

Allowable Test Administration Procedures and Materials for STAAR, STAAR Spanish, STAAR L, STAAR A, and TELPAS

During state assessments, certain test administration procedures and materials may be provided to students based on their needs. In general, these procedures and materials are 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. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.

Allowable test administration procedures and materials are not considered testing accommodations, so using them during a state assessment does not require that they be recorded on students' answer documents. A list of allowable procedures and materials is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English language learner
- allowing a student to read the test aloud to facilitate comprehension
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
 - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
 - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- making the following assistive tools available:
 - scratch paper
 - color overlays
 - blank place markers
 - magnifying devices
 - highlighters, colored pencils, or crayons
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task



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