

# **Instructional and Testing Accommodations**

**2019-2020**



**Clint Independent School District**

**Margie Flores**

**Department of Administrative Support**

## 2019–2020 Accessibility Features

During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features 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 them during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the Texas Assessment Management System for online administrations. 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 who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, he or she must sign the appropriate part of the security oath.

A list of the accessibility features 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 learner
- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)
- allowing a student to read the test aloud to facilitate comprehension (includes use of PVC pipe or recording device)
- 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.
- typing a 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:
  - The test administrator transcribing the student's response must do so in accordance with guidelines for transcribing found on the **Transcribing page of the Complete Paper Administrations** section in these *District and Campus Coordinator Resources*.
  - Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.
- making the following assistive tools available:
  - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
  - colored overlays and the color settings for online tests
  - blank place markers and the guideline tool for online tests
  - magnifying devices and the zoom feature for online tests
  - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)



- 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 test administration
- allowing small-group administrations
  - The number of students in a small group is determined at the local level based on individual student needs.
  - The number of students in a group should mirror, to the extent possible, classroom testing situations.
- reminding students to stay on task
- photocopying or enlarging the following non-secure test materials:
  - test administration directions
  - blank answer documents
  - the state-supplied mathematics graph paper
  - the state-supplied reference materials for grade 8 mathematics and science, Algebra I, and Algebra II (Mathematics reference materials for grades 3–7 contain rulers and may **NOT** be photocopied because the rulers could be distorted. However, reference materials without rulers can be printed from the *Help* tab in the Assessment Management System.)

## Basic Transcribing

TEA approval is NOT required.



### Description of Designated Support

This designated support allows a test administrator to transfer student responses onto an answer document or into the online testing platform when a student is unable to accomplish this task independently.

### Assessments

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

- STAAR
- STAAR Spanish
- TELPAS

### Student Eligibility Criterion

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing.

### Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. 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.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the STAAR answer document. For online administrations, the appropriate code (D or Designated Supports) must be recorded in the Texas Assessment Management System. This indicates that an allowable designated support was made available to the student.

## Examples/Types

The test administrator may carry out Basic Transcribing to transfer student responses onto the test booklet, answer document, or into the online testing platform in these situations **only**.

- The student writes or circles responses in the test booklet for multiple-choice or griddable questions.
- The student points to responses in the test booklet or on the computer screen for multiple-choice questions.
- The student dictates or signs responses for multiple-choice and griddable questions.
- The student writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for multiple-choice questions, griddable questions, or the writing prompt.
- The student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt.
- The student dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does **NOT** apply to math calculations or responses to the written composition).

## Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document or recorded into the online testing platform.
3. A test administrator who transcribes for a student should be trained in all transcription procedures and understand the boundaries of the assistance being provided. The role of the test administrator is to record on the answer document or into the online testing platform 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. Transcription procedures include these special instructions and the general transcribing procedures found on the Transcribing page of the Complete Paper Administrations section of these *District and Campus Coordinator Resources*.
4. Basic transcribing must be done by a trained test administrator who has signed a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
5. When transcribing a student's responses to griddable questions, the Transcribing Griddable Questions Student Document must be used by the test administrator who transfers the student's responses onto the answer document or into the online testing platform so that the student is aware of the maximum number of boxes available for an answer to a griddable question. Blank Transcribing Griddable Questions Student Documents are available online two weeks prior to testing in the Assessment Management System. District or campus testing coordinators must print the applicable student documents prior to testing and destroy them after transcription is complete.
6. The test administrator must indicate to the student the space allowed for his or her written compositions so that they will fit into the spaces provided when transcribed. There are 26 lines for

each written composition. Twenty-six lines of handwritten text equals approximately 1,750 typed characters (not including spaces). An example of the lined page can be found on the Texas Education Agency's (TEA's) STAAR Writing and English I, II, III Resources webpage.

7. The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment. However, if the test administrator transfers the student's final responses onto the answer document or into the online testing platform after the testing period has ended, the student may not edit his or her response(s). It is recommended that the test administrator ensure that he or she can read and understand the student's intended responses prior to the student leaving the testing room.
8. For paper tests, the test administrator should write "Transcribed by (NAME) because student is eligible for this designated support" at the top of the answer document where the student identification information is located. For online tests, there is no field in which to enter this information. Documentation should be kept at the local level. For TELPAS paper administrations for reading, the test administrator should write "Transcribed by (NAME) because student is eligible for this designated support" on the student's booklet.
9. 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. For questions about the speaking portion of the online listening and speaking test, contact TEA's Student Assessment Division at 512-463-9536. This designated support does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.
10. Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this designated support. Any typed or handwritten responses that include student notes, answers to multiple-choice or griddable questions, or responses to the writing prompts must be destroyed after testing. All voice recordings must be erased or destroyed after testing.
11. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.
12. For information about the test administrator transcribing a student's dictated or signed responses to the writing prompts, refer to the Complex Transcribing policy. For information about the test administrator recording a student's dictated math scratch work, refer to the Mathematics Scribe policy.
13. For information regarding the role of a test administrator who transcribes for a student who uses braille materials, screen reader support for refreshable braille displays, or large-print test materials, refer to the General Instructions for Administering Braille State Assessments document and the General Instructions for Administering Large-Print State Assessments document, located on TEA's Accommodation Resources webpage.
14. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, located on TEA's Accommodation Resources webpage.
15. 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.
16. 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. These technology guidelines for state assessments can be found on TEA's Accommodation Resources webpage.

## Braille/Refreshable Braille

TEA approval is NOT required.



### Description of Designated Support

This designated support provides brailled test materials or screen reader support for refreshable braille displays to a student with a Visual Impairment (VI) who is unable to access printed test materials.

### Assessments

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

- STAAR (all grades and subjects for brailled test material)
- STAAR grades 3–8 reading, grades 4 and 7 writing, grade 8 social studies, English I, English II, and U.S. History (for screen reader support for refreshable braille displays)

### Student Eligibility Criterion

A student may use this designated support if he or she

- ☐ routinely uses braille materials during classroom instruction and classroom testing.

### Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. 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.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, BR must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. For students that test online with the refreshable braille accommodation, the embedded support is automatically recorded in the Assessment Management System.

## Examples/Types

This designated support includes **only**

- state-provided contracted and uncontracted braille test materials in Unified English Braille (UEB) in all grades and subjects
- online screen reader support for refreshable braille displays in applicable reading, writing, and social studies assessments

## Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing policies.
3. Specific information about administering braille tests is available in the General Instructions for Administering Braille State Assessments document, located TEA's Accommodation Resources webpage. This document also contains specific information about administering braille tests to students who use online screen reader support for refreshable braille displays. Online screen reader support for refreshable braille displays will include visually hidden content presented to the screen reader and refreshable braille display only. If a student requires assistance with online screen reader support for refreshable braille displays, including how to access visually hidden content, refer to the JAWS help screen in the Available Tools during an online administration. For students who use online screen reader support for refreshable braille displays, a paper version of a braille test booklet should be ordered through the Assessment Management System. A student may refer to the braille booklet at any time, as needed.
4. Specific Braille Instructions (SBI) supplement the test administrator manuals. They are shipped with the individual braille kits and posted online two weeks prior to testing in the Assessment Management System. **Test administrators must review these instructions prior to test day to ensure that the test is administered properly.** Testing irregularities could result if the SBIs are not used.
5. For students taking STAAR braille, including students using a refreshable braille display, who are also eligible to receive content and language supports, districts should contact the Texas Assessment Support Center to order STAAR with Embedded Supports materials. Districts do not need to submit a request for TEA to approve for the STAAR with Embedded Supports. Test administrators will be provided with instructions regarding the administration of Content and Language Supports for students taking a braille test or using screen reader support for refreshable braille displays.

## Extra Time (Same Day)

TEA approval is NOT required.



### Description of Designated Support

This designated support allows a student to have extra time until the end of the regularly scheduled school day to complete a state assessment.

### Assessments

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

- STAAR
- STAAR Spanish

### Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing,
- ☐ is unable to effectively use any accessibility features or other designated supports to address this need, and
- ☐ meets at least one of the following (which makes it necessary for the student to have more time than is allowed in the standard test administration procedures).
  - The student is a current EL.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
  - The student is identified with dyslexia or a related disorder per TEC §38.003.
  - The student has documented evidence of reading difficulties.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a disabling behavioral or emotional condition that affects attention or focus.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery.
  - The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible.



## Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision 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.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or D in the Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

## Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. The appropriate team of people at the campus level must document eligibility for this designated support, but the documentation does not need to specify exactly how much extra time the student should be granted to complete the test. A student should be allowed to continue testing until the end of the regularly scheduled school day, but cannot be required to continue testing until that time. A student should be allowed to leave the testing room when he or she has completed the test.
3. The district must maintain test security and confidentiality when providing extra time to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the Security section in these *District and Campus Coordinator Resources* for more information.
4. A student who receives extra time to complete his or her test may be transferred to a different location after the original testing session has ended. Testing personnel must be made aware of the monitoring requirement when students are transferred from one area to another. Students are not permitted to transport test materials from one testing environment to another.
5. Extra time testing sessions should start at the beginning of the school day and may go until the end of the regularly scheduled school day for all subjects. Extra time testing sessions must **NOT** extend beyond a typical seven-hour school day for any one student. Schools that do not have typical seven-hour schedules should contact the Texas Education Agency (TEA) for guidance.
6. 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. In addition, LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.

## Individualized Structured Reminders

TEA approval is NOT required.



### Description of Designated Support

This designated support allows a test administrator to provide a student individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures.

### Assessments

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

- STAAR
- STAAR Spanish
- TELPAS

### Student Eligibility Criterion

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing.

### Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. 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.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the STAAR answer document. For online administrations, the appropriate code (D or Designated Supports) must be recorded in the

Texas Assessment Management System. This indicates that an allowable designated support was made available to the student.

## Examples/Types

This designated support includes but is not limited to

- paperclips or adhesive notes used to divide the test into sections
- more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures
- structured reminders that are part of a behavior plan
- personal timer or clock set to remind a student to move on to the next question, page, or section or to remind a student to stop at pre-established times during the test
- index cards that have handwritten or color-coded reminders to continue working

## Special Instructions/Considerations

1. 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.
2. Any type of administration in which the test administrator has to view a secure state assessment requires that the test administrator sign a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
3. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
4. Some students might need assistance with certain reminders (e.g., inserting paperclips, setting the timer). This is allowable; however, it is preferable that the student, rather than the test administrator, direct or control the use of the reminder when possible.
5. For grades 2–12 TELPAS, Individualized Structured Reminders only applies to the online and paper reading test and the online listening and speaking test. This designated support does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.

## Large-Print

TEA approval is NOT required.



### Description of Designated Support

This designated support provides a student with enlarged test materials when he or she is unable to effectively access test materials in standard print size.

### Assessments

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

- STAAR
- STAAR Spanish
- TELPAS Reading (approved paper version only)

### Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ routinely and effectively uses large-print materials, including text books, worksheets, etc., during classroom instruction and classroom testing, and
- ☐ meets at least one of the following.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
  - The student is not able to accurately track letter to letter, word to word, or line to line.
  - The student has a physical disability which necessitates the use of large-print materials.

### Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision 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.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, LP must be recorded in the ACCOMM. field on the STAAR answer document. For TELPAS paper administrations, Large Print must be recorded in the Texas Assessment Management System.

### Examples/Types

Not applicable because the state provides large-print test materials.

### Special Instructions/Considerations

1. The ordering process of large-print materials will be closely monitored to ensure districts are ordering only for those students who meet the eligibility criteria. In most cases, large-print test materials should be ordered only for a student with an impairment in vision.
2. 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. If this is not done, the student's test cannot be scored.
3. Specific information about large-print test materials, including the policy for students needing a test booklet in a larger print size than produced by the state, is available in the General Instructions for Administering Large-Print State Assessments document, located on TEA's Accommodation Resources webpage.
4. Refer to the Font and Point Sizes Matrices located on TEA's Accommodation Resources webpage for point sizes and fonts used on all state assessments.
5. Technology-based accommodations for a student taking an online test enable most students to test online. However, in rare instances a special request may be made to TEA for approval to administer a paper test booklet. The request for a large-print paper test booklet should include the rationale for any designated supports requiring TEA approval. The paper administration request document can be found in these *District and Campus Coordinator Resources*.

## Manipulating Test Materials

TEA approval is NOT required.



### Description of Designated Support

This designated support allows the test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently.

### Assessments

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

- STAAR
- STAAR Spanish
- TELPAS

### Student Eligibility Criterion

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing.

### Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. 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.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the STAAR answer document. For online administrations, the appropriate code (D or Designated Supports) must be recorded in the Texas Assessment Management System. This indicates that an allowable designated support was made available to the student.

## Examples/Types

This designated support includes but is not limited to

- turning test booklet pages per student directions
- positioning the ruler per student directions
- operating technology per student directions, such as using the mouse to navigate the pages and operate the tools in an online administration
- highlighting per student directions
- positioning mathematics manipulatives per student directions

## Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. The student must give specific directions about how the test administrator should manipulate test materials, online tools, and equipment. The test administrator may not provide feedback regarding the correctness of the student's directions.
3. Manipulating test materials must be done by a trained test administrator who has signed a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
4. If a student needs his or her responses to test questions (i.e., multiple choice, griddable, writing prompt) transcribed onto an answer document or into the online testing platform, refer to the Basic Transcribing or Complex Transcribing policies.
5. For grades 2–12 TELPAS, Manipulating Test Materials only applies to the online and paper reading test and the online listening and speaking test. This designated support does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.

## Mathematics Manipulatives

TEA approval is NOT required.



### Description of Designated Support

These designated supports are concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts.

### Assessments

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

- STAAR grades 3–8 mathematics, Algebra I, and Algebra II
- STAAR Spanish grades 3–5 mathematics

### Student Eligibility Criterion

A student may use this designated support if he or she

- ☐ routinely, independently, and effectively uses it during classroom instruction and classroom testing.

### Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. 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.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or D in the Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.



## Examples/Types

This designated support may include **only**

- real or play money (both heads and tails)
- clocks with or without numbers shown on clock face; the clock should **NOT** have gears
- base-ten blocks
- various types of counters (e.g., two-sided chips, blocks, numerals with printed or raised dots)
- algebra tiles; the tiles should **NOT** contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables
- fraction pieces (e.g., fraction bars, fraction circles); the fraction pieces should **NOT** contain labels (e.g., labels that show individual fractions, equivalencies, or cumulative sequence)
- geometric figures that are grade- or course-appropriate; the figures may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms; the figures should **NOT** contain words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. 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.

## Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Using mathematics manipulatives as an accommodation during classroom instruction and classroom 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 mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts.
3. The test administrator may not remind the student to use the mathematics manipulatives or explain to the student how to use them.

## Oral/Signed Administration

TEA approval is NOT required.



### Description of Designated Support

This designated support allows test material to be read aloud or signed to a student. All references to reading support during an oral administration also apply to signing during a signed administration. In addition, an online oral/signed administration is administered via text-to-speech (TTS) or American Sign Language (ASL) videos.

### Assessments

For a student who meets the eligibility criteria, this designated support may be used on paper and online tests for

- STAAR and STAAR Spanish mathematics, science, and social studies
  - ✓ Test questions, answer choices, and embedded supports can be read aloud.
  - ✓ Required reference materials (where applicable) and allowable designated supports may be read aloud.
- STAAR and STAAR Spanish reading
  - ✓ Test questions, answer choices, and embedded supports can be read aloud.
  - ✓ Required reference materials (where applicable) and allowable designated supports may be read aloud.
  - ✗ Reading selections **CANNOT** be read aloud.
- STAAR and STAAR Spanish writing
  - ✓ Revising passages, revising test questions and answer choices, and embedded supports can be read aloud.
  - ✓ Required reference materials (where applicable) and allowable designated supports may be read aloud.
  - ✗ Editing passages, test questions, and answer choices **CANNOT** be read aloud.
- STAAR English I, English II, and English III
  - ✓ Reading test questions and answer choices, revising passages, revising test questions and answer choices, and embedded supports can be read aloud.
  - ✓ Required reference materials and allowable designated supports may be read aloud.

✗ Reading selections, editing passages, and editing test questions and answer choices **CANNOT** be read aloud.

## Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing, and
- ☐ meets at least one of the following:
  - The student is a current EL and takes a STAAR test in English.
  - The student is identified with dyslexia or a related disorder per TEC §38.003.
  - The student has documented evidence of reading difficulties.

**NOTE:** ELs taking STAAR Spanish may be eligible for an oral administration if they meet either of the last two bullets.

## Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision 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.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, OA must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. This embedded support is automatically recorded in the Assessment Management System.

## Examples/Types

Several types of oral administration are available. All guidelines for providing an oral administration apply to paper tests, braille tests, and online tests.

### Oral Administration of STAAR and STAAR Spanish Paper Tests and STAAR Braille Tests

Oral administration should only be provided to an eligible student by a trained test administrator. Test administrators must be trained in the procedures specific to an oral administration. Guidelines for providing

an oral administration can be found in the Oral/Signed Administration Guidelines document located on the Accommodation Resources webpage.

If conducting a signed administration to students who are deaf or hard of hearing, test administrators should also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, located on TEA's Accommodation Resources webpage.

Oral administration can include different levels of reading support for each eligible student. The test administrator may

- read parts of the test questions and answer choices at student request
- read all test questions and answer choices throughout the test

It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, RTI team, student assistance team) 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 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.

### **STAAR and STAAR Spanish Online Tests**

TTS is offered as an online option for oral administration. The TTS tool allows a student to independently select and change his or her level of reading support during the test administration.

ASL videos are offered as an online option for a signed administration. ASL videos allow a student to independently select and change the level of signing support during the test administration. However, it is important to note that ASL videos are only available for test questions and revising passages in English, and are not offered on Spanish tests or for content and language supports (i.e., pop-ups and rollovers). In these instances, the test administrator may sign test content in the same way as they do for paper tests. More information can be found in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document located on TEA's Accommodation Resources webpage.

It is recommended that students complete the STAAR online tutorial as well as practice using the released tests prior to test administration. These resources allow students to become familiar with the functionality of online tests. The tutorial and released tests are available through the STAAR Online Testing Platform. Specific information regarding setting up and managing online test sessions is available at <http://TexasAssessment.gov/administrators/technology/>.

### **Special Instructions/Considerations**

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Any type of oral administration in which the test administrator has to view a secure state assessment requires that the test administrator sign a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

3. It is the responsibility of the district/campus to determine the most appropriate way to group students in order to provide a proper test administration.
4. If providing an oral administration to a student taking a braille test, including STAAR online with screen reader support for refreshable braille displays, refer to the General Instructions for Administering Braille State Assessments document, located on TEA's Accommodation Resources webpage.
5. Information about setting up online test sessions for students who are eligible for an oral administration (i.e., TTS) can be found in the STAAR Assessment Management System User's Guide.
6. 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. In addition, LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
7. Beginning with the spring 2019 STAAR and STAAR Spanish administrations, the revising passages and questions in a paper test booklet for writing (including the writing portion of the English I, English II, and English III tests) may be read aloud to eligible students. The revising section of the test will be indicated so that the test administrator knows what they may read aloud. Test administrators may **NOT** read aloud any part of the editing section on a writing test.

## Supplemental Aids

TEA approval is NOT required.



### Description of Designated Support

This designated support allows a student to use paper-based resources that assist in recalling information.

### Assessments

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

- STAAR
- STAAR Spanish

### Student Eligibility Criterion

A student may use this designated support if he or she

- ☐ routinely, independently, and effectively uses it during classroom instruction and classroom testing.

### Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. 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.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or D in the Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

## Examples/Types

**Only** the paper-based supplemental aids listed below are allowed on the state assessment. Examples of allowable and non-allowable supplemental aids are available in a training PowerPoint® on TEA's Accommodation Resources webpage.

### All Subjects

<b>Mnemonic Devices</b>	<p>A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym may be used. The subject-specific words that the mnemonic represents are <b>NOT</b> allowed. For example, the acronym "PEMDAS" or the phrase "Please Excuse My Dear Aunt Sally" may be used in mathematics to help a student recall the correct order of operations. However, the subject-specific words "Parentheses, Exponents, Multiplication, Division, Addition, Subtraction," as well as the mathematical symbols associated with the words, are not allowed. In social studies, the acronym "HOMES" may be used to help a student recall the names of the Great Lakes, but the names of the lakes are not allowed. In science, the acronym "ROY G. BIV" may be used to help a student recall the colors of the rainbow, but the actual colors or color words are not allowed.</p>
<b>Blank Graphic Organizers</b>	<p>Blank graphic organizers may be used. Blank graphic organizers may <b>NOT</b> contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.</p>

### Mathematics

<b>Math Charts</b>	<ol style="list-style-type: none"> <li>1. 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 <b>NOT</b> allowed.</li> <li>2. A grade-appropriate place value chart may be used. The chart may contain commas and decimals in the appropriate places; however, it may <b>NOT</b> contain place value labels (i.e., words) or numbers as specific examples.</li> </ol>
<b>Graphics</b>	<ol style="list-style-type: none"> <li>1. Pictorial models of fraction bars or fraction circles may be used. The models should <b>NOT</b> contain labels (e.g., labels that show individual fractions or equivalencies).</li> <li>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 <b>NOT</b> in both forms. The figures may <b>NOT</b> 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 <b>NOT</b> allowed.</li> </ol>

## Written Composition (grades 4 and 7 as well as English I, English II, and English III)

### Grammar & Mechanics Rules

A list of grade-appropriate grammar and mechanics rules may be used. The list may **NOT** contain any specific examples.

## Science

### Graphics

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.,  $\times$ ,  $\div$ ) are **NOT** allowed.

## Social Studies

### Graphics

1. Blank maps may be used. Blank maps may **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.

## Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Supplemental aids can be provided in the language that is most appropriate for the student.
3. Colors may be used in a supplemental aid to enhance readability or improve tracking but may **NOT** be used as a label.
4. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.
5. Using a supplemental aid as an accommodation during classroom instruction and classroom 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 supplemental aid provides and simply need assistance recalling the concepts.

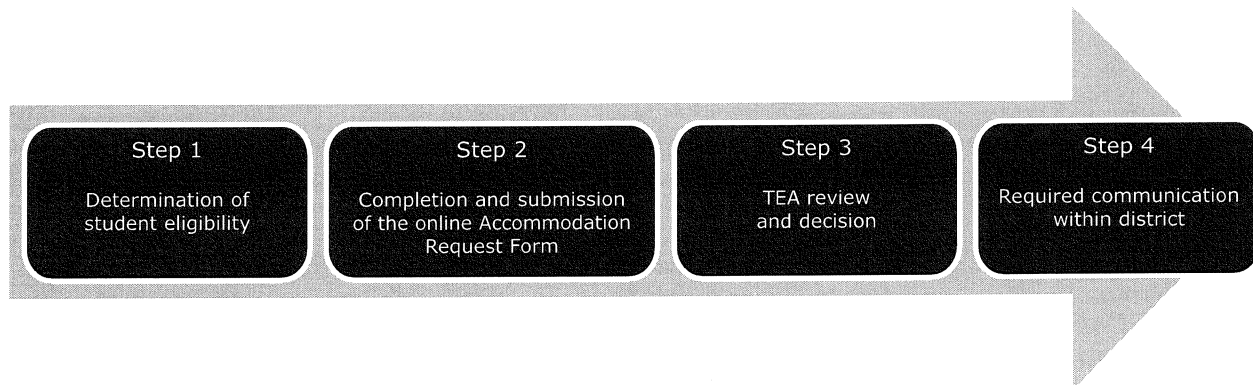


6. Supplemental aids should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.
7. The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.
8. An instructional environment should be maintained during testing windows. 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.
9. 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.
10. If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.



# Accommodation Request Process

Only the following designated supports—Complex Transcribing, Mathematics Scribe, Extra Day, and Other—require the submission of an Accommodation Request Form to the Texas Education Agency (TEA). The appropriate team of people at the campus level (e.g., admission, review, and dismissal [ARD] committee, Section 504 placement committee, Response to Intervention [RtI] team, student assistance team) determines whether the student meets all of the specific eligibility criteria listed and, if so, submits an Accommodation Request Form to TEA. Do not submit an Accommodation Request Form if the student does not meet the specific eligibility criteria. Accommodation requests must be approved by TEA before a student can use the support on a state assessment. The decision to use one of these designated supports is recommended by the appropriate team at the campus level based on the eligibility criteria and is documented as “pending TEA approval.”



## STEP 1: DETERMINATION OF STUDENT ELIGIBILITY

The appropriate team of people at the campus level must consult the Accommodation Resources webpage to determine if the student meets the specific eligibility criteria for a particular designated support requiring TEA approval. The district testing coordinator is responsible for providing information about supports to campus testing coordinators or campus personnel and is also the primary contact person for schools when questions arise.

## STEP 2: COMPLETION AND SUBMISSION OF THE ONLINE ACCOMMODATION REQUEST FORM

If a student meets all specific eligibility criteria for a particular designated support requiring TEA approval, the appropriate person at the campus or district level, as determined by district policy, should complete the online Accommodation Request Form. When completing the form, the following guidelines should be followed. Only Accommodation Request Forms that adhere to these guidelines will be processed. All others will be deleted and the district will have to resubmit the form correctly.

- Confidential student information, such as a student's first or last name, Social Security number, pages from an individualized education program (IEP), or medical documents, should **NOT** be included.
- A separate request form should be completed for each student needing a designated support. Blanket requests for entire classrooms will **NOT** be accepted.
- The following information **must** be provided as the rationale on the Accommodation Request Form.

### Complex Transcribing Rationale

- Describe the impairment in vision or the physically disabling condition that creates a need for Complex Transcribing. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. The description should be unique and individualized. Include specific reasons why the student is not able to write his or her own composition or use Basic Transcribing (e.g., word processor, speech-to-text software) to complete the written composition.
- Attach a sample of the student's handwriting if the student is able to independently write.
- Describe what has been done to accommodate the student's needs in previous years. If the student was approved to receive this support in previous years, include the Accommodation Request Form identification number(s).

### Extra Day Rationale

- Describe the disability that prevents the student from completing the test within the prescribed time limit. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. Phrases like "severe fatigue" and "shuts down" are not sufficient. The description should be specific and individualized. For instance, explain what happens when the student becomes fatigued or shuts down.
- Explain how the provision of Extra Day support has proven effective for this student.
- Does the student require frequent breaks? How long are the student's breaks? How often are the student's breaks? How much work does the student accomplish during periods of productivity?
- Does the student have an alternate school schedule or location (e.g., attends school only two hours a day, is hospitalized, is homebound, has academic work in the morning and social skills in the afternoon)?
- What accessibility features or other designated supports have been tried, and what is the student's level of success with these? Why are they not effective?
- Describe what has been done to accommodate the student's needs in previous years. **If the student was approved to receive this support in previous years, include the Accommodation Request Form ID number(s).**

### Mathematics Scribe Rationale

- Describe the impairment in vision or the physically disabling condition that creates a need for Mathematics Scribe. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. The description should be unique and individualized. Include specific reasons why the student is not able to write his or her own computations or to use other accessibility features or designated supports to address the disability.
- Attach a sample of the student's handwritten computations if legibility is the issue.
- Describe what has been done to accommodate the student's needs in previous years. **If the student was approved to receive this support in previous years, include the Accommodation Request Form ID number(s).**



## Other Rationale

An Other Accommodation Request Form may be submitted by the appropriate person at the campus or district level. The following information must be provided when completing the online Accommodation Request Form:

- a detailed description of the Other support being requested
- a description of the disability that creates a need for an Other support, including specific information about the characteristics of the condition, symptoms, and level of severity the student experiences
- a description of what accessibility features or other designated supports that have been tried and the student's level of success with them
- a description of what has been done to accommodate the student's needs in previous years. **If the student was approved to receive this support in previous years, include the Accommodation Request Form ID number(s).**

Once the required information has been collected, designated campus personnel may enter the request in the online Accommodation Request Form, available at <http://tea.texas.gov/student-assessment/accommodations/>. A training presentation is available on this webpage as well.

The online system contains basic instructions and questions to help the submitter complete the form. After clicking the **Submit** button, a confirmation page with a request ID number will appear. This confirmation page may be printed for documentation purposes; however, this is only a receipt of submission and is not an approval for the student to use the designated support on the state assessment.

After submission, the system automatically forwards the request to the district coordinator for review. The district coordinator must "sign" the Accommodation Request Form (via replying to the email generated by the online form) in order for the request to be reviewed by TEA. This signature indicates that the district coordinator has reviewed the information and agrees that the request is necessary and appropriate.

Accommodation Request Forms must be received by TEA **at least one week prior to the beginning of a testing week** to ensure enough time to process. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these situations, the district coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.

## STEP 3: TEA REVIEW AND DECISION

After TEA's Accommodations Task Force has received the district coordinator-approved Accommodation Request Form, the information will be reviewed and the request will be approved or denied. In some cases, a representative of TEA's Accommodations Task Force may contact the district for more information. Once a decision has been made, TEA will communicate this decision to the submitter and district coordinator by email. Approved requests will include special guidelines so that the use of the designated support is carried out in a standardized manner.

This step in the accommodation request process may take several weeks to complete, although every attempt is made to address requests promptly. During the review process, do not resubmit the request unless asked to do so by a member of TEA's Accommodations Task Force. If the TEA decision has not been received prior to testing or if questions arise, the district coordinator may contact TEA's Accommodations Task Force.

#### **STEP 4: REQUIRED COMMUNICATION WITHIN DISTRICT**

It is the responsibility of the district coordinator to ensure that all designated support decisions and associated information are relayed to appropriate campus personnel.

- The TEA decision email should be read in its entirety. It is the responsibility of the district coordinator and campus coordinator to review any special guidelines that accompany an approved accommodation request. The test administrator may also need special training to administer an assessment with an approved designated support.
- Appropriate campus personnel should note the expiration date of an approved designated support, stated in the TEA decision email. All approved accommodation requests will expire after the last summer test administration. A new accommodation request will need to be submitted each school year if the student continues to need that support.

For questions about TEA accessibility policies  
or the Accommodation Request Process,  
contact TEA's Accommodations Task Force  
at 512-463-9536.

## Online Submission Deadlines for Accommodation Request Forms

Accommodation Request Forms must be received at the Texas Education Agency (TEA) far enough in advance to allow time for processing. This is usually at least one week prior to the Monday of a testing week or window. Requests sent after this deadline will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated admission, review, and dismissal [ARD] committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.

**NOTE:** All references to the State of Texas Assessments of Academic Readiness (STAAR®) below include STAAR Spanish and STAAR with Embedded Supports when applicable.

Administration Dates	Assessments	Submission Deadlines
December 10–12, 2019	STAAR English I and English II	December 3, 2019
December 10–13, 2019	STAAR Algebra I, Biology, and U.S. History	December 3, 2019
February 24–April 3, 2020	TELPAS assessment window	One week before the planned test administration, 5:00 PM CST
April 7–8, 2020	STAAR English I and English II STAAR grades 4 and 7 writing	March 30, 5:00 PM CST
April 7–17, 2020	STAAR grades 5 and 8 mathematics and reading	March 30, 5:00 PM CST
May 5–15, 2020	STAAR Algebra I, Biology, and U.S. History	April 27, 5:00 PM CST
May 12–22, 2020	STAAR grades 3–8, Algebra II, and English III	May 4, 5:00 PM CST
May 12–22, 2020	STAAR grades 5 and 8 mathematics and reading	May 4, 5:00 PM CST
June 23–25, 2020	STAAR English I and English II	June 15, 5:00 PM CST
June 23–26, 2020	STAAR Algebra I, Biology, and U.S. History	June 15, 5:00 PM CST
June 23–24, 2020	STAAR grades 5 and 8 mathematics and reading	June 15, 5:00 PM CST

## Complex Transcribing

TEA approval IS required.



### Description of Designated Support

This designated support allows a test administrator to record onto an answer document or into the online testing platform a student's dictated or signed responses to the writing prompts when a student with a disability is unable to accomplish this task independently.

### Assessments

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

- STAAR grades 4 and 7 writing (written composition **ONLY**)
- STAAR Spanish grade 4 writing (written composition **ONLY**)
- STAAR English I, English II, and English III (written composition **ONLY**)

### Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- ☐ routinely and effectively uses this designated support during classroom instruction and classroom testing,
- ☐ is unable to effectively use Basic Transcribing to address this need, and
- ☐ meets at least one of the following.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
  - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the online testing platform.

### Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision 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.

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or D in the Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

## Examples/Types

The test administrator may carry out Complex Transcribing **only** when the student dictates or signs his or her responses to the writing prompts for the test administrator to transcribe. This includes transcribing the student's prewriting if applicable.

## Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.
2. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
3. Complex Transcribing is a designated support intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form. TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to transcribe the student's responses to the writing prompts, including how to indicate the student's spelling, punctuation, and capitalization. A test administrator who transcribes for a student must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.
4. Complex transcribing must be done by a trained test administrator who has signed a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
5. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.
6. For information regarding the role of a test administrator who transcribes for a student who uses braille or large-print test materials, refer to the General Instructions for Administering Braille State Assessments document and the General Instructions for Administering Large-Print State Assessments document, located on TEA's Accommodation Resources webpage.

7. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, located on TEA's Accommodation Resources webpage.
8. For grades 2–12 TELPAS writing, an Accommodation Request Form does not need to be submitted for a student that meets the eligibility criteria for Complex Transcribing. Since the writing samples included in a TELPAS writing collection come from authentic classroom activities, the same accommodations routinely used during classroom instruction are acceptable for the writing samples used in a TELPAS writing collection. Note that the samples chosen to be included in a TELPAS writing collection must still adhere to the guidelines listed in the TELPAS Rater Manual. The Complex Transcribing Guidelines for TELPAS found on the Accommodation Resources webpage should be followed when using this designated support. There is no need to record the accommodation code in the Assessment Management System.

## Extra Day

TEA approval IS required.



### Description of Designated Support

This designated support allows a student with a disability an extra day to complete a state assessment.

#### Assessments

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

- STAAR
- STAAR Spanish
- TELPAS

#### Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- ☐ routinely and effectively uses this designated support during classroom instruction and classroom testing,
- ☐ is unable to effectively use any accessibility features (e.g., tools to minimize distractions, individual administration, reminders to stay on task) or locally approved designated supports (e.g., extra time, individualized structured reminders) to address this need, and
- ☐ meets at least one of the following.
  - The student has a severe impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
  - The student has 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.
  - The student has 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.
  - The student is identified with an autism spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral or emotional reactions that cannot be appropriately managed without an additional day of testing.

## Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision 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.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, XD must be recorded in the ACCOMM. field on the STAAR answer document. For online administrations, the appropriate code (XD or Extra Day) must be recorded in the Texas Assessment Management System.

## Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.
2. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
3. Receiving an extra day to complete the test is a designated support intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form. Students will only be permitted to test over two regularly scheduled, consecutive school days. Each day of testing must not extend beyond seven hours. TEA will provide additional guidance specific to scheduling extra day administrations with any approved Accommodation Request Form.
4. For students who take the braille test and require an extra day, refer to the General Instructions for Administering Braille Versions of State Assessments on the Accommodations Resources webpage. TEA approval is not required.
5. For grades 2–12 TELPAS, Extra Day only applies to the online and paper reading test and the online listening and speaking test. This designated support does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.

## Mathematics Scribe

TEA approval IS required.



### Description of Designated Support

This designated support allows a test administrator to record a student's dictated mathematics scratch work and computations when a disabling condition prevents the student from accomplishing this task independently.

### Assessments

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

- STAAR grades 3–8 mathematics, Algebra I, and Algebra II
- STAAR grades 5 and 8 science and Biology
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

### Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- ☐ routinely and effectively uses this designated support during classroom instruction and classroom testing,
- ☐ is unable to effectively use any accessibility features (e.g., various sizes or types of scratch paper/ another workspace) or locally approved designated supports (e.g., calculation aid) to address this need, and
- ☐ meets at least one of the following.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
  - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording scratch work and computations.

### Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision 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.

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or D in the Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

### 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. When a student uses a calculation aid as an allowable designated support or a required part of the test administration procedures, the test administrator may record intermediate steps.

### Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.
2. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
3. This designated support is intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form. TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to carry out this designated support. The role of the mathematics scribe is to record the student's dictated scratch work and computations exactly as the student indicates. A test administrator who serves as a mathematics scribe must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.
4. A mathematics scribe must be a trained test administrator who has signed a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
5. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.





# Instructional Strategies used in the classroom for RTI      Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Campus: \_\_\_\_\_ Teacher: \_\_\_\_\_

Adaptation of Materials	Strategy	Reading	Writing	Math	Science	Social Studies	Lunch	PE	Library
	Altered format of materials								
	Assignment notebook								
	Calculator								
	Colored Overlays								
	Highlighted materials								
	Outlines and study guides								
	Peer Notetaking								
	Peer to read materials								
	Study aids/manipulatives								
	Supplemental/high interest materials								
	Taped texts								
	Use of computer/Chromebook								
Adaptation of Environment	Minimize auditory distractions								
	One to one instruction								
	Preferential sitting								
	Reduce visual stimuli								
	Small group instruction								
	Study carrel								
	Use of a quiet area								
Adaptation of Assignments	Assistance in class discussions								
	Copy of notes								
	Emphasis on major points								
	Exemptions from reading before peers								
	Extra time for assignments								



# Instructional Strategies used in the classroom for RTI      Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Campus: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Strategy	Reading	Writing	Math	Science	Social Studies	Lunch	PE	Library
	Group projects								
	Hands-on projects								
	Individual contracts								
	Opportunity to respond orally								
	Prioritize assignments								
	Reduced Assignments (____%)								
	Taped assignment								
<b>Adaptation of Instruction</b>	Auditory aids								
	Check for understanding								
	Differentiated Instruction								
	Encourage participation								
	Extended wait time								
	Extra time for written response								
	Frequent and immediate feedback								
	Opportunity to repeat instructions								
	Opportunity to write instructions								
	Oral exams								
	Peer tutoring								
	Preview test questions								
	Provide opportunities for guided practice								
	Short instructions								
	Simplify vocabulary								
	Small group testing								

Please make sure to use a new form every school year to adjust, add or delete strategies. This is not an inclusive list. If you have others that you are using and are not identified here please list them.

**Instructional Strategies used in the classroom for RTI**      **Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **ID#:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

<b>Behavior Management</b>	<b>Strategy</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Lunch</b>	<b>PE</b>	<b>Library</b>
	Classroom rules consistently enforced								
	Clearly defined/consistent limits								
	Frequent contact								
	Frequent positive reinforcement								
	Ignore minor infractions								
	Implementation of behavior contract								
	Logical consequences								
	Model prosocial behavior								
	Opportunity to help teacher								
	Personal goal setting								
	Posted classroom rules								
	Private discussion regarding behavior								
	Promote time on task								
	Proximity control								
	Routines and daily schedule posted, taught and followed								
	Structured learning environment to assist student in attention and focus								
	Supervision during transition								
	Teacher and student frequent interaction								

Please make sure to use a new form every school year to adjust, add or delete strategies. This is not an inclusive list. If you have others that you are using and are not identified here please list them.

## Instructional Strategies used in the classroom for RTI

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Campus: \_\_\_\_\_ Teacher: \_\_\_\_\_

[illegible]

Please make sure to use a new form every school year to adjust, add or delete strategies. This is not an inclusive list. If you have others that you are using and are not identified here please list them.

