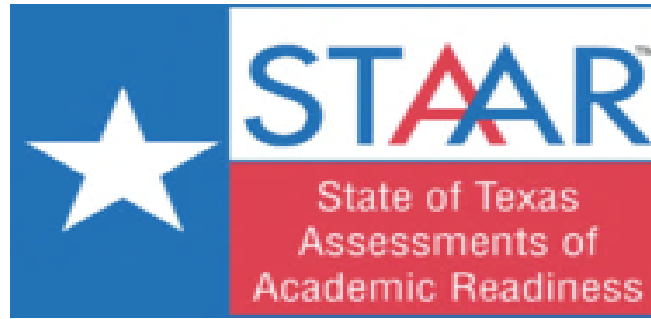


# Accommodations



## at a Glance

## Overview of Texas Assessments

Assessment	Description	Eligibility
STAAR Reading 3-8, Writing 4 and 7, Math 3-8, Science 5 and 8, Social Studies 8 STAAR EOC English I, English II, English III, Algebra I, Algebra II, Biology, US History	General state assessment	STAAR with approved or allowable accommodations should first be considered for all students.
STAAR Spanish 3-5 Reading, Writing, Math, Science	General native language version of STAAR (Linguistic accommodations not permitted because assessment is in student's native language.)	ELLs whom a Spanish version exists and most appropriately measures their academic progress.
STAAR A Reading 3-8, Writing 4 and 7, Math 3-8, Science 5 and 8, Social Studies 8 STAAR A EOC English I, English II, English III, Algebra I, Algebra II, Biology, US History	A general version of STAAR administered online with online tools, accessibility features**, and embedded accommodations integrated into the online system. Embedded supports include answer eliminator, highlighter, eraser, pencil, notepad, dot tool*, line tool*, ruler*, calculator(s)*, text-to-speech, zoom, color and contrast, place marker, pop-ups, roll-overs, blank graphic organizers, writing checklists, visual aids, , clarifications of construct-irrelevant terms, and exhibit windows. (*Subject specific) (**features may change)	Students with identified disabilities who are receiving special education services and/or students with a dyslexia or related disorder (§ TEC 38.003) who are receiving Section 504 services. ELLs identified with a disability who are receiving services. (See above) Two or more accommodations must be checked in a subject to be eligible to participate in STAAR A in that subject .(See STAAR A Eligibility Requirements Form)
STAAR L^ Math 3-8, Science 5 and 8, Social Studies 8 STAAR L EOC Algebra I, Algebra II, Biology, US History	A substantially linguistically accommodated version of STAAR administered online with accommodations integrated into the online system. Embedded supports include text-to-speech and clarification in English of word meaning.	ELLs who require moderate to substantial linguistic accommodations to understand the English language, are not most appropriately assessed with STAAR Spanish, AND have not yet attained a TELPAS advanced high reading rating, AND have been enrolled in US schools for 3 years or less (5 years or less if a qualifying asylee or refugee). LPACs should consider whether a student routinely needs and uses clarification in English of word meaning and reading text aloud of text. Students who do not need either accommodations should take STAAR, not STAAR L.
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, English II, Algebra I, Biology, US History	An alternate assessment version of STAAR based on essence statements that serve as the connection between grade-level TEKS and STAAR Alternate 2. A question-based approach consisting of 24 questions. (No specific list of allowable linguistic accommodations since it is designed to allow for any language or other communication method routinely used with the student.)	Student is identified as having a cognitive disability (ID) AND requires specialized supports to access the grade-level curriculum and environment AND requires intensive, individualized instruction in a variety of instructional settings AND accesses and participates in the grade-level TEKS through prerequisite skills.
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. The assessment components for grades K–1 and 2–12 differ in the following ways: -grades K–1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions. - grades 2–12: TELPAS includes multiple-choice reading tests, holistically rated student writing collections, and holistically rated listening and speaking assessments. The listening and speaking assessments are based on ongoing classroom observations and student interactions.	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 particular 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. -Newly Enrolled ELL—Holistically Rated Domains. An ELL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically rated domains. However, a newly enrolled ELL in grade 2–12 is required to take the TELPAS reading test.

^Paper test booklets (including large print, if applicable) approved by TEA in rare circumstances: accommodations that are not available in the online interface, unavoidable technological problems that make online testing impossible, other special situations (e.g., homebound students, jails, etc.)

Paper testing won't be approved on basis that student knows very little English or has limited exposure to computers

## CRITICAL INFORMATION

### Not all accommodations suitable for instruction are appropriate or allowable during state assessments.

(The goal of instruction and linguistic accommodations 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 classroom 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.)

Accommodations for students with disabilities	Accommodations	Linguistic accommodations for ELLs								
Intended to reduce the effect of a student’s disability and provide students effective and equitable access to grade-level or course curriculum and assessments	Accommodations are changes to materials, procedures or techniques that enable students with disabilities or English language learners (ELLs) to participate meaningfully in learning and testing.	Intended to decrease the language barrier that ELLs experience when learning and demonstrating knowledge and skills in English and are related to the unique second language learning processes of ELLs								
<p>For students who receive special education or Section 504 services, the decision for a student to use accommodations during the statewide assessments is made by the Admission, Review, and Dismissal (ARD) committee or Section 504 placement committee. In those rare instances where a student does not receive services but meets the eligibility criteria because of a disabling condition, the decision about using accommodations 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. For the purposes of the statewide assessments, students needing accommodations due to a disability include:</p> <ul style="list-style-type: none"> <li>-Students with an identified disability who receive special education services and meet established eligibility criteria for certain accommodations</li> <li>-Students with an identified disability who receive Section 504 services and meet established eligibility criteria for certain accommodations</li> <li>-Students with a disabling condition who do not receive special education or Section 504 services but meet established eligibility criteria for certain accommodations.</li> </ul> <p><i>Detailed information about accommodations for students with disabilities can be found on the Accommodation Resources webpage.</i></p>	<p style="text-align: center;">Routinely, Independently, and Effectively:</p> <p><u>Instruction:</u></p> <ul style="list-style-type: none"> <li>• should be effective in allowing a student access the Texas Essential Knowledge and Skills (TEKS)</li> <li>• can change over the course of the school year or from year to year based on student needs</li> <li>• should be documented in the appropriate student paperwork</li> <li>• should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year</li> <li>• not necessary for every student</li> <li>• not changes to the performance criteria of an assignment or assessment</li> <li>• not changes to the content being assessed</li> <li>• should not be provided to an entire group of students</li> <li>• not intended to provide an advantage to a student with a disability or an ELL</li> <li>• should not be provided to a student without evidence of effectiveness</li> </ul> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>• maintain the integrity of the assessment</li> <li>• avoid leading to or providing the student a direct answer</li> <li>• be used routinely in instruction</li> <li>• reflect the student’s learning styles</li> <li>• allow a student to respond using a mode that is appropriate for the student</li> </ul>	<p>The language proficiency assessment committee (LPAC) makes and documents test participation decisions for ELLs as well as decisions about which accommodations to provide during state assessments.</p> <p>In the case of an ELL with a disability, 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. <i>(See Accommodations for students with disabilities section.)</i></p> <p><i>More information about decision-making and documentation procedures for ELLs is available from the ELL Assessments webpage.</i></p> <p><b>STAAR Spanish:</b> <i>Assessment is provided in student’s native language; other linguistic accommodations not applicable</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">STAAR (English)</td> <td>Limited degree of linguistic accommodation</td> </tr> <tr> <td>STAAR L</td> <td>Moderate to substantial degree of linguistic accommodation</td> </tr> <tr> <td>STAAR A</td> <td>Degree varies in accordance with second language acquisition needs of ELLs who qualify for this test</td> </tr> <tr> <td>STAAR Alternate 2</td> <td>No specified linguistic accommodations; assessment design allows other languages and communication methods to be used as appropriate</td> </tr> </table>	STAAR (English)	Limited degree of linguistic accommodation	STAAR L	Moderate to substantial degree of linguistic accommodation	STAAR A	Degree varies in accordance with second language acquisition needs of ELLs who qualify for this test	STAAR Alternate 2	No specified linguistic accommodations; assessment design allows other languages and communication methods to be used as appropriate
STAAR (English)	Limited degree of linguistic accommodation									
STAAR L	Moderate to substantial degree of linguistic accommodation									
STAAR A	Degree varies in accordance with second language acquisition needs of ELLs who qualify for this test									
STAAR Alternate 2	No specified linguistic accommodations; assessment design allows other languages and communication methods to be used as appropriate									
<p>It is critical that students with disabilities 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. Take into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction and testing. A student who is unaccustomed to using an accommodation might be hindered rather than helped by an accommodation not routinely used. However, this does not mean that the accommodation must be used every day during instruction. Routine accommodation use, as defined by TEA, results in two important outcomes.</p> <ol style="list-style-type: none"> <li>1. The student has used the accommodation often enough during classroom 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).</li> <li>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.</li> </ol> <p><i>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.</i></p>										

## Special Note Regarding Technology

Desktop and laptop computers may be used as a means for eligible students to access allowable assistive technology during state assessments.

- Internet capabilities must be physically blocked by such means as
  - removing wireless cards
  - removing Ethernet cables
  - temporarily disabling building Wi-Fi infrastructure
  - disabling Internet access at server level by shutting down access to individual IP addresses for specific machines on network
- Students are NOT permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities are not allowable.
  - Therefore tablets, smart phones, or other similar devices may not be used during an administration.
  - See STAAR Calculator Policy for exceptions. Please note that the guidelines set forth in this policy apply to the use of a calculator as an accommodation.

### **Assistive Technology**

Assistive technology that is documented in the student's IEP and is used routinely in instruction may be used to provide the student access to the assessment.

The use of technology should be used primarily for communicating an answer by the student or presenting answer choices by the test administrator.

Because the assessment is secure, the use of some devices is not allowable. Instances when a device or procedure would not be allowed include:

- tablets or computers with Internet access that cannot be turned off
- inputting answer choices into a device that has stored memory that cannot be erased

## Allowable Test Administrations Procedures and Materials–At a Glance

Test administration procedures and materials that any student may use on state assessments are not considered an “accommodation” and are not required to be recorded on students’ answer documents. Although not considered an accommodation by TEA, use of these procedures and/or materials need to be documented in student’s IEP (SpEd) or IAP (504).

Allowed For Any Student No Eligibility Requirements	Procedures and Materials	Assessment	Additional Information
	Signing/ Translating Test Administration Directions	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<b>Description:</b> Test administrator provides directions through signing for a student who is deaf or hard or hearing <u>or</u> into the native language of an English language learner either before or after the test.
	Read the Test Out Loud	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<b>Description:</b> Student may read the test out loud to facilitate comprehension. <b>Examples:</b> Student may read aloud to self, reading aloud into a voice-feedback device, or reading aloud into a voice recorder to listen to while testing.
	Read Aloud or Sign Writing Prompt	STAAR STAAR Spanish STAAR L STAAR A	<b>Description:</b> Test administrator may read aloud or sign the personal narrative, expository, or persuasive writing prompt to any student who requests this assistance. The test administrator may <b>NOT</b> 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 STAAR L STAAR A	<b>Description:</b> Upon request from a student, the test administrator may read aloud or sign any part of a mathematics test question or answer choice that the student is experiencing difficulty reading. This reading assistance is permitted on an individual basis for any grade 3 student who requests it. <b>NOTE:</b> If a student needs all the test questions and answer choices read throughout the mathematics test, the student must meet the eligibility criteria for oral administration.
	Minimize Distractions	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<b>Description:</b> Student needs help to maintain focus. <b>Examples:</b> 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 STAAR L STAAR A TELPAS (2-12 Rdg)	<b>Description:</b> Specialized setting during testing for a student who is not able to test in a standard classroom setting. <b>NOTE:</b> TEA does not define how many students constitute a small-group administration. This procedure should be based on student need and regular use during instruction.
	Reminder to Stay on Task	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<b>Description:</b> Reminders to stay on task during testing. <b>Examples:</b> Visual, verbal, tactile, and auditory

## Allowable Test Administrations Procedures and Materials–At a Glance

Test administration procedures and materials that any student may use on state assessments are not considered an “accommodation” and are not required to be recorded on students’ answer documents. Although not considered an accommodation by TEA, use of these procedures and/or materials need to be documented in student’s IEP (SpEd) or IAP (504).

Allowed For Any Student No Eligibility Requirements	Procedures and Materials	Assessment	Additional Information
	<b>Assistive Tools:</b>		
	Scratch Paper or Another Workspace	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<b>Description:</b> Student may use scratch paper or another workspace to make notes, write computations, or record responses when the space provided with the test questions does not meet the student's needs. <b>Examples:</b> Blank paper, colored paper, lined paper, graph paper, butcher paper, adhesive notes, a chalkboard, or a white board <b>NOTE:</b> Any scratch paper must be destroyed after testing.
	Colored Overlays	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<b>Description:</b> Student may place the overlay over a page in the test booklet or taped to the computer monitor. <b>NOTE:</b> A student may also use markers to make notes on the overlay if necessary and appropriate.
	Blank Place Markers	STAAR STAAR Spanish STAAR L STAAR A	<b>Description:</b> Student may use a blank place marker on the test and/or answer document. <b>Examples:</b> Blank index cards, adhesive notes, or bubbling templates
	Magnifying Devices	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<b>Description:</b> Student needs to enlarge test materials. <b>Examples:</b> Handheld magnifiers, eyeglass-mounted magnifiers, freestanding magnifiers, or magnifying overlays to enlarge text, graphics, or the display on a computer monitor
Highlighters, Colored Pencils, or Crayons	STAAR STAAR Spanish STAAR L STAAR A	<b>Description:</b> Student may use highlighters, colored pencils, or crayons in the test booklet to emphasize important information. <b>NOTE:</b> A student may not use on the answer document.	

## STAAR Policies – At a Glance

STAAR Policies are not considered an “accommodation.”

Policy	Assessment	Additional Information
<b>Calculator</b>		<p>Not permitted in Math 3-7 or Science 5 and 8 unless student meets eligibility criteria for the accommodation.</p> <p>Districts should be aware that some graphing calculator applications include resources that could aid students during testing. Calculation devices on smartphones, calculators that have a computer algebra system (CAS), AND electronic devices that provide access to the Internet (unless disabled), have photographic capabilities, or have a calculator as an application are NOT allowed.</p> <p>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.</p> <p>District may provide applicable calculator or students may bring them from home. Students may have more than one calculation device during the assessment.</p>
	<b>STAAR/STAAR A/STAAR L Math 8</b>  <b>STAAR EOC/STAAR A EOC/ STAAR L EOC Algebra I/II</b>	<p>Districts must ensure that <u>each student has a graphing calculator or graphing calculator app available on a tablet.</u> (calculator application being used must be locked down/ kiosk mode to prevent the use of other applications during testing)</p> <p>Students must have a calculation device to use throughout the entire test (both paper and online versions).</p>
	<b>STAAR EOC/STAAR A EOC/ STAAR L EOC Biology</b>	<p>Districts must ensure that students have <u>access to handheld four-function, scientific, or graphing capability calculators</u> when taking the STAAR biology assessment. (handheld graphing calculator or graphing calculator app available on a tablet-(calculator application being used must be locked down/ kiosk mode to prevent the use of other applications during testing))</p> <p>There should be <u>at least one handheld calculator for every five students</u> taking the biology assessment (both paper and online versions).</p>
<b>Dictionary</b>	<b>STAAR/STAAR A Reading 6-8 Writing 7</b>  <b>STAAR EOC/STAAR A EOC English I English II</b>	<p>The following types of dictionaries <b>are</b> allowable:</p> <ul style="list-style-type: none"> <li>Standard dictionaries in English</li> <li>Dictionary/thesaurus combinations</li> <li>Bilingual dictionaries*</li> <li>ESL dictionaries*</li> <li>Sign language dictionaries</li> </ul> <p style="margin-left: 40px;"><i>*Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom 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.</i></p> <p>The <u>minimum</u> schools need is <u>one dictionary for every five</u> students testing, but the state’s <u>recommendation is one for every three students or, optimally, one for each student.</u></p> <p>Both paper and electronic dictionaries are permitted.</p> <p style="margin-left: 40px;">Electronic dictionaries that provide access to the Internet or have photographic capabilities are NOT allowed. For electronic dictionaries that are hand-held devices, test administrators must ensure that any features that allow note taking or uploading of files have been cleared of their contents both before and after the test administration.</p> <p>While <b>students</b> are working through the assessments in the grades/courses listed above, they <b>must have access to a dictionary</b>. The school may provide dictionaries, or students may bring them from home.</p> <p><i>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.</i></p> <p>Information regarding dictionaries as an accommodation for students with disabilities and English language learners (ELLs) can be found on the Accommodation Resources webpage.</p>

## Statewide Assessment Accommodations for Students with Disabilities – At a Glance

	Accommodation	Receiving services		Other Disability	Assessment	Additional Information Accommodations <i>must</i> be documented in student’s IEP (SpEd), IAP (504), or according to district’s policies (Other)	
		Special Education	504				
Type 1	Must Meet Eligibility	Individualized Structured Reminders	YES	YES	YES	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<p><b>Description:</b> Reminders to stay on task during statewide testing <i>beyond</i> what is required or allowed for any student during the standard administration procedures.</p> <p><b>Eligibility:</b> Routinely and effectively uses during instruction and testing</p> <p><b>Examples include but not limited to:</b> paperclips, adhesive notes to divide test into sections, more-frequent or less-frequent reminder of time left to test than required in the standard administration procedures, structured reminders part of a behavior plan, personal timers, index cards reminders to continue working</p> <p><b>Considerations:</b> 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.</p>
		Amplification Devices	YES	YES	YES	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<p><b>Description:</b> 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.</p> <p><b>Eligibility:</b> Routinely and effectively uses during instruction and testing.</p> <p><b>Examples include but not limited to:</b> Speakers and Frequency-modulated (FM) system</p>
		Projection Devices	YES	YES	YES	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<p><b>Description:</b> Allows for enlarging text, graphics, or the display on a computer monitor</p> <p><b>Eligibility:</b> Routinely and effectively uses during instruction and testing.</p> <p><b>Examples include but not limited to:</b> Closed-circuit television (CCTV), document camera, LCD projector (online administration)</p> <p><b>Considerations:</b> It is a local responsibility to ensure that devices with recording capabilities have that capability disabled.</p>
No ARF Required	Manipulating Test Materials	YES	YES	YES	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<p><b>Description:</b> Allows test administrator to physically manipulate test materials, online tools, and equipment for a student with a disability who is unable to do so independently..</p> <p><b>Eligibility:</b> Routinely and effectively uses during instruction and testing AND a disabling condition that interferes with the physical manipulation of test materials.</p> <p><b>Examples include but not limited to:</b> Per student directions: 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</p> <p><b>Considerations:</b> Student must give specific directions, test administrator may not provide feedback</p>	



# Statewide Assessment Accommodations for Students with Disabilities – At a Glance

	Accommodation	Receiving services		Other Disability	Assessment	Additional Information Accommodations <u>must</u> be documented in student’s IEP (SpEd), IAP (504), or according to district’s policies (Other)
		Special Education	504			
Type 1	Oral/Signed Administration	YES	YES	YES	STAAR Reading 3-8, Writing 4/7, Math 3-8, Science 5/8, Social Studies 8 STAAR EOC English I/II/III Algebra I/II, Biology, US History STAAR Spanish Reading 3-5, Writing 4, Math 3-5, Science 5 STAAR L Math 3-8, Science 5/8, Social Studies 8 STAAR L EOC Algebra I/II, Biology, US History	<p><b>Description:</b> Test administrator provides reading support, through speech and/or signing.</p> <p><b>Eligibility:</b> Routinely and effectively uses during instruction and testing. At least one of the following: <i>Receives</i> special education services or Section 504 <i>services and</i> is identified with dyslexia or related disorder as per § TEC 38.003, or has evidence of reading difficulties documented in IEP or IAP; or if not receiving special education or Section 504 services is identified with dyslexia or related disorder per § TEC 38.003. <i>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.</i></p> <p><b>Examples depend on student eligibility:</b> Oral Administration of Paper, Braille, and EOC Online Test-Levels of support: read parts of the test questions and/or answer choices at student request or all test questions and answer choices throughout the test. <u>Standardized Oral Administration (SOA) English versions only – Reading/Math Grades 3,4,6,7 Science 5,8 Social Studies Grade 8</u> Online tool through which SOA is delivered allows a student to independently select and change his or her level of reading support during the test administration. SOA should only be administered to an eligible student for whom the appropriateness of this type of oral administration has been discussed and documented. Guidelines apply. <u>Text-to-Speech STAAR L-</u> Individually reads words clicked on and does not read aloud numbers, symbol, equations, or multiple words at a time. Student does not need to be eligible for oral administration, but must be eligible for STAAR L. Guidelines apply.</p> <p><b>Math</b> (3-8/Algebra I), <b>Science</b> (5/8/Biology), <b>Reading</b> (3-8/English I/English II): Test questions, answer choices, and required reference materials <b>Social Studies</b> (8/US History): Test questions and answer choices</p> <p><i>Eligibility for an Oral Administration is not applicable to STAAR A and should NOT be determined or documented. Required reference materials and allowable accommodations may be read aloud to student. NEVER read aloud reading selections, revising/editing passages, writing test questions or answer choices</i></p>

## Statewide Assessment Accommodations for Students with Disabilities – At a Glance

	Accommodation	Receiving services		Other Disability	Assessment	Additional Information Accommodations <i>must</i> be documented in student's IEP (SpEd), IAP (504), or according to district's policies (Other, if applicable)
		Special Education	504			
Type 1	Must Meet Eligibility	Math Manipulatives	YES	YES	NO	<p><b>Description:</b> Concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts.</p> <p><b>Eligibility:</b> Routinely, independently and effectively uses during instruction and testing. At least one of the following for the applicable service: <u>Special Education</u>-A disability that affects memory retrieval, focus or organization that is severe enough to prevent the student from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn varied instructional strategies, and high-quality instruction. <u>Section 504</u>- Identified with dyslexia or a related disorder per TEC §38.003. <u>SpEd/504</u>- has a Visual Impairment (VI).</p> <p><b>Examples include only:</b> Real/play money, clocks(with or without numbers shown on clock face, should not have gears: should have independently moving hour and minute hands), base-ten blocks, counters, algebra tiles without words/labels/pictures/acronyms/mnemonics/numbers/symbols/variables, fraction pieces without equivalences/cumulative sequence, two- <u>or</u> three- dimensional geometric figures without words/labels/ colors used as labels/pictures/acronyms/mnemonics/numbers/symbols/ variables, translucent (tracing) paper</p> <p><b>Considerations:</b> 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.</p>
			YES	YES	NO	<p><b>Description:</b> Provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods.</p> <p><b>Eligibility:</b> Routinely, independently and effectively during instruction and testing. At least one of the following for the applicable grade level: <u>Grades 3–8</u> Physical disability that prevents the student from independently writing the numbers required for computation and cannot effectively use other allowable materials <i>or</i> visual impairment that prevents student from seeing the numbers they have written during computation and cannot effectively use other allowable materials <u>Grades 5 – 8:</u> (OR) 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.</p> <p><b>Examples include only:</b> abacus or Cranmer modified abacus; Calculators: four-function, scientific, graphing, large-key, audio-graphing, speech-output</p>

## Statewide Assessment Accommodations for Students with Disabilities – At a Glance

	Accommodation	Receiving services		Other Disability	Assessment	Additional Information Accommodations <b>must</b> be documented in student's IEP (SpEd), IAP (504), or according to district's policies (Other).
		Special Education	504			
Type 1 Must Meet Eligibility  No ARF Required	Basic Transcribing	YES	YES	YES	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg) Does not apply to STAAR Alternate 2	<p><b>Description:</b> Allows a test administrator to transfer student responses onto an answer document when a student with a disability is unable to accomplish this task independently.</p> <p><b>Eligibility:</b> Routinely and effectively used during instruction and testing. At least one of the following: Has an impairment in vision that necessitates the use of Braille or large-print material or has a disabling condition (e.g., severe fine motor deficits, visual tracking difficulties, difficulty with letter formation) that prevents the student from independently and effectively recording responses in the bubbles or on the lined pages of the answer document despite multiple unsuccessful attempts to indicate responses on a similar format.</p> <p><b>Examples only include these situations:</b> The test administrator transfers responses onto the answer document or online system <b>ONLY</b> when student writes, circles, or points to responses, <b>OR</b> dictates or signs responses, <b>OR</b> writes response on scratch paper or another workspace or types responses on a word processor, <b>OR</b> uses speech-to-text software to indicate responses. <b>Considerations:</b> 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.</p>
	Extra Time (Same Day)	YES	YES	YES	STAAR STAAR Spanish STAAR L STAAR A	<p><b>Description:</b> Allows a student with a disability to have extra time until the end of the school day to complete a statewide assessment.</p> <p><b>Eligibility:</b> Routinely, independently and effectively during instruction and testing. Cannot effectively use other accommodations or any allowable test administration procedures or materials to address this needs. Must have one of the following:</p> <ol style="list-style-type: none"> <li>1) an impairment in vision (e.g., uncorrected vision, nystagmus, VI)</li> <li>2) identified with dyslexia or related disorder as per §TEC 38.003</li> <li>3) receiving special education services and documented evidence of reading difficulties in IEP,</li> <li>4) requires frequent or lengthy breaks due to a behavioral disorder or emotional disabling condition that affection attention and/or focus,</li> <li>5) requires frequent or lengthy breaks due to a physical disability or a medical condition that requires a significant amount of time for treatment and/or recovery,</li> <li>6) 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.</li> </ol> <p><b>Considerations:</b> Not intended for all students in a specific disability category; it is only for students with a proven need. Not appropriate or allowable for reasons associated with general test anxiety or to students needing extra time to complete specific testing strategies. Extra time testing sessions must <b>NOT</b> extend beyond a typical 7-hour school day for any one student.</p>
	Large Print	YES	YES	YES	STAAR STAAR Spanish	<p><b>Description:</b> Provides a student with enlarged test materials when the student has a disabling condition that limits the ability to effectively access test materials in standard print size.</p> <p><b>Eligibility:</b> Routinely and effectively uses large-print materials, including textbooks, worksheets, etc., during instruction and testing. Must have one of the following:</p> <ol style="list-style-type: none"> <li>1) an impairment in vision (e.g., uncorrected vision, nystagmus, VI)</li> <li>2) a disability that affects student's accuracy in tracking letter: letter, word, and/or line: line,</li> <li>3) a physical disability that necessitates the use of large-print.</li> </ol> <p><b>Considerations:</b> 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 accommodation policies. If this is not done, the student's test cannot be scored. Refer to the Font and Point Sizes Matrices located on the Accommodations for Students with Disabilities webpage for point sizes and fonts used on all state assessments.</p>

## Statewide Assessment Accommodations for Students with Disabilities – At a Glance

	Accommodation	Receiving services		Other Disability	Assessment	Additional Information Accommodations <i>must</i> be documented in student’s IEP (SpEd), IAP (504), or according to district’s policies (Other).
		Special Education	504			
Type 1 Must Meet Eligibility	Supplemental Aids	YES	YES	NO	STAAR STAAR Spanish STAAR L STAAR A	<p><b>Description:</b> paper based resources that assist a student with a disability in recalling information.</p> <p><b>Eligibility:</b> Routinely, independently, and effectively used during instruction and testing. At least one of the following for the applicable service: <u>Special Education</u>- a disability that affects memory retrieval, focus, or organization that is severe enough to prevent the student from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction. <u>Section 504</u>- Identified with dyslexia or related disorder as per TEC §38.003.</p> <p><b>Examples/Types: All Subjects: Mnemonic Devices-</b> A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym should be used. The subject-specific words that the mnemonic represents are NOT allowed. <u>Blank Graphic Organizers-</u> Blank graphic organizers may be used. Blank graphic organizers should NOT contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. <b>Math: Math Charts-</b> 1. Addition charts may be used. The addition chart must be a grid used to find the sum, not a list of addition facts. Each axis may only be numbered 0 through 9. Indicating special numbers (e.g., highlighting or circling even numbers within the body of the chart) is NOT allowed. 2. Multiplication charts that are grade appropriate may be used. The multiplication chart must be a grid used to find the product, not a list of multiplication facts. Indicating special numbers (e.g., highlighting or circling perfect squares within the body of the chart) is NOT allowed. 3. A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is NOT allowed. A place value chart may be used. Words for place value labels, commas, and a decimal point are allowed only if they are grade-appropriate. For example, the word “hundredths” may be used at grade 4 and above, but the fraction “1/100” cannot be included. Including numbers as specific examples is NOT allowed. <u>Graphics-</u> 1. Pictorial models of fraction bars or fraction circles may be used. The models may be labeled to show each individual fraction, but they should NOT show equivalencies (e.g., <math>1/2 = 2/4 = 0.5 = 50%</math>) or a cumulative sequence (e.g., <math>1/4, 2/4, 3/4, 4/4</math>). 2. Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate. In addition, a pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form, but NOT in both forms. The figures may NOT contain 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. <b>Written Composition: Grammar and Mechanics Rules-</b> A list of grade-appropriate grammar and mechanics rules may be used. The list should NOT contain any specific examples. <b>Science: Graphics-</b> 1. Graphics of scientific concepts may be used. The graphics may NOT contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. 2. Formula triangles representing relationships between variables may be used. 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., <math>\times, \div</math>) are NOT allowed.</p> <p><b>Social Studies: Graphics-</b> 1. Blank maps may be used. Blank maps should NOT contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, 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.</p> <p><b>Notes:</b> A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test. Supplemental aids can be provided in the language that is most appropriate for the student. Colors may be used in a supplemental aid 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. The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the state assessment.</p>

## Statewide Assessment Accommodations for Students with Disabilities – At a Glance

	Accommodation	Receiving services		Other Disability	Assessment	Additional Information Accommodations <u>must</u> be documented in student’s IEP (SpEd), IAP (504), or according to district’s policies (Other)
		Special Education	504			
<b>Type 1</b> <b>No ARF Required</b> <b>Must Meet Eligibility</b>	<b>Dictionary</b>	YES	YES	NO	STAAR STAAR A STAAR Spanish Reading 3–5 Writing 4	<p><b>Description:</b> Facilitates comprehension of unfamiliar words and/or provides spelling assistance.</p> <p><b>Eligibility:</b> Routinely, independently, and effectively uses accommodation during classroom instruction and testing. Must have one of the following:</p> <ol style="list-style-type: none"> <li>1) For reading test- a disability that affects memory retrieval and/or decoding skills,</li> <li>2) For writing test,- 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 and/or word patterns (e.g., silent letters, base words with affixes) to written responses.</li> </ol> <p><b>Examples include only:</b> standard/general, dictionary/thesaurus combination, electronic (no Internet access) , bilingual, ESL, picture, sign language</p> <p><b>Considerations:</b> Dictionaries are a required part of standard test administration procedures (and not considered a testing accommodation) for some state assessments. Electronic devices with Internet or photographic capabilities cannot be used.</p>
	<b>Braille</b>	YES	YES	NO	STAAR	<p><b>Description:</b> Provides braille test materials to a student with a Visual Impairment who is unable to access print.</p> <p><b>Eligibility:</b> Routinely uses braille materials during classroom instruction and testing.</p> <p><b>Considerations:</b> 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.</p>
<b>Type 2</b> <b>ARF Required</b> <b>Must Meet Eligibility</b>	<b>Complex Transcribing</b>	YES	YES	YES	STAAR STAAR A Writing 4 and 7 STAAR Spanish Writing 4 STAAR EOC / STAAR A EOC English I and II Does not apply to STAAR Alternate 2	<p><b>Description:</b> Allows test administrator to record onto an answer document or online system a student’s dictated or signed responses to the writing prompts when a student with a disability is unable to accomplish this independently.</p> <p><b>Eligibility:</b> Routinely and effectively uses during instruction and testing, <b>AND</b> unable to effectively use Basic Transcribing to address student needs, <b>AND</b> student must have one of the following:</p> <ol style="list-style-type: none"> <li>1) an impairment in vision that necessitates the use of Braille or large–print test materials,</li> <li>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 the online system despite multiple unsuccessful attempts to indicate responses on similar formats</li> </ol> <p><b>Examples/Types:</b> Complex Transcribing <b>ONLY</b> when the student dictates or signs responses to the writing prompts for the test administrator to transcribe.</p> <p><b>NOTE:</b> Also applies to prewriting or drafts that the test administrator transcribes for the student prior to recording the final version onto the answer document. Does NOT apply to multiple choice or short answer questions.</p>
	<b>Mathematics Scribe</b>	YES	YES	YES	STAAR/STAAR L/STAAR A Math 3-8 Science 5 and 8 STAAR Spanish Math 3-5 Science 5 STAAR EOC/ STAAR L EOC/ STAAR A EOC Algebra I Biology	<p><b>Description:</b> 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.</p> <p><b>Eligibility:</b> Routinely and effectively during instruction and testing, <b>AND</b> cannot effectively use test administration procedures and materials allowed for any student or other accommodations to address this need, <b>AND</b> student must have one of the following:</p> <ol style="list-style-type: none"> <li>1) an impairment in vision that necessitates the use of Braille or large–print test materials,</li> <li>2) a physically disabling condition that prevents the student from independently and effectively recording scratch work and computations</li> </ol> <p><b>Examples/Types:</b> 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. <b>Any scratch paper must be destroyed after testing.</b></p>

## Statewide Assessment Accommodations for Students with Disabilities – At a Glance

	Accommodation	Receiving services		Other Disability	Assessment	Additional Information Accommodations <i>must</i> be documented in student's IEP (SpEd), IAP (504), or according to district's policies (Other)
		Special Education	504			
<b>Type 2 ARF Required Must Meet Eligibility</b>	Photocopy	YES	NO	NO	STAAR STAAR Spanish  STAAR L, STAAR A and TELPAS see "Special Instructions/Considerations" section Does not apply to STAAR Alternate 2	<p><b>Description:</b> Allows for test materials to be photocopied for a student whose disability prevents the student from effectively using test materials provided by the state.</p> <p><b>Eligibility:</b> Routinely receives this accommodation during classroom instruction and testing, <b>AND</b> unable to effectively use other accommodations or test administration procedures or materials to address this need, <b>AND</b> student must have one of the following:</p> <ol style="list-style-type: none"> <li>1) an impairment in vision and requires printed materials in a size larger than the state-supplied, large-print test materials,</li> <li>2) a physical disability that prevents the students from effectively manipulating test materials printed on both sides of the paper and/or turning the pages in a test booklet</li> </ol> <p><b>Examples/Types:</b> Enlarging the printed test materials to a size larger than the state-supplied, large-print test materials, photocopying test materials into single-sided sheets.</p>
	Extra Day	YES	YES	YES	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<p><b>Description:</b> Allows a student with a disability to have an extra day to complete a statewide assessment</p> <p><b>Eligibility:</b> Routinely and effectively during instruction and testing, <b>AND</b> unable to effectively use other accommodations or test administration procedures or materials to address this need, <b>AND</b> student must have one of the following:</p> <ol style="list-style-type: none"> <li>1) a severe visual impairment including use of Braille test,</li> <li>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,</li> <li>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,</li> <li>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</li> </ol>
	Other	YES	YES	YES	STAAR STAAR Spanish STAAR L STAAR A TELPAS (2-12 Rdg)	<p><b>Description:</b> Only for students with disabilities who have unique needs that are not specifically addressed in the Accommodation Triangle.</p> <p><b>Eligibility:</b> Routinely, independently and effectively during instruction and testing, <b>AND</b> unable to effectively use other accommodations or test administration procedures or materials to address this need, <b>AND</b> district testing coordinator has been advised by a member of TEA's Accommodations Task Force that the accommodation fits into the category of Other.</p>

# Statewide Assessment Accommodations for Students with Disabilities – At a Glance

STAAR A		
Accommodations <i>must</i> be documented in student's IEP (SpEd) or IAP (504)		
Eligibility	Instructional Accommodation	Subject
Students with identified disabilities who are receiving special education services and/or students with a dyslexia or related disorder (§ TEC 38.003) and are receiving Section 504 services. Two or more accommodations must be checked in a subject to be eligible to participate in STAAR A in that subject. (See STAAR A Eligibility Requirements Form)	Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading	Reading 3-8 Writing 4/7 English I/II
	Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	Reading 3-8 English I/II Mathematics 3-8 Algebra I Science 5/8 Biology Social Studies 8 US History
	Clarification of rewording of complex questions and concepts using definitions, similes, and literal language, etc.	Writing 4/7
	Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)	Reading 3-8 English I/II
	Direct student attention to specific information (e.g., parts of a selection, parts of an answer choice)	Writing 4/7
	Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	Mathematics 3-8 Algebra I Science 5/8 Biology Social Studies 8 US History
	Scaffold steps in process (i.e., bullet each step, space out each step)	Mathematics 3-8 Algebra I Science 5/8 Biology Social Studies 8 US History
	Scaffold understanding of open-ended questions about texts (i.e., short answer choices)	English I/II
	Use of writing process checklist	Writing 4/7 English I/II
	Use of generic and questions specific graphic organizers	Mathematics 3-8 Algebra I Science 5/8 Biology
	Reading Support (i.e., revising passages and questions)	Writing 4/7 English I/II
Identification of formula(s) to use with specific questions	Mathematics 3-8 Algebra I Science 5/8 Biology	

# Statewide Assessment Accommodations for Students with Disabilities – At a Glance

STAAR A				
Accommodations <i>must</i> be documented in student's IEP (SpEd) or IAP (504)				
Eligibility	Accessibility Feature *	Subject	Guidelines (accommodation)	
Students with identified disabilities who are receiving special education services and/or students with a dyslexia or related disorder (§ TEC 38.003) and are receiving Section 504 services. Two or more accommodations must be checked in a subject to be eligible to participate in STAAR A in that subject. (See STAAR A Eligibility Requirements Form)	Pop-up	Reading Writing Math Science Social Studies	Define or clarify construct-irrelevant words and phrases using plain language, synonyms, definitions, examples, and consistent language Isolate specific information in a question that corresponds to each answer choice	
		Reading Writing	Provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations Isolate specific text or information in a selection that is referenced in the question or answer choice Provide scaffolded instructions for responding to short answer questions (English I and II only)	
		Math Science Social Studies	Provide a visual representation of the question or answer choices by adding graphics, photographs, or animations Isolate specific information in a graphic or list that is referenced in the question 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	
	Rollover	Reading Writing		Reword complex questions, answer choices, or boxed text in a selection
		Math Science Social Studies		Reword complex questions or answer choices to condense text Bullet or separate steps in a process (e.g., multi-step problem, sequence of events) Paraphrase historical excerpts
	Exhibit Window	Reading Writing		Writing checklists for the writing prompts
		Math Science Social Studies		Commonly used blank graphic organizers
	Text-to-Speech	Reading Writing		Pre-reading text, revising selections, and reading and revising test questions and answer choices read aloud via computer-generated read aloud functionality
		Math Science Social Studies		Allows student to independently select levels of reading support All questions and answer choices read aloud via computer-generated read aloud functionality
	Eligibility for an Oral Administration is not applicable to STAAR A and should <b>NOT</b> be determined or documented.			
	<p><i>*Accessibility features may change.</i></p> <p><i>Because accommodations and not specific accessibility features must be documented in IEP/IAP, focus should be on accommodations during instruction.</i></p> <p><i>Spell check is NOT an embedded accommodation for the written composition. Students eligible for Spelling Assistance will use what they use in class. See below for special instructions if using spell check, speech-to-text, text-to-speech, or word predictor.</i></p> <p><i>The student may use a separate laptop/computer while STAAR A is open. He or she will need to transfer the response to the composition typing box (unless receiving Basic Transcribing). <b>OR</b></i></p> <p><i>The student can exit the test session, respond to the prompt using spelling assistance (and Form 1 STAAR booklet to see prompt), print out the response, log back in to STAAR A, and then transfer his or her responses in the composition typing box (unless receiving Basic Transcribing).</i></p> <p><i>Caution: The student can be provided a STAAR form 1 test booklet to access the writing prompt; however, once STAAR A is exited, the student will not be able to see the pop-ups or rollovers or the writing checklists.</i></p>			



## Statewide Assessment Accommodations for Students with Disabilities – At a Glance

### STAAR Alternate 2

If a student needs additional accommodations beyond what is described on this chart, contact TEA for guidance.

Eligibility	Subject	Allowable Accommodation		
Student is identified as having a cognitive disability (ID) AND requires specialized supports to access the grade-level curriculum and environment AND requires intensive, individualized instruction in a variety of instructional settings AND accesses and participates in the grade-level TEKS through prerequisite skills.	Reading 3-8	<ul style="list-style-type: none"> <li>Color or highlight images or text</li> <li>Place color overlays on images or text</li> <li>Photocopy and cut out stimulus images from the test booklet (can be affixed to appropriate presentation media, answer choices must be placed in same order as they appear in test booklet)</li> <li>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)</li> <li>Attach textured materials to images or text</li> <li>Demonstrate concepts or relationships in images or text</li> <li>Raise or darken the outline in images or text</li> <li>Enlarge images or text (magnification devices, photocopying, or computer magnification programs can be used)</li> <li>Add braille labels to images or provide text in braille</li> <li>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 the image)</li> <li>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)</li> <li>Cover or isolate each image until it is addressed</li> <li>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)</li> </ul>		
	Writing 4/7	<ul style="list-style-type: none"> <li>Use calculator to arrive at response</li> <li>Reread sections of the text beyond what is included in test administrator instructions</li> </ul>		
	English 1/II	<ul style="list-style-type: none"> <li>Provide structured reminders (personal timers, token systems, color-coded or hand-written reminders, or visual schedules)</li> </ul>		
	<b>Response Modes</b>			
	<p><i>A student may respond using the appropriate mode of communication at the time of testing.</i></p> <p><i>Critical issue is not how the student responds but that the student clearly communicates the preferred answer choice to the test administrator.</i></p>			
		<b>Verbal</b>	<b>Physical</b>	
		<i>Student may respond by</i>	<i>Student may respond by</i>	
	Math 3-8	<ul style="list-style-type: none"> <li>Stating responses, including word approximations;</li> <li>Communicating yes or no when presented answer choices one at a time and being asked, “Is this the ....?”;</li> </ul>	<ul style="list-style-type: none"> <li>Pointing to, reaching for, or touching an answer;</li> <li>Highlighting, coloring, circling, or marking a response;</li> <li>Nodding head, smiling, or gesturing to indicate yes or no when presented answer choices one at a time and being asked, “Is this the...?”;</li> </ul>	<i>Student may respond by</i>
	Algebra 1	<ul style="list-style-type: none"> <li>Forming responses with the assistance of a communication device with preprogrammed answer choices or programmed student vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>Manipulating words, sentences, or sections of recreated answer choice;</li> </ul>	<ul style="list-style-type: none"> <li>Gazing, blinking, winking, or fixating on answer choice</li> </ul>
	Science 5/8	<ul style="list-style-type: none"> <li>Use of output device to indicate the answer when each answer choice is presented individually;</li> <li>Vocalizing positively or negatively to indicate the answer when each answer choice is presented individually;</li> <li>Making a negative vocalization to indicate unmatched object;</li> <li>Describing the location of the answer; or</li> <li>Responding A, B, C, or 1, 2, 3, or with color name if answer choices are labeled as such by the test administrator</li> </ul>	<ul style="list-style-type: none"> <li>Using 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;</li> <li>Writing or typing responses with or without the use of adaptive writing equipment;</li> <li>Signing an answer;</li> <li>Formulating a response using a choice board;</li> <li>Isolating answer choices in a section organizer, such as a calendar box or tubs;</li> <li>Nodding head or gesturing in the direction of the answer; or</li> <li>Placing a flag on the answer</li> </ul>	
Biology Social				
Studies 8				
US History				

## Statewide Assessment Linguistic Accommodations for Students whom are ELLs – At a Glance

(Reminder: ELLs with parent denials TAC §101.1005 (f) are not eligible for special ELL assessments, accommodations, or accountability provisions. These students, however, may use bilingual, ESL, or other allowable dictionaries as part of dictionary policy for STAAR reading and writing in grades 6 and up; under this policy, use of certain dictionaries is not considered a linguistic accommodation.)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ONLY Allowed For ELL Students (including ELL students with a disability) receiving ELL services</p>	Eligibility	Accommodation	Assessment	Additional Information Accommodations <u>must</u> be documented in student’s LPAC folder.
	<p>Based on the student’s particular need for second language acquisition support. Second language acquisition support refers to the assistance with the English language that ELLs need as they are taught mathematics, science, social studies, and language arts. It does NOT refer to the type of assistance that a student might need when having difficulty learning academic content.</p>	<p><b>Dictionary Type</b> Only paper and electronic dictionary formats made available by reputable dictionary publishing companies (including hand-held electronic devices)</p>	<p>The following are <b>NOT</b> allowed during test administrations: &gt;internet access when using technology based accommodations &gt;subject-specific/topic-specific dictionary &gt;bilingual dictionaries that define words or illustrate or explain content terminology or concepts &gt;dictionaries (Bilingual, ESL, monolingual) with pictures that illustrate or explain content terminology or concepts &gt;electronic devices that translate beyond level of words and sets phrases or have Internet/photographic capabilities</p>	
		<p>Bilingual Dictionary</p>	<p>STAAR/STAAR A Reading 3-5/Writing 4/ Math 3-8/ Science 5 and 8/Social Studies 8 STAAR EOC/STAAR A EOC Algebra I/Biology/US History STAAR L Math 3-8/Science 5 and 8/Social Studies 8 STAAR L EOC Algebra I/Biology/US History</p>	<p><b>Description:</b> Word/phrase translation dictionary. Standard dictionary used to translate words/common phrases from one language to another. Typically bidirectional to look up words in either language to find translations. spelling assistance. <b>Note:</b> Student will not be helped by a bilingual dictionary if she or he does not understand a translated word in their native language. Student needs a basic foundation in English, native language literacy, and the ability to use parts of speech and contextual information to narrow down the correct translation in order to use this dictionary effectively. <b>Reminder:</b> Allowed for grade 6 and up reading and writing as part of the STAAR Dictionary Policy (not treated as a linguistic accommodation)</p>
		<p>English/ESL Dictionary</p>	<p>STAAR / STAAR A Reading 3-5 Writing 4</p>	<p><b>Description:</b> Standard English dictionary enables student to look up definitions of English words. ESL dictionary defines words in simpler English and sometimes include pictures. <b>Reminder:</b> Allowed for grade 6 and up reading and writing as part of the STAAR Dictionary Policy (not treated as a linguistic accommodation)</p>
		<p>Monolingual dictionary in languages other than English</p>	<p>STAAR / STAAR A Reading 3-8 Writing 4 and 7 STAAR EOC/STAAR A EOC English I and II</p>	<p><b>Description:</b> Single-language standard dictionary in a language other than English (e.g., Vietnamese, Spanish). <b>Note:</b> While it is not included in the STAAR program dictionary policy for reading and writing, it is permitted as a linguistic accommodation in grade 3 and above.</p>
		<p>Picture dictionary</p>	<p>STAAR / STAAR A Reading 3-8 Writing 4 and 7 STAAR EOC/STAAR A EOC English I and II</p>	<p><b>Description:</b> Designed to convey word meaning through drawings or photographs. May be monolingual, bilingual, or multilingual and only includes words that can be pictured. <b>Note:</b> Not included in the STAAR program dictionary policy for reading and writing but permitted as a linguistic accommodation.</p>
		<p>Thesaurus (not required)</p>	<p>STAAR / STAAR A Reading 3-8 Writing 4 and 7 STAAR EOC/STAAR A EOC English I and II</p>	<p><b>Description:</b> Designed to convey word meaning through lists of words grouped together according to similarity of meaning. Unlike a dictionary, a thesaurus entry does not give the definition of words. <b>Note:</b> 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.</p>

## Statewide Assessment Linguistic Accommodations for Students whom are ELLs – At a Glance

(Reminder: ELLs with parent denials TAC §101.1005 (f) are not eligible for special ELL assessments, accommodations, or accountability provisions. These students, however, may use bilingual, ESL, or other allowable dictionaries as part of dictionary policy for STAAR reading and writing in grades 6 and up; under this policy, use of certain dictionaries is not considered a linguistic accommodation.)

<b>ONLY Allowed For ELL Students (including ELL students with a disability) receiving ELL services</b>	Eligibility	Accommodation	Assessment	<b>Additional Information</b> Accommodations <i>must</i> be documented in student’s LPAC folder and In IEP if applicable.
	Based on the student’s particular need for second language acquisition support. Second language acquisition support refers to the assistance with the English language that ELLs need as they are taught mathematics, science, social studies, and language arts. It does NOT refer to the type of assistance that a student might need when having difficulty learning academic content.	<b>Clarification in English of word meaning</b>		<i>An English clarification guide is not provided for STAAR A.</i>
		test questions	STAAR L Math 3-8, Science 5/8, Social Studies 8 STAAR L EOC Algebra I/Biology/US History	<b>Description:</b> Enables student to receive computer provided clarification assistance by clicking on eligible words and phrases in test questions.
		test questions	STAAR A STAAR A EOC	<b>Description:</b> Enables student to receive computer provided clarification assistance by clicking on eligible words and phrases in test questions. <b>Note:</b> For Writing 4 and 7/English I and II, test administrator must be careful <b>NOT</b> to clarify word meaning in a way that cues answers to questions assessing spelling, mechanics, or grammar (e.g., tested words in questions assessing homonyms)
		STAAR A	STAAR A Reading 3-8, Writing 4/7 STAAR A EOC English I and II	<b>Description:</b> At the request of the student, the test administrator may clarify the meaning of occasional words and phrases that the student does not understand by using simpler English, pictures, or gestures. <b>Note:</b> Test administrator is <b>NOT</b> allowed to clarify entire sentences or longer portions of test, provide assistance that aids in determining correct answers, clarify meaning of vocabulary/expressions/phrasing specifically assessed in a reading test question, clarify meaning that provides cues related to spelling/mechanics/grammar
		writing prompts	STAAR/STAAR A Writing 4 and 7 STAAR EOC/STAAR A EOC English I and II	<b>Description:</b> Enables student to ask clarification on meaning of words and phrases on writing prompt pages. May be provided on a per request basis only by using simpler English, pictures, or gestures. <b>Note:</b> Test administrator is <b>NOT</b> permitted to reinforce or emphasize any information or assist with planning, organizing, or writing of composition.
		short answer reading questions	STAAR EOC/STAAR A EOC English I and II	<b>Description:</b> Enables student to ask clarification on meaning of words and phrases in short answer questions. May be provided on a per request basis only by using simpler English, pictures, or gestures. <b>Note:</b> Before providing clarification, test administrator should ask if student has attempted to look up words in the dictionary and assist students who still require clarification after using the dictionary. Only words or phrases that are <b>NOT</b> language arts terms, part of the selection title, quoted verbatim from the selection may be clarified. Test administrator is <b>NOT</b> permitted to reinforce or emphasize any information or assist with planning, organizing, or writing of composition.
<b>Extra Time (same day)</b>		STAAR/STAAR EOC STAAR L/STAAR L EOC STAAR A/STAAR A EOC	<b>Description:</b> Allows a student to have extra time within the regularly scheduled school day to complete a statewide assessment. <b>Note:</b> Permitted for ELLs who need and routinely use extra time during completion of assignments and assessments that require substantial comprehension or use a substantial amount of English. Decision should be based on second language acquisition factors related to the time needed to meaningfully read or write a response in English.	

# Statewide Assessment Linguistic Accommodations for Students whom are ELLs – At a Glance

(Reminder: ELLs with parent denials TAC §101.1005 (f) are not eligible for special ELL assessments, accommodations, or accountability provisions. These students, however, may use bilingual, ESL, or other allowable dictionaries as part of dictionary policy for STAAR reading and writing in grades 6 and up; under this policy, use of certain dictionaries is not considered a linguistic accommodation.)

<b>ONLY Allowed For ELL Students (including ELL students with a disability) receiving ELL services</b>	Eligibility	Accommodation	Assessment	Additional Information Accommodations <i>must</i> be documented in student's LPAC folder and in IEP if applicable.	
	Based on the student's particular need for second language acquisition support. Second language acquisition support refers to the assistance with the English language that ELLs need as they are taught mathematics, science, social studies, and language arts. It does NOT refer to the type of assistance that a student might need when having difficulty learning academic content.	Clarification in English of word meaning			A STAAR L English Clarification Guide, which contains instructions and a secure list of the words in each test item are not eligible for clarification, will be provided to use with this accommodation.
		In words or phrases		STAAR L paper administration (when approved by TEA)	<b>Description:</b> Enables student to ask for clarification of the meaning of eligible words or phrases. May be provided on a per request basis only by using simpler English, pictures, or gestures. <b>Note:</b> Test administrator is <b>NOT</b> permitted to define, explain, or illustrate content terminology or concepts assessed.
		Reading aloud of text			
				STAAR L/STAAR L EOC	<b>Description:</b> Enables student to click on words to hear them read aloud by the computer.
				STAAR L paper administration (when approved by TEA)	<b>Description:</b> Enables student to ask test administrator to read aloud words, phrases, or occasional sentences in test item. Only text requested by student may be read aloud. <b>Note:</b> Voice inflection must be kept neutral at all times and <b>NOT</b> emphasize any part of the test stem or answer choices. Numbers, symbols, and abbreviations may be read as long as doing so does not invalidate what the item is assessing. <b>Grade 3 mathematics:</b> All grade 3 students are permitted to receive reading (decoding) assistance by standard test administration procedure.
			STAAR A/STAAR A EOC	<b>Description:</b> Enables student to click on words, sentences, and entire pages to hear them read aloud by the computer	

# 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.

## Step 1

- Consider test administration procedures and materials allowed for any student described in the Allowable Test Administration Procedures and Materials document on the Accommodation Resources webpage. If the student's needs can be met by an allowable testing procedure or material, it should be made available to the student during testing. There is no need to contact TEA.

## Step 2

- If the student's needs cannot be met using an allowable test administration procedure or material or the student requires additional support, review the Accommodation Triangle to see if a Type 1 accommodation can meet the student's needs. Consideration should be given to accommodations that the student can independently use (e.g., for the student who does not have his/her prescribed eyeglasses, consider a projection device or a large-print test booklet prior to an oral administration by a test administrator). If the student's needs can be met by a Type 1 accommodation, it should be made available to the student during testing. There is no need to contact TEA.

## Step 3

- If the student's needs cannot be met with Step 1 or 2, review the Type 2 accommodations in the Accommodations Triangle. If a Type 2 accommodation will be needed, contact TEA's Accommodations Task Force for permission and additional instructions. In unexpected and emergency situations, there is no expectation that the student would have routinely received the procedure, material, or accommodation during classroom instruction and testing. However, it is recommended that the student (and test administrator, if applicable) be given the opportunity to practice using the accommodation prior to testing, if time permits. After testing, if the student used a Type 1 or 2 accommodation, it should be recorded on the student's answer document or in the Texas Assessment Management System 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.

## **Contact**

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**956-984-6129**

**For Downloadable Version and More Resources  
Visit:**

**<http://www.esc1.net/Domain/59>**