or to stop at a pre-established time during test, index cards with hand-written or color-coded reminders to continue working **Considerations:** Test administrator is allowed to assist student (e.g., inserting paperclips, setting timer), but it is preferred that student controls or directs the use of reminder. General reminders to stay on task (e.g., test administrator taps student on the shoulder, test administrator verbally reminds student to continue working) are accessibility features available to any student who needs them. When a student requires more individualized structured reminders, the appropriate team of people at the campus level need to determine eligibility and document the decision in the appropriate paperwork.
No ARF Required	**Braille/ Refreshable Braille**	Yes ARDC	Yes 504 C	Yes ARDC/LPAC		Yes Appropriate Campus Team	Yes Appropriate Campus Team	STAAR Braille: All Screen Reader Support for Refreshable Braille Displays: Reading 3-8, Writing 4/7, Social Studies 8, English I-II, US History	**Description:** Provides braille test materials or screen reader support for refreshable Braille displays to a student with a Visual Impairment who is unable to access print. ***Eligibility:** Routinely uses braille materials during instruction and testing. **Example:** contracted/uncontracted braille (UEB) in all subjects and online screen reader support for refreshable Braille displays in applicable reading, writing, and social studies assessments **Considerations:** For students who are eligible for Content and Language Supports a request for paper version with embedded supports must be submitted to TEA. Student responses on braille tests must be transcribed onto an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing accommodation policies. If this is not done, the student's test cannot be scored. See Braille Instructions for more information.

Locally-Approved Designated Supports – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

Must Meet *Eligibility Criteria / No ARF Required	Support	Receiving Services*				Not Receiving Services*		Assessment	Additional Information — MUST be documented in student's IEP (SpEd), IAP (504), LPAC Folder, or according to district's policies (Other)
		SpEd	504	SpEd /ELL	ELL	SpEd	504		
	Basic Transcribing	Yes ARDC	Yes 504 C	Yes ARDC/LPAC		Yes Appropriate Campus Team	Yes Appropriate Campus Team	STAAR STAAR Spanish TELPAS	**Description:** Allows a trained test administrator to transfer student responses onto test booklet, answer document or into an online testing platform when a student is _unable to accomplish this task independently_. ***Eligibility:** Routinely and effectively used during instruction and testing. Exception: Grade 4 Written Composition-student does not have to be eligible and does not have to be documented. **Examples only include these situations:** when student writes or circles multiple-choice or griddable responses in text booklet, points to response in text booklet or computer screen for multiple-choice questions, dictates or signs responses for multiple-choice or griddable questions, writes response on another workspace (e.g., scratch paper, dry-erase board) or types responses on a word processor for multiple choice or griddable questions or the writing prompt, uses speech–to–text software to indicate responses for multiple choice or griddable questions or writing prompt, dictates or signs information to be recorded in the margins of test booklet or notes toll for online test (does not apply to math calculations or responses to the written composition). **Considerations:** Test administrator must understand the boundaries of the assistance being provided. The test administrator is to record on the answer document exactly what the student has indicated. The test administrator may not edit or alter student responses in any way and may not provide feedback regarding the correctness of the student's response. Responding to test questions, making notes about test questions, and discussing the content of test at any time is prohibited. Applicable student documents must be destroyed after transcription is complete. Test administrator must indicate to student the space allowed for the written composition. Student is allowed to review and make edits to transcription within time constraints of assessment. Student may not edit transcription after final responses have been transferred to answer document or TAMS. Test administrator must ensure that responses can be read and understood before student leaves room. For grades 2–12 TELPAS, Basic Transcribing only applies to the online and paper reading test and the listening portion of the online listening and speaking test. Spell-check, word predictor, and all other special features must be disabled when a student types responses to the writing prompts on a word processor, unless the student meets the eligibility criteria outlined in the Spelling Assistance policy.

Designated Supports Requiring TEA Approval – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

Eligibility Criteria	Support	Receiving Services*				Not Receiving Services*		Assessment	Additional Information — *MUST* be documented in student's IEP (SpEd), IAP (504), LPAC Folder, or according to district's policies (Other)
		SpEd	504	SpEd/ELL	ELL	SpEd	504		
Must Meet *Eligibility Criteria	**Complex Transcribing**	ARDC / Yes	504 C / Yes	Yes ARDC/LPAC		Yes Appropriate Campus Team	Yes Appropriate Campus Team	STAAR Writing 4/7 STAAR Spanish Writing 4 English I/II/III *Written Composition ONLY* TELPAS *Writing 2-12*	**Description:** Allows a trained test administrator to record onto an answer document or TAMS a student's dictated or signed responses to the writing prompts when a student with a disability is unable to accomplish this independently. ***Eligibility:** Routinely and effectively used during instruction and testing, AND unable to effectively use Basic Transcribing to address this need, AND meets one of the following: 1) an impairment in vision that necessitates the use of Braille or large–print test materials, 2) a physically disabling condition that prevents the student from independently and effectively recording responses on the lined pages of the answer document or in the space provided in TAMS **Examples/Types:** Complex Transcribing ONLY when the student dictates or signs responses to the writing prompts for the test administrator to transcribe. Includes prewriting if applicable. **Considerations:** Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited. TEA will provide specific guidelines once approved.
ARF Required	**Extra Day**	Yes ARDC	Yes 504 C	Yes ARDC/LPAC		Yes Appropriate Campus Team	Yes Appropriate Campus Team	STAAR STAAR Spanish TELPAS (does not apply to any holistically-rated domain)	**Description:** Allows a student with a disability to have an extra day to complete a statewide assessment ***Eligibility:** Routinely and effectively used during instruction and testing, AND unable to effectively use any accessibility features or locally approved designated supports to address this need, AND meets at least one of the following: 1) a severe visual impairment including use of Braille test and require extra day 2) a severe behavioral or emotional disabling condition, the manifestation of which makes him or her unable to continue working for a prolonged period of time or during certain times of the day 3) a severe physical disability or medical condition that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina 4) identified with an autism spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral and/or emotional reaction that cannot be appropriately managed without an additional day of testing **Considerations:** Intended for an extremely small group of students. TEA will provide additional procedures once approved. Only testing over two regularly scheduled (not extending seven hours each day), consecutive school days will be permitted.

Designated Supports Requiring TEA Approval – At a Glance

LPACs may not recommend designated supports for an ELL whose parents have denied bilingual services. Test administrators must receive additional training and must read the Special Instructions/Considerations section of applicable accommodation policy (including oral/signed administration) and be trained on specific guidelines attached to an approved ARF.

	Support	Receiving Services*				Not Receiving Services*		Assessment	Additional Information *MUST* be documented in student's IEP (SpEd), IAP (504), LPAC Folder, or according to district's policies (Other)
		SpEd	504	SpEd/ELL	ELL	SpEd	504		
Must Meet *Eligibility Criteria	**Other**	Yes ARDC	Yes 504 C	Yes ARDC/LPAC	Yes LPAC	Yes Appropriate Campus	Yes Appropriate Campus	STAAR STAAR Spanish TELPAS	**Description**: Only for students with disabilities who have unique needs that are not specifically addressed with any accessibility features or designates supports. Not intended to provide additional supplemental aids not listed as allowable or for students who fail to meet established eligibility criteria for designated supports. ***Eligibility:** Routinely, independently and effectively used during instruction and testing, AND unable to effectively use any accessibility features or designated supports to address this need, AND district testing coordinator has been advised by a member of TEA's Accommodations Task Force that the accommodation fits into the category of Other.
ARF Required	**Mathematics Scribe**	Yes ARDC	Yes 504 C	Yes ARDC/LPAC		Yes Appropriate Campus Team	Yes Appropriate Campus Team	STAAR Math 3-8 Science 5/8 STAAR Spanish Math 3-5 Science 5 Algebra I/II Biology	**Description:** Allows test administrator to record a student's dictated scratch work and computations when a disabling condition prevents the student from accomplishing the task independently. ***Eligibility:** Routinely and effectively used during instruction and testing, AND is unable to effectively use any accessibility features (e.g., various sizes or types of scratch paper/another workspace) or locally approved designates supports (e.g., calculator) to address this need, AND meets at least one of the following: 1) an impairment in vision that necessitates the use of Braille or large–print test materials, 2) a physically disabling condition that prevents the student from independently and effectively recording scratch work and computations **Examples/Types:** The test administrator may write the student's dictated scratch work and computations onto scratch paper, a chalkboard, white board, or the space in the student's test booklet. This includes instances when a student uses a calculation device as an allowable accommodation or a required part of the test administration procedures. **Considerations:** Math scribe is to record dictated scratch work and computations exactly as student indicates. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited. TEA will provide specific guidelines once approved. The decision from a SATC should be based on the eligibility criteria and aimed at addressing a student's consistent academic struggle in a specific area even after intensive instruction and remediation.

Accommodations for Students with Disabilities – At a Glance

In order to access some allowable accommodations, it may be necessary to photocopy secure materials. These allowable accommodations must be documented in the students' IEP.
Photocopying guidelines in Test Administration Manual must be followed.

STAAR Alternate 2

Accommodations may be used only if they meet the criteria and are listed in the student's IEP. If a student needs additional accommodations beyond what is described on this chart, contact TEA for guidance.
In order to access some allowable accommodations, it may be necessary to photocopy secure materials. To photocopy secure materials, test administrators are required to follow the photocopying guidelines. The boldfaced statements can be signed, translated into a language other than English, provided in written form, or paired with tactile or picture symbols. The boldfaced statements should be communicated to the student in the language/format the student requires in daily instruction.

Eligibility	Subject	Allowable Accommodation
Student is identified as having a cognitive disability AND requires specialized supports to access the grade-level curriculum and environment AND requires intensive, individualized instruction in all instructional settings AND accesses and participates in the grade-level TEKS through prerequisite skills.	Algebra I Math 3-8 US History English I/II Social Studies 8 Writing 4/7 Biology Reading 3-8 Science 5/8	-Add braille labels to images or provide text in braille -Attach textured materials to images or text -Color or highlight images or text -Place color overlays on images or text -Cover or isolate each image until it is addressed -Demonstrate concepts or relationships in images or text -Raise or darken the outline in images or text -Provide structured reminders (personal timers, token systems, color-coded or hand-written reminders, or visual schedules) -Enlarge images or text (magnification devices, photocopying, or computer magnification programs can be used) -Provide images or text on separate paper presented one at a time (images must be presented in the same order or configuration as they appear in the test booklet) -Use calculator, manipulatives, or math tools to arrive at response (fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, counters) -Reread sections of the text (Follow guidelines in the "Presentation Instructions" section of the Test Administrator Manual for guidance on repeating presentation instructions and rereading sections of the text.) -Describe images for students with visual impairments (description can only include details of what can be seen in the image without comments about the overall impression of image) -Pair images or text in student's booklet with photographs, picture representations, or real objects of the same content (photographs, pictures, or real objects must be as close to original as possible) -Use routine picture representations for key words in verbal directions to the student (only what is visually presented, stated in text, or supplied in the test administrator instructions can be provided)

Response Modes
A student may respond using the appropriate mode of communication at the time of testing.
Critical issue is not how the student responds but that the student clearly communicates the preferred answer choice to the test administrator.

Verbal	Physical	Visual
Student may respond by Stating responses, including word approximations; Communicating yes or no when presented answer choices one at a time and being asked, "Is this the ….?"; Forming responses with the assistance of a communication device with preprogrammed answer choices or programmed student vocabulary; Use of output device to indicate the answer when each answer choice is presented individually; Vocalizing positively or negatively to indicate the answer when each answer choice is presented individually; Making a negative vocalization to indicate unmatched object; Describing the location of the answer; or Responding A, B, C, or 1, 2, 3, or with color name if answer choices are labeled as such by the test administrator	*Student may respond by* Pointing to, reaching for, or touching an answer; Highlighting, coloring, circling, or marking a response; Nodding head, smiling, or gesturing to indicate yes or no when presented answer choices one at a time and being asked, "Is this the…?"; Manipulating words, sentences, or sections of recreated answer choice; Using calculators, manipulatives, or math tools (calculators, fraction pieces, geometric shapes, number lines, counting charts, money, base-ten blocks, counters) to arrive at and display an answer; Writing or typing responses with or without the use of adaptive writing equipment; Signing an answer; Formulating a response using a choice board; Isolating answer choices in a section organizer, such as a calendar box or tubs; Nodding head or gesturing in the direction of the answer; or Placing a flag on the answer	*Student may respond by* Gazing, blinking, winking, or fixating on answer choice

Disclaimer: This summary DOES NOT replace examination of documents provided in the TEA Website for Accommodations Resources http://tea.texas.gov/student.assessment/accommodations/, District and Campus Coordinator Manuals *Updated 10/7/2019
https://tea.texas.gov/student.assessment/manuals/, STAAR Resources http://tea.texas.gov/student.assessment/staar, and/or Assessment Resources for Teachers and Administrators https://tea.texas.gov/student.assessment/teachers/.

Unexpected or Emergency Situations

For additional questions about testing accommodations in unexpected or emergency situations, contact a member of TEA's Accommodations Task Force at (512) 463–9536.

NOTE:
In unexpected and emergency situations, there is no expectation that the student would have routinely received the accessibility feature or designated support during instruction and testing. However, it is recommended that the student (and test administrator, if applicable) be given the opportunity to practice using the feature or support prior to testing, if time permits. After testing, if the student used a designated support, it should be recorded on the student's answer document or in the TAMS for online administrations. In addition, the situation should be taken into consideration when interpreting test results. Be aware that the allowance of a testing accommodation in an unexpected or emergency situation applies to the current test administration only and does not transfer to subsequent test administrations.

If student's needs cannot be met through Steps 1 or 2, review the designated supports requiring TEA approval. If this type of support is needed, contact TEA for permission and instructions. Once approved, follow guidelines to administer the assessement .

If student's needs can be met with an accessibility feature, it should be made available during testing.
No need to contact TEA.

If student's needs cannot be met with accessibility feature or requires additional support, review the locally approved designated supports to see if they meet the needs. Consideration should be given to supports that the student can independenty use (e.g., for the student who does not have prescribed eyeglasses, consider a projection device or a large-print test booklet to an oral adminstration by a test adminstrator.) If needs can be met by a locally approved designated support, it should be made available to the student during testing. No need to contact TEA.

Region One
Education Service Center

Questions
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956-984-6129

For Downloadable Version
and More Resources Visit:
http://www.esc1.net/Domain/59