STAAR
State of Texas Assessments of Academic Readiness

STAAR Spanish
State of Texas Assessments of Academic Readiness —Spanish Version—

TELPAS
Texas English Language Proficiency Assessment System

SY 19-20

State

Assessment

Reference

Guide

San Antonio ISD
Testing Office
Fall 2019

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Table of Contents

The information in this reference guide is accurate as of October 1, 2019. It is the responsibility of the Campus Testing Coordinator and/or committee to ensure updates have not been made before making student decisions. Accommodation information can be found on TEA's Assessment website.

http://tea.texas.gov/accommodations/

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.

General Instructions for Transcribing the Griddable Questions Student Document

Introduction

The Transcribing Griddable Questions Student Document must be provided to students who are eligible for the Basic Transcribing designated support and do not use the answer document. These include (1) a student who uses large-print test materials and (2) a student who has a disabling condition that prevents him or her from independently and effectively recording responses in the bubbles on the answer document.

State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, and STAAR with Embedded Supports students are eligible for this transcribing. The Transcribing Griddable Questions Student Document apples to grades 3–8 mathematics, Algebra I, Algebra II, and grade 8 science assessments that include griddable questions. Refer to the Basic Transcribing policy document for more information.

Document Use

The student must enter his or her response to each griddable question onto the Transcribing Griddable Questions Student Document. This document helps make the student aware of the maximum number of boxes available for an answer, and the placement of the decimal point (if applicable), for griddable questions.

The test administrator or designated staff transcribes exactly what the student has entered for each griddable question from the student document onto the answer document. The numbers and decimal point (if applicable) must be entered onto the answer document in the same place as they appear on the student document.

Design of Student Document

Each grade/subject or course will have a unique student document with the applicable title. STAAR and STAAR Spanish are combined into one student document because the griddable questions are numbered the same across tests.

Each student document will have the grids numbered to correspond to the griddable questions on the answer document.

Full grids are provided (the top boxes to enter the numbers, as well as the bubbles to fill in underneath). The student may enter his or her answer into either the top boxes or the bubbles, or in both places if desired. If the student enters numbers into the top boxes but fills in different bubbles underneath, the test administrator should use the student's answer from the top boxes.

District/Campus Testing Coordinator and Test Administrator Responsibilities

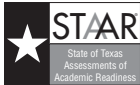Student documents are included with the large-print test materials shipped to districts.

Additional student documents are posted in the Help section on the STAAR Assessment Management System approximately two weeks prior to each test administration. Districts are responsible for printing, photocopying, and further enlarging documents as needed for other students who receive the Basic Transcribing designated support.

Districts and campuses must prepare prior to testing to ensure that the appropriate Transcribing Griddable Questions Student Documents are available to eligible students during testing. Note the applicable month of administration in the upper-right corner of each student document. All personnel who have access to secure test materials or who administer or assist in the administration of state assessments must be trained and sign a security oath. Information about this requirement and security oaths are available in the Security section of the *District and Campus Coordinator Resources.*

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.

Used and unused student documents must be destroyed after transcribing is complete.

Sample Transcribing Griddable Questions Student Document

Texas Education Agency
Student Assessment Division

138432-117969 • BT1019E25 • Printed in U.S.A.
816766

2019–2020
2 of 2

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.

Calculation Aids

TEA approval is NOT required.

Description of Designated Support

This designated support provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods.

Assessments

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

- STAAR grades 3–7 mathematics
- STAAR grade 5 science
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ receives Section 504 or special education services,
- ☐ routinely, independently, and effectively uses it during classroom instruction and classroom testing, and
- ☐ meets at least one of the following for the applicable grade.

Grades 3 and 4

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility

Grades 5 through 7

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility

features to address this need (e.g., magnifier).

- features to address this need (e.g., magnifier).
- The student has a 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.

Authority for Decision and Required Documentation

- 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, MC 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

This designated support may include **only**

- basic (i.e., four-function) handheld calculator or calculator application, including large-key or speech-output
- Basic Calculator available as an online embedded support on STAAR
- abacus or Cranmer modified abacus
- 0–9 addition grid without special numbers (e.g., even numbers) indicated
- grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated

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 use of a calculation aid as a designated support on STAAR should not replace the teaching of basic computation skills as outlined in the TEKS.
3. Calculators used by eligible students as a designated support must adhere to the "Additional Information About Calculators" section of the STAAR Calculator Policy in these *District and Campus Coordinator Resources*.

4. Calculators are a required part of standard test administration procedures for some state assessments. For more information, refer to the STAAR Calculator Policy in these *Coordinator Resources*. For these assessments, any calculation aid listed in the Examples/Types section may be provided, along with the required calculator, to a student who is receiving special education or Section 504 services.
5. For questions regarding the functions of a basic calculator, see the Basic Calculator tool in the STAAR Online Testing Platform. Beginning with the spring 2019 administration, Basic Calculator will be offered as a new embedded support on STAAR in the grades and subjects listed in the "Assessments" section of this document. Information about setting up online test sessions for students who are eligible for embedded supports can be found in the STAAR Assessment Management System User's Guide.
6. 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.

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Content and Language Supports

TEA approval is NOT required.

Description of Designated Support

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

Assessments

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

- STAAR
- STAAR Spanish

   NOTE: Not available for Algebra II and English III

Student Eligibility Criteria

A student may use this designated support if

- [ ] instructional and assessment decisions are made by a Section 504 committee, ARD committee, or an LPAC for an EL taking an English test.
- [ ] he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

NOTE: ELs taking STAAR Spanish may be eligible for content and language supports if the the section 504 or ARD committee determines eligibility

Authority for Decision and Required Documentation

- 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, there is no need for this designated support to be recorded on the answer document or in the Assessment Management System.

Examples/Types

This designated support is available **only** in an online administration as pop-ups, rollovers, prereading text, and supplementary materials.

Special Instructions/Considerations

1. Refer to the *Educator Guide to Accessibility within the STAAR Program* for more specific information about online features and supports. This guide is located on the Texas Education Agency's (TEA's) Accommodation Resources webpage.
2. Prior to participating in the STAAR online operational assessment, students and teachers should become familiar with the embedded supports and various tools that are provided in the online tests. There are several resources that can be accessed on TEA's website, including the STAAR online tutorials and released tests.
3. Information about setting up online test sessions for students who are eligible for embedded supports can be found in the *STAAR Assessment Management System User's Guide*.
4. 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 paper test booklet should include the rationale for any designated supports requiring TEA approval needed for the student. The paper administration request document can be found in these *District and Campus Coordinator Resources*.
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.
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.

Content and Language Supports Guidelines

These designated supports, in the form of pop-ups, rollovers, prereading text, and supplementary materials, are available on STAAR and STAAR Spanish online tests only (they are not available for Algebra II or English III). Although STAAR Spanish uses the same guidelines for Content and Language Supports as the English version of STAAR, some of the accommodations in the pop-ups and rollovers may not be identical due to linguistic differences.

Pop-ups:

- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- isolate specific information in a graphic or list that is referenced in the question
- define literary terms
- apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed
- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations
- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language

Rollovers:

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)
- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts

Prereads:

- offer text prior to the selection (for grades 3–8 reading, grades 4 and 7 writing, English I, and English II only)

Supplementary Materials:

- blank Punnett squares (Biology only)
- writing checklists (for grades 4 and 7 writing, English I, and English II only)

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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.

![TEA - Texas Education Agency]

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*.

General Instructions for Administering Large-Print State Assessments

Introduction

Large-print versions of State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, STAAR with Embedded Supports, STAAR Spanish with Embedded Supports, and Texas English Language Proficiency Assessment System (TELPAS) grades 2–12 reading tests are available to eligible students. The decision to provide a student with a large-print test booklet of STAAR or STAAR Spanish should be made in accordance with specific designated support policies available on the Accommodation Resources webpage. This set of instructions provides general information about how to administer the large-print version of the state assessments. District testing coordinators receive these instructions in the large-print kits. However, STAAR with Embedded Supports and TELPAS grades 2–12 reading are administered online. In rare circumstances, a paper administration may be approved by the Texas Education Agency (TEA) for a student for whom technology-based accommodations are not appropriate. In these circumstances, a large-print version of these tests will be available if noted in the request.

Test Materials

For STAAR and STAAR Spanish, large-print materials are shipped with the initial secure shipment for each administration. Districts can order large-print materials during the participation counts window.

For STAAR with Embedded Supports, STAAR Spanish with Embedded Supports, and TELPAS grades 2–12 reading tests, booklets are not included in the initial shipment. Once a paper request for these assessments is approved by TEA, the large-print materials will be shipped separately to the district.

Photocopying Large-Print Materials

The STAAR and TELPAS large-print test booklets are spiral-bound. The dimensions of the STAAR booklets are 11 inches by 17 inches and the dimensions of the TELPAS booklets are 11 inches by 14 inches. For a student with a visual impairment who requires printed materials in a size larger than the state-supplied large-print materials, a campus may photocopy secure test materials without submitting an Accommodation Request Form to TEA. There is no need to indicate on the answer document that this procedure was used; however, the following guidelines must be adhered to:

- The district must maintain test security and confidentiality when photocopying test materials. All standard test security policies and procedures must be followed. Refer to the *District and Campus Coordinator Resources*.
- Photocopying must be done within the district by a trained test administrator who has signed a security oath. Information about this requirement and security oaths is available in the Security section of the *Coordinator Resources*.
- Photocopying a subject-area test must be done on the day of that test. Previewing of test content (i.e., photocopying) is **NOT** allowed prior to the day a test is administered.
- The test booklet may not be taken apart for photocopying.

- If the mathematics test is enlarged, the state-supplied ruler (as part of the reference materials) must also be enlarged to the same degree to ensure that graphics that require the use of a ruler result in the intended measurement.
- The memory on the copier must be cleared after photocopying secure test booklets.
- All photocopies must be returned with the nonscorable shipment.

> Font and point sizes matrices for the non-braille and large-print assessments, as well as online assessments, are available on the Accommodation Resources webpage at http://tea.texas.gov/student.assessment/accommodations/.

Training

Districts should plan appropriately to ensure that individuals who are administering the large-print version of the assessments have received training in these procedures and special instructions prior to testing.

Campus testing coordinators are responsible for issuing the test materials to the appropriate test administrators. It is important that test administrators be given their test administration materials in time to prepare for testing, especially if additional accommodations are needed. Campus coordinators are also responsible for monitoring large-print test administrations to ensure that they are conducted, to the greatest extent possible, in the same manner as the administration of all other tests.

Student Response Procedures

The test administrator and the student should determine the best method for responding to the test questions based on what the student is most comfortable using. Review the Basic Transcribing designated support policy document for response mode options. Special consideration should be given to the type of paper that a student will need to generate a response for the written composition. The student's response in its entirety must fit onto the correct page on the answer document that contains 26 lines. Twenty-six lines of handwritten text is approximately 1,750 typed characters (not including spaces).

Students with a visual impairment may need to test in a separate setting in cases where their methods of response might distract other students. Any student responding verbally must receive an individual administration, which is an accessibility feature. This information can be found on the Accommodation Resources webpage.

In the large-print test booklets, the printing on a page is faintly visible through the page that precedes it. To reduce this show-through effect, a large colored sheet is provided with each large-print test. The test administrator should instruct the student to insert this sheet behind the page on which he or she is working. If a student chooses to mark answers on the large-print test, it is essential that the marks do not bleed through to such a degree that the student is unable to respond to subsequent test items.

For students taking a large-print mathematics or science assessment, a separate sheet for students to record their answers to griddable questions is included with large-print materials. The Transcribing Griddable Questions Student Document applies to

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

A Transcribing Griddable Questions Student Document must be provided to each student who does not use his or her answer document so that the student is aware of the maximum number of boxes available for an answer to a griddable question. This separate sheet must be used when the test administrator transcribes the student's responses onto the answer document. The sheet must be destroyed after testing.

Student Materials and Designated Supports

All materials and equipment needed by the student, including designated supports, should be furnished before testing begins. Refer to each specific policy document for student eligibility criteria and special instructions.

If a student needs a support not described on the Accommodations Resources webpage, a request for an Other designated support may be submitted to TEA.

Students Requiring More Time to Complete Testing

Students with visual impairments who take a large-print test may require considerably more time to complete the test than students without a visual impairment. If the student typically requires more time than is allotted for testing, refer to the Extra Time and Extra Day policy documents on the Accommodation Resources webpage.

Transcribing

Student responses for all large-print tests must be transferred to the student's answer document or in the online testing system for TELPAS grades 2–12 reading tests. If this is not done, the student's test cannot be scored. Refer to the Basic Transcribing policy document on the Accommodation Resources webpage for more information. If the student has a TEA-approved request for Complex Transcribing, guidelines for this type of administration will be provided.

An answer document is provided with paper-based large-print tests. For STAAR, STAAR Spanish, STAAR with Embedded Supports, and STAAR Spanish with Embedded Supports paper administrations, student responses must be recorded on the paper answer document provided. The instructions for completing the student identification information and the FOR SCHOOL USE ONLY section of the answer document can be found in the appropriate test administrator manual.

Transcribing may be done by the test administrator during or after testing. The student's responses should be transcribed as follows:

- Transcribe the student's responses onto the answer document exactly as indicated by the student.
- Write "Transcribed by (NAME) because student used the large-print version" at the top of the answer document on the page where the student identification information is located.
- All transcriptions must be done in No. 2 pencil.

If TEA-allowed or TEA-approved technology-based accommodations (e.g., word processor, speech-to-text) 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. The technology guidelines for state assessments can be found on the Accommodation Resources webpage.

For STAAR, the large-print (LP) bubble must be marked in the ACCOMM. field on the student's answer document. If a student had access to other designated supports (e.g., Basic Transcribing) in addition to taking the large-print test, the corresponding bubble(s) should also be marked in this field. This information can be found in the *Coordinator Resources.*

For TELPAS grades 2–12 reading paper administrations, the student's responses should be indicated in the test booklet. The test administrator must transcribe student responses into the online testing system and indicate that the student used the large-print designated support. If a student had access to other accommodations in addition to taking the large-print test, those should be indicated as well. For more information on completing these steps, see the appropriate administration guide or paper supplement*.*

Returning Materials

All large-print materials, including handwritten or typed responses, must be returned to the district coordinator. All answer documents onto which students' responses have been transcribed should be returned in the shipment of scorable materials. The answer documents for students taking the large-print versions of the tests will be processed in the same manner as all other answer documents.

The large-print booklets should be returned in the nonscorable shipment. Any typed or handwritten responses on scratch paper that include student notes, answers to multiple-choice questions, and responses to written compositions must be destroyed after testing. For additional information about what to return in the nonscorable shipment, refer to the *Coordinator Resources.*

> Contact TEA's Student Assessment Division at 512-463-9536 if you have any questions regarding the administration of large-print tests.

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Student Assessment Division

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2019–2020
4 of 4

28

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/.
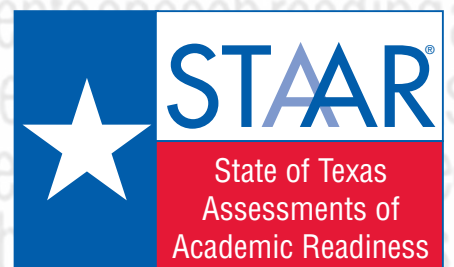
<div style="background-color: orange;">

Special Instructions/Considerations
</div>

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.

2019–2020
Oral/Signed Administration Guidelines

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Assessments of
Academic Readiness

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Contents

Guidelines for Reading and Writing

Guidelines for Science

Guidelines for Social Studies

Examples

Introduction

For the State of Texas Assessments of Academic Readiness (STAAR®) program, every test administrator reading aloud secure test content must be trained on the guidelines in this document. This ensures that various types of test questions and answers are read aloud in a standardized manner.

This document specifically addresses the administration of assessments to students who meet the eligibility requirements for an oral/signed administration. Additionally, information in this document also applies to the following administration.

- STAAR with Embedded Supports
  - The test administrator may provide reading support to a student receiving a paper administration.
  - The test administrator may provide a signed administration of the test for deaf and hard-of-hearing students who cannot access the text-to-speech function.
  - The test administrator may read required reference materials and allowable accommodations for all students.

The campus testing coordinator will provide training in the procedures specific to orally administering test content as outlined in these guidelines. When applicable, the following documents should also be reviewed:

- the Oral/Signed Administration designated support policy document
- the paper administration guides for STAAR with Embedded Supports
- the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing

Ensure That the Same Test Form Is Used

- When orally administering all test questions and answer choices throughout a paper assessment where there is more than one test form available, **the test administrator must have a test booklet with the same form number as the students.** Campus coordinators are responsible for distributing test booklets with the same form number.

    - For STAAR and STAAR Spanish, form 01 is the overage in all shipments. This is the form most frequently used for oral administration groupings; however, any form number may be used as long as the test administrator and student(s) have the same form number.

    - For paper versions of STAAR with Embedded Supports and STAAR Spanish with Embedded Supports, there is only one form. Therefore, the test administrator and the students will automatically have the same form.

- When orally administering parts of test questions or answer choices at a student's request on a paper assessment for administrations where there are more than one test forms available, it is acceptable to read over the student's shoulder. However, if the test administrator reads out of a separate test booklet, the test administrator must have a test booklet with the same form number as the student's.

- When orally administering a braille assessment, the test administrator should use the ink-print test booklet that is included with the braille materials. Test administrators must also refer to the specific braille instructions provided in the braille materials. The specific braille instructions provide information about how a particular braille assessment differs from the print version, including information about test questions that have been altered, replaced, or omitted to ensure that the assessment is accessible to students who read braille. More information can be found in the General Instructions for Administering Braille State Assessments document located on the TEA's Accommodation Resources webpage.

Accommodation Resources

Ensure Test Security

- All security measures outlined in the STAAR test administrator manuals must be followed.
- Any type of oral administration in which the test administrator has permission to view a secure state assessment requires that the test administrator complete the appropriate part of the test security oath.
- Responding to test questions, making notes about test questions or making copies of any test questions, and discussing the content of the assessment at any time with anyone are prohibited. In addition, test administrators may not write in a test booklet.
- Test administrators must not rephrase, clarify, or interpret any test content for students.
- Unauthorized verbal and nonverbal assistance may not be provided to students.

Grouping Students for a Test Administration

- An assessment may be orally administered to a small group provided that every student in the small group is eligible for an oral administration. It is the responsibility of district and campus personnel to determine the most appropriate way to group students in order to provide a proper test administration.
- Test administrators must be made aware of the reading needs of the student as well as any requirements that are documented in the student's paperwork. This includes, if applicable to the oral administration, understanding the level of the student's reading support and whether that level of reading support can change during testing, based on the documentation in the student's paperwork. This type of information may help the campus coordinator determine the most appropriate way to group students in order to provide a proper test administration.
- When reading aloud test content, the test administrator may wait to read aloud the next question and answer choices until all students are ready. Test administrators may also walk around the room and quietly read aloud the questions and answer choices to students at their own pace.
- A student who receives an oral administration may complete the assessment in a separate setting to eliminate distractions to other students and to ensure confidentiality of the test.

Test Administration

- Depending on the content area, test administrators may read aloud all or only certain parts of a state assessment.
  - **Mathematics, science, and social studies:** The entire mathematics, science, and social studies assessments may be read aloud to a student.
  - **Reading:** For reading assessments (including the reading section of English I, English II, and English III), only the questions and answer choices may be read aloud. **The reading selections may NEVER be read aloud to a student.**
  - **Writing:** No part of the **editing** selections, test questions, and answer choices in a writing assessment (including the writing section of English I, English II, and English III) may be read aloud unless otherwise specified by TEA. However, the **revising** selections, questions, answer choices, and embedded supports may be read aloud to a student on a writing test (including the writing section of English I, English II, and English III). Additionally, reading aloud the expository or persuasive writing prompt is an accessibility feature allowable for any student who requests this assistance.

    The "EDITING" and "REVISING" sections are separated by cover pages for easy identification. Beginning in spring 2020, footers on each page of the test booklet will also help separate these sections.

- Test administrators may read aloud supplementary materials.
  - Required reference materials may be read aloud to students eligible for an oral administration. This includes the dictionary during reading and writing assessments, as well as the state-supplied mathematics and science reference materials.
  - Allowable designated supports may be read aloud to students eligible for an oral administration (including any supplemental aids).

- It is important to understand what constitutes a test question. A test administrator must understand that any part of the test question may be read aloud. This applies to words in the questions and the answer choices, including words in graphics (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture) and boxed text pulled directly from a selection.
  - If a student needs all of the test questions read aloud, the test questions must be read aloud in the order they are presented. For reading assessments, the student must independently read the selection first, and then the test administrator may read aloud each test question in the order presented. If a student is working through the assessment independently, requesting only certain words, phrases, or sentences to be read aloud at various times, the test administrator will read aloud what the student requests when he or she requests it. No particular order must be followed.
  - Test administrators may read aloud any word, phrase, or sentence in the test questions and answer choices as many times as requested by the student. At the end of the assessment, the test administrator may go back to reread any question and its answer choices at a student's request.

- Test administrators must be familiar with content-specific terms and symbols associated with the subject-area assessment. This will ensure that the assessment is administered accurately.
- Test administrators must keep their voice inflection neutral; however, individual words that are boldfaced or printed entirely in capital letters must be emphasized. Words that are italicized must be emphasized unless the text is taken verbatim from a reading or writing selection (e.g., quotation, caption, stage directions).

Oral Administration Code on Answer Document

After testing, mark "OA" under the Accommodations (ACCOMM.) field of the answer document.

Guidelines for Reading Aloud Various Types of Test Questions

The guidelines and examples in this document reflect content tested on a STAAR assessment from various grade levels and subject areas. Not every type of test question is addressed. Test administrators are allowed to generalize from these guidelines and examples when reading aloud other types of test questions.

Additional guidelines for signing test content to a student who is deaf or hard of hearing are provided in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document located on the TEA's Accommodation Resources webpage.

Accommodation
Resources

Guidelines for Mathematics

Abbreviations

- Most abbreviations may be read aloud as the word or words they represent. These may be read aloud in either singular or plural form, as appropriate.

    Examples:

    > *Fri.* may be read aloud as "Friday."
    > *0.5 cm* may be read aloud as "zero point five centimeter."

- Initialisms and acronyms may be read aloud as letters or words according to customary usage. Supplying the words represented by the letters is **NOT** allowed.

    Examples:

    > *SAS postulate* may be read aloud as "S-A-S postulate."
    > *2:00 P.M.* may be read aloud as "two P-M."
    > *NASA* may be read aloud as "nasa."

Algebraic Expressions/Equations

- The variables in algebraic expressions/equations in test questions, answer choices, or the reference materials may be read aloud as the letter, not as the word, it represents. In addition, the mathematical operation may be read aloud if the symbol is present.

    Examples:

    > $V = \pi r^2 h$ may be read aloud as "V equals pi r squared h."
    > $c \cdot d = k$ may be read aloud as "c times d equals k."

Other Equations

- Many equations may be read aloud in the same way as they are read aloud in the classroom.

    Example:

    > $3 + 17 = 20$ may be read aloud as "three plus seventeen equals twenty."
    > $m\angle ABC = m\angle CBD$ may be read aloud as "the measure of angle A-B-C equals the measure of angle C-B-D."

    Exceptions to this guideline exist when reading the equation could aid the student in finding the correct answer (e.g., in an arithmetic sequence).

    Example:

    > $x = 1, 2, 3, \ldots$ may be read aloud as "x equals the values shown."

Geometric Symbols

- Geometric symbols may be read aloud in the same way as they are read aloud in the classroom.

    Examples:

    $\Delta D'E'F'$ may be read aloud as "triangle D-prime-E-prime-F-prime."

    $m\angle LMN$ may be read aloud as "the measure of angle L-M-N."

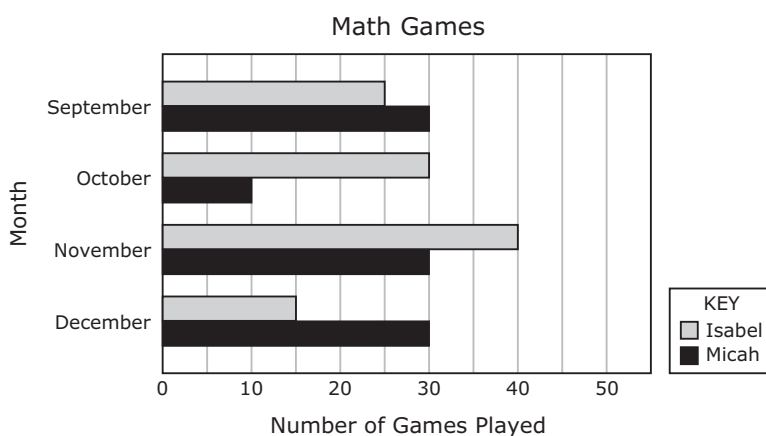 $\overset{\frown}{ABC}$ may be read aloud as "arc A-B-C."

    $\overline{AB}$ may be read aloud as "line segment A-B."

    πr^2 may be read aloud as "pi r squared."

Graphics

- Most words and numbers in graphics may be read aloud. However, interpreting the graphic is **NOT** allowed.

Bar Graphs

Math Games

Titles and labels may be read aloud. Numbers on axis are **NOT** read.

Words in key may be read aloud.

Clock Faces
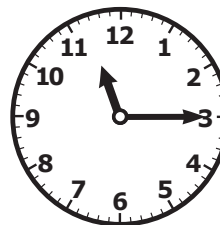
Clock faces (digital or analog) may **NOT** be read aloud.

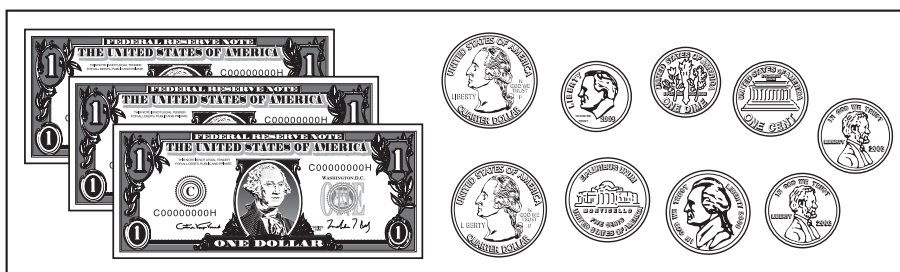Labels may be read aloud.

Coordinate Grids/Graphs
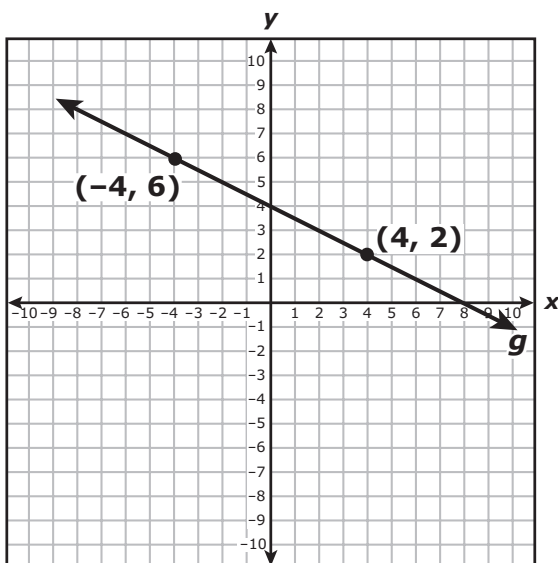
Point, line, and axis labels may be read aloud.

Numbers on axis lines are **NOT** read.

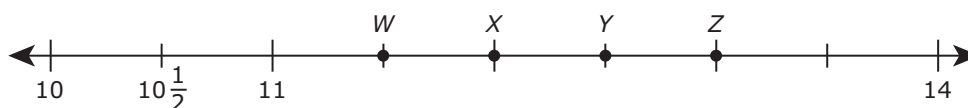## *Diagrams*
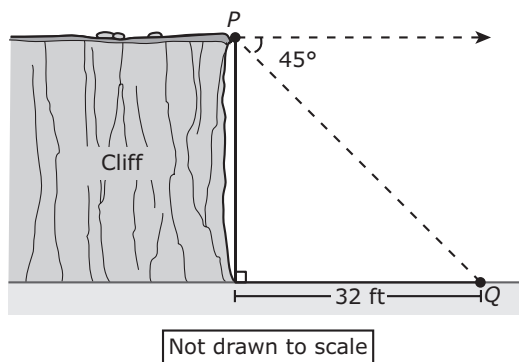
Labels, numbers, and boxed text may be read aloud.

Money

Words and numbers on images of money may **NOT** be read aloud.

49

Number Lines

Letters and numbers may be read aloud.

Pictographs

Matter Being Tested

Title and categories may be read aloud.

Liquid	🧪 🧪 🧪 🧪 🧪
Solid	🧪 🧪 🧪 🧪
Gas	🧪

Symbols may be read aloud as "symbol." They may **NOT** be described or interpreted.

Each 🧪 represents 5 samples.

Number Lists

- Most number lists within a line of text or within answer choices may be read aloud. Exceptions to this guideline exist when reading the number list could aid the student in finding the correct answer (e.g., ordering numbers). In these cases, the number list may be read aloud as individual digits.

Numerical Expressions

- Most numerical expressions may be read aloud in the same way as they are read aloud in the classroom—as words or phrases rather than as individual digits.

  Examples:

  483 may be read aloud as "four hundred eighty-three."
  –16 may be read aloud as "negative sixteen."
  30 – 16 may be read aloud as "thirty minus sixteen."
  $\sqrt{2}$ may be read aloud as "the square root of two."

  Exceptions to this guideline exist when reading the numerical expression could aid the student in finding the correct answer (e.g., identifying place value). In these cases, the numerical expressions may be read aloud as individual digits.

  Example:

  What is another way to write 268? may be read aloud as "What is another way to write two-six-eight?"

Numerical Expressions (continued)

Dashes

- When a dash appears between two numbers, it may be read aloud as "to" or "through" depending on the context.

Dates

- Numbers appearing in dates may be read aloud as phrases rather than individual digits.

    Example:

    > *June 16, 1978* may be read aloud as "June sixteenth nineteen seventy-eight."

Decimals

- Decimals in numbers may be read aloud as "point."

    Examples:

    > *3.5 m* may be read aloud as "three point five meters."
    > *0.178* may be read aloud as "zero point one seven eight."

Exponents

- Exponents to the second or third power may be read aloud as "squared" or "cubed." If the power is greater than 3, the exponent may be read aloud as "to the nth power."

    Examples:

    > *3 m²* may be read aloud as "three meters squared."
    > *y^5* may be read aloud as "y to the fifth."

Fractions

- In general, fractions may be read aloud as "[expression] over [expression]."

    Examples:

    > $\dfrac{3}{7}$ may be read aloud as "three over seven."

    > $\dfrac{3x - 5}{7}$ may be read aloud as "three x minus five over seven."

    > $3\dfrac{1}{4}$ may be read aloud as "three and one over four."

Functional Notation

- When a function symbol such as *f( )* appears, it may be read aloud as "f of…."

    Examples:

    > *f(x)* may be read aloud as "f of x."
    > *g(–2)* may be read aloud as "g of negative two."

Numerical Expressions (continued)

Money

- Most monetary expressions may be read aloud in terms of the appropriate denominations.

  Examples:

  > *$0.57* may be read aloud as "fifty-seven cents."
  > *$2.50* may be read aloud as "two dollars and fifty cents."

  Exceptions to this guideline exist when reading the monetary expression could aid the student in finding the correct answer (e.g., identifying the value of money). In these cases, the monetary expressions may be read aloud as individual digits.

  Example:

  > *$14.50* may be read as "one four point five zero dollars."

Ordered Pairs

- In an ordered pair, the coordinates may be read aloud as individual numbers without the parentheses or comma.

  Example:

  > *(-2, 1)* may be read aloud as "negative two [pause] one."

Parentheses and Brackets

- Parentheses and brackets in numerical expressions may **NOT** be read aloud; however, it would be appropriate to pause for these symbols.

  Example:

  > *8 - (3 × 2)* may be read aloud as "eight minus [pause] three times two."

Ratios

- A ratio symbol (:) may be read aloud as "to."

  Examples:

  > *1:2* may be read aloud as "one to two."
  > *3:5:9* may be read aloud as "three to five to nine."

Roman Numerals

- Roman numerals may be read aloud as the numbers they represent.

  Example:

  > *Quadrant II* may be read aloud as "quadrant two."

Set Notation and Interval Notation

- Set Notation may **NOT** be read aloud; however, individual numbers and variables within the notation may be read aloud.

  Example:

  > *{y | - 4 < y < 4}* may be read as "y [pause] negative four symbol y symbol four"

Numerical Expressions (continued)

- Interval Notation may **NOT** be read aloud; however, individual numbers within the notation may be read aloud.

    Example:

    (-6, 2) and *(-2, 10)* may be read as "negative six", "two", "negative two", "ten"

Subscripts

- Subscripts used with variables may be read aloud as numbers.

    Example:

    $x_1 + x_2$ may be read aloud as "x one plus x two."

Symbols

- Many mathematical symbols may be read aloud as the word or words they commonly represent except in cases where that may aid the student in getting the correct answer. The table shows how some common symbols may be read aloud.

Symbol	Read aloud as...
$+$	plus
$-$	minus
$\times$	times
$\div$	divided by
$=$	equals
$\sqrt{}$	the square root of
$\sim$	is similar to
$\approx$	is approximately equal to
$\cong$	is congruent to
$^\circ$	degree(s)
$\%$	percent, percentage, or percentile (depending on context)
∞	infinity
$\lvert\ \rvert$	the absolute value of
$<$	symbol
$>$	symbol
$\leq$	symbol
$\geq$	symbol

Guidelines for Reading and Writing

It is important to note that reading aloud **reading** selections is **NOT** allowed. Also, no part of any **editing** selection, test question, or answer choice in a writing assessment may be read aloud to a student. The guidelines in this section should be followed when reading aloud expository and persuasive writing prompts and when reading aloud revising selections, test questions and answer choices.

Abbreviations

■ Most abbreviations may be read aloud as the word or words they represent. These may be read aloud in either singular or plural form, as appropriate.

Examples:

Mr. may be read aloud as "Mister."
e.g. may be read aloud as "for example."
adv may be read aloud as "adverb."

■ Initialisms and acronyms may be read aloud as letters or words according to customary usage. Supplying the words represented by the letters is **NOT** allowed.

Examples:

U.S. may be read aloud as "U-S."
2:30 P.M. may be read aloud as "two thirty P-M."
NASA may be read aloud as "nasa."

Numbers

■ Most numbers may be read aloud in the same way as they are read aloud in the classroom.

Examples:
35°F may be read aloud as "thirty-five degrees Fahrenheit."
$2.50 may be read aloud as "two dollars and fifty cents."

■ Numbers appearing in dates may be read aloud as phrases rather than individual digits.

Example:
June 16, 1978 may be read aloud as "June sixteenth nineteen seventy-eight."

■ The numbers in dictionary entries are read as "one," "two," etc., with no special emphasis.

Direction Lines and Prereading Text

- Although reading selections and editing passages may **NOT** be read aloud, all direction lines that accompany reading and editing passages may be read aloud. Revising introductory paragraphs can also be read aloud. Students who receive oral administration support and content and language support will have a preread before a reading selection or editing passage. This text may be read aloud to the student.

    Direction lines example:

    Read the selection and choose the best answer to each question may be read aloud.

    Introductory paragraph example:

    Maggie wrote this paper in response to a class assignment. Read the paper and think about any revisions Maggie should make. when you finish reading, answer the questions that follow.

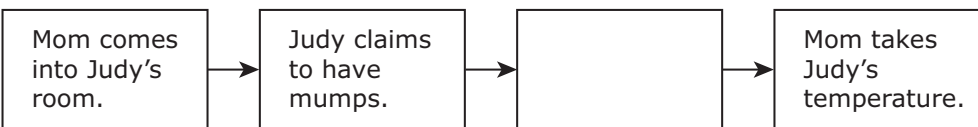   Editing preread example:

    Visit Austin

    Claire is proud of where she lives. She wrote a paper to persuade others to visit the many attractions, or things to do, in her hometown of Austin, Texas. Claire believes people should visit the Texas Capitol and walk through the huge round room called the Rotunda. At the Bob Bullock Texas State History Museum, a visitor can marvel at, or admire, the postcard wall, three floors of exhibits, or displays, and see artifacts from a 300-year-old shipwreck. Claire also tells visitors to experience the world's largest colony of Mexican freetail bats that live under the Ann W. Richards Congress Avenue Bridge and fly out just after sunset. It is a spectacular event to see. The bat colony is the largest urban, or city, bat colony in the world.

    Read Claire's paper and look for corrections she needs to make. Then answer the questions that follow.

Graphics

- Most words and numbers in graphics may be read aloud. However, interpreting the graphic is **NOT** allowed.

Diagrams

| Mom comes into Judy's room. | → | Judy claims to have mumps. | → | | → | Mom takes Judy's temperature. |

All words may be read aloud.

It is **NOT** allowable to indicate what the arrow symbol represents.

Story Maps

```
┌────────────────────────────────────┐
│              Story Map             │
│                                    │
│   Title:   "THE NEW ZOO"           │
│           ──────────────────────   │
│                                    │
│                                    │
│   Who:     George                  │
│           ──────────────────────   │
│            Liza                    │
│           ──────────────────────   │
│            The children's mother   │
│           ──────────────────────   │
│                                    │
│                                    │
│   Where:  ┌──────────────────┐     │
│           │                  │     │
│           │                  │     │
│           │                  │     │
│           └──────────────────┘     │
│                                    │
└────────────────────────────────────┘
```

Heading and other words may be read aloud.

Verbatim Text

- Questions and answer choices that include text taken verbatim from a reading selection (e.g., quotation, caption, stage directions) may be read aloud in their entirety. Italicized text should be given no special emphasis; however, words in boldface may be read aloud with emphasis.

- For writing, text may be read aloud in its entirety for revising passages. This includes introductory paragraphs, test questions and answer choices. While reading the passage, voice inflection must be kept neutral. Italicized text should be given no special emphasis; however, words in boldface may be read aloud with emphasis. Numbers before sentences in the revising passage are not read aloud.

Reading example:

> *Brody grinned because he knew that the team—which he had actually led—had successfully completed its task.*

MIKE: [*Nods eagerly.*] My dad was taking me to Ranger Scouts last night, and the traffic was bad.

[*Carl gives him an annoyed look.*]

All words may be read aloud.

Writing example:

> ### Investigating the Sneeze
>
> (1) It has happened to everyone. (2) You begin to feel a strange, itchy sensation in your nose, and before you know it . . . *aaaa-CHOO!* (3) You have sneezed. (4) Sneezing is an interesting process.

Guidelines for Science

Abbreviations

- Most abbreviations may be read aloud as the word or words they represent. These may be read aloud in either singular or plural form, as appropriate.

    Examples:

    Dec. may be read aloud as "December."

    MHz may be read aloud as "megahertz."

    5°C may be read aloud as "five degrees Celsius."

    g/cm³ may be read aloud as "grams per centimeters cubed."

- Initialisms and acronyms may be read aloud as letters or words according to customary usage. Supplying the words represented by the letters is **NOT** allowed.

    Examples:

    U.S. may be read aloud as "U-S."

    AIDS may be read aloud as "aids."

Equations and Scientific Expressions

- Most equations, formulas, and scientific expressions may be read aloud in the same way as they are read aloud in the classroom.

Capital and Lowercase Letters

- Capital and lowercase letters in chemical formulas should be read aloud without distinction.

    Example:

    HCl may be read aloud as "H-C-L."

- Capital and lowercase letters in genotypes should be read aloud with distinction as shown.

    Example:

    Genotype Rr may be read aloud as "genotype big-R little-r."

Chemical Elements and Compounds

- Symbols for elements and formulas for compounds may be read aloud as letters and numbers without distinctions or breaks. They may **NOT** be read aloud as the names of the elements or compounds.

    Examples:

    Ag may be read aloud as "A-G."

    $C_6H_{12}O_6$ may be read aloud as "C-six-H-twelve-O-six."

Equations and Scientific Expressions (continued)
Chemical Equations

- Chemical equations may be read aloud as letters and numbers. Phase indicators such as *(aq)* may be read aloud as letters. The plus symbol may be read aloud as "plus." The arrow symbol may be read aloud as either "arrow" or "symbol."

     Example:

     $Al_2(SO_4)_3(aq) + 3Ca(OH)_2(aq) \rightarrow 3CaSO_4(s) + 2Al(OH)_3(s)$ may be read aloud as "A-L-two-S-O-four-three-A-Q-plus-three-C-A-O-H-two-A-Q-symbol-three-C-A-S-O-four-S-plus-two-A-L-O-H-three-S."

Scientific Names

- Scientific (genus/species) names may be read aloud exactly as written.

     Examples:

     Salmonella enterica may be read aloud as "Salmonella enterica."
     S. enterica may be read aloud as "S-enterica."

Graphics

- Most words and numbers in graphics may be read aloud. However, interpreting the graphic is **NOT** allowed.
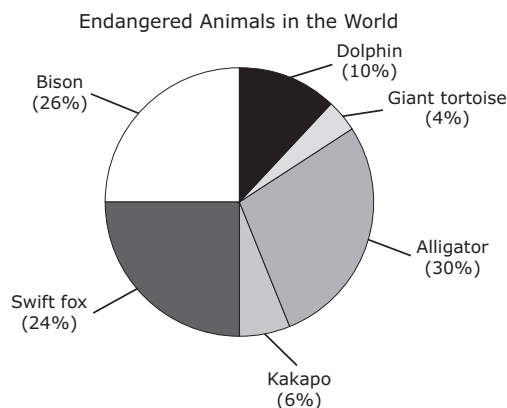
Bar Graphs

City Weather
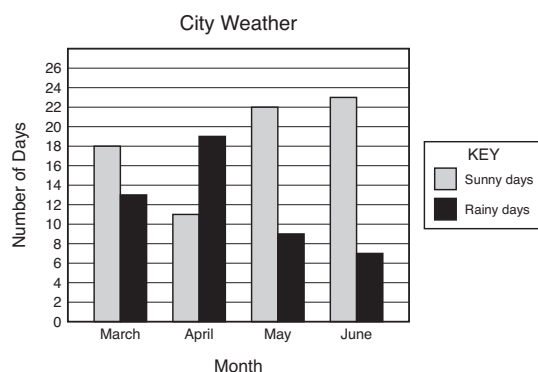
Titles and labels may be read aloud. Numbers on axis are **NOT** read.
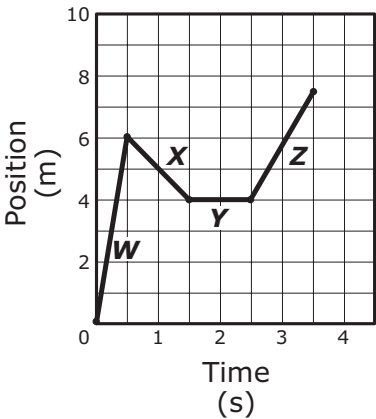
Words in key may be read aloud.

Circle Graphs

Endangered Animals in the World

Title, labels, and percents may be read aloud.

Codon Charts

Second Letter				
	U	**C**	**A**	**G**
U Phenylalanine	Serine	Tyrosine	Cysteine	**U**
Phenylalanine	Serine	Tyrosine	Cysteine	**C**
Leucine	Serine	(STOP)	(STOP)	**A**
Leucine	Serine	(STOP)	Tryptophan	**G**
C Leucine	Proline	Histidine	Arginine	**U**
Leucine	Proline	Histidine	Arginine	**C**
Leucine	Proline	Glutamine	Arginine	**A**
Leucine	Proline	Glutamine	Arginine	**G**
A Isoleucine	Threonine	Asparagine	Serine	**U**
Isoleucine	Threonine	Asparagine	Serine	**C**
Isoleucine	Threonine	Lysine	Arginine	**A**
Methionine (START)	Threonine	Lysine	Arginine	**G**
G Valine	Alanine	Aspartate	Glycine	**U**
Valine	Alanine	Aspartate	Glycine	**C**
Valine	Alanine	Glutamate	Glycine	**A**
Valine	Alanine	Glutamate	Glycine	**G**

(First Letter on left axis; Third Letter on right axis)
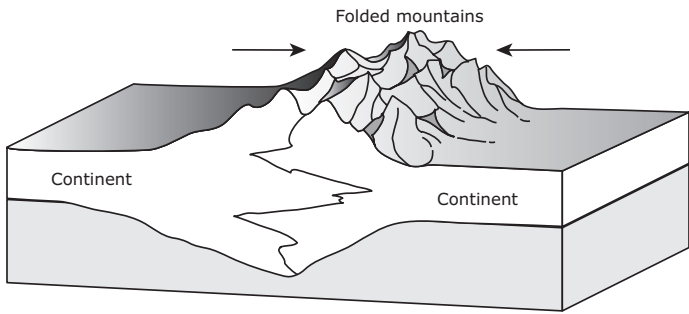
Letters and words may be read aloud.

Coordinate Grids/Graphs

Labels, numbers, and letters may be read aloud.

Numbers on axis lines are **NOT** read.

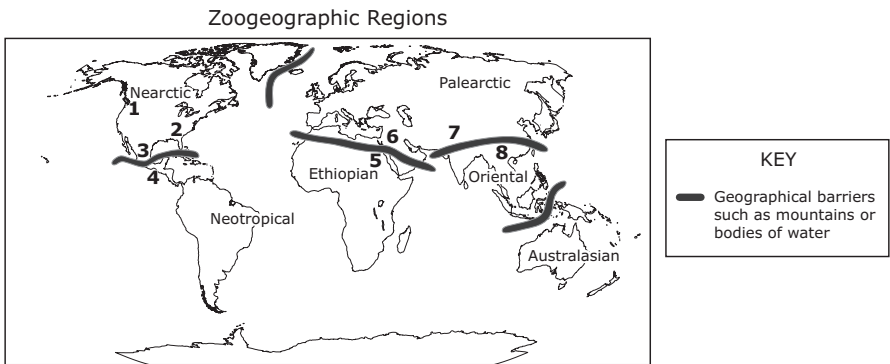Abbreviations may be read aloud as the words they represent.

Diagrams

Folded mountains

Continent

Continent

It is **NOT** allowable to indicate what the arrow symbol represents.

All labels may be read aloud.

Graphics (continued)

Maps

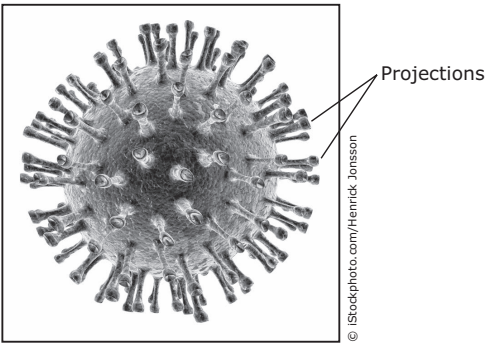Zoogeographic Regions

Title, labels, and numbers may be read aloud.

KEY
━━━ Geographical barriers such as mountains or bodies of water

Words in key may be read aloud.

Photographs With Labels

Projections

© iStockphoto.com/Henrick Jonsson

Labels may be read aloud.

Tables

Toy Cars

Toy Car	Mass (kg)	Acceleration (m/s^2)
1	0.19	2.0
2	0.15	3.0
3	0.25	1.5
4	0.21	2.5

Title, headings, and numbers may be read aloud.

Abbreviations may be read aloud as the words they represent.

Numerical Expressions

- Numerical expressions may be read aloud in the same way as they are read aloud in the classroom—as words or phrases rather than as individual digits.

Dashes

- When a dash appears between two numbers, it may be read aloud as "to" or "through" depending on the context.

Numerical Expressions (continued)

Dates

■ Numbers appearing in dates may be read aloud as phrases rather than individual digits.

> Example:
>
> > *June 16, 1978* may be read aloud as "June sixteenth nineteen seventy-eight."

Decimals

■ Decimals in numbers may be read aloud as "point."

> Example:
>
> > *3.5 m* may be read aloud as "three point five meters."

Degrees

■ The degree symbol (°) may be read aloud as "degrees," and numbers with the symbol may be read aloud in the same way as they are read aloud in the classroom.

> Example:
>
> > *35°C* may be read aloud as "thirty-five degrees Celsius."

Exponents

■ Exponents to the second or third power may be read aloud as "squared" or "cubed." If the power is greater than 3, the exponent may be read aloud as "to the nth power."

> Examples:
>
> > *3 m/s^2* may be read aloud as "three meters per second squared."
> >
> > *4.1 $\times$ 10^5* may be read aloud as "four point one times ten to the fifth."

Percents

■ The percent symbol (%) may be read aloud as "percent," and numerals with the symbol may be read aloud in the same way as they are read aloud in the classroom.

> Examples:
>
> > *48%* may be read aloud as "forty-eight percent."
> >
> > *7.5%* may be read aloud as "seven point five percent."
> >
> > *0.23%* may be read aloud as "zero point two three percent."

Roman Numerals

■ Roman numerals may be read aloud as the numbers they represent.

> Example:
>
> > *Statements I and II* may be read aloud as "statements one and two."

Guidelines for Social Studies

Abbreviations

- Most abbreviations may be read aloud as the word or words they represent. These may be read aloud in either singular or plural form, as appropriate.

    Examples:

    Dr. may be read aloud as "doctor."

    c. 1450 may be read aloud as "circa fourteen fifty."

    Marbury v. *Madison* may be read aloud as "Marbury versus Madison."

- Initialisms and acronyms may be read aloud as letters or words according to customary usage. Supplying the words represented by the letters is **NOT** allowed.

    Examples:

    U.S. may be read aloud as "U-S."

    NAFTA may be read aloud as "nafta."

    NATO may be read aloud as "nato."

    NAACP may be read aloud as "N-double A-C-P."

Dates

- *B.C.* and *A.D.*, or similar designations that appear in a date, may be read aloud as letters.

    Example:

    500 B.C. may be read aloud as "Five hundred B-C."

- Numbers appearing in dates may be read aloud as phrases rather than individual digits.

    Example:

    June 16, 1978 may be read aloud as "June sixteenth nineteen seventy-eight."

- Dashes appearing between two dates may be read aloud as "to" or "through" depending on the context.

    Example:

    1960 - 1968 may be read aloud as "nineteen sixty to nineteen sixty-eight" or as "nineteen sixty through nineteen sixty-eight."

Decimals

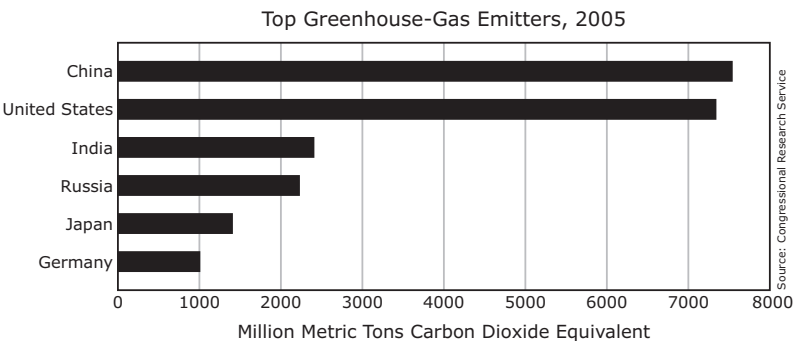- Decimals in numbers may be read aloud as "point."

    Example:

    3.5 million people may be read aloud as "three point five million people."
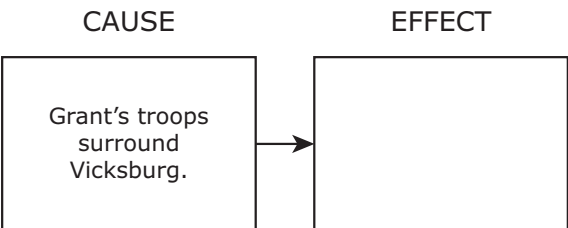
Graphics

- Most words and numbers in graphics may be read aloud. However, interpreting the graphic is **NOT** allowed.

Bar Graphs

Top Greenhouse-Gas Emitters, 2005

China

United States

India

Russia

Japan

Germany

0   1000   2000   3000   4000   5000   6000   7000   8000

Million Metric Tons Carbon Dioxide Equivalent

Source: Congressional Research Service

Titles and labels may be read aloud. Numbers on axis are **NOT** read.

Cause/Effect

CAUSE

EFFECT

Grant's troops surround Vicksburg.

Headings and other words may be read aloud.

It is **NOT** allowable to indicate what the arrow symbol represents.

Circle Graphs

Energy Sources

Wind (6%)

Solar (3%)

Oil (58%)

Coal (16%)

Natural Gas (17%)
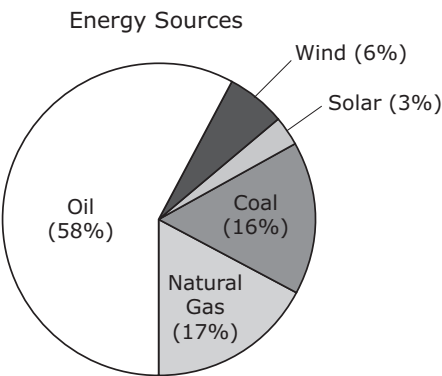
Title, labels, and percents may be read aloud.

Diagrams
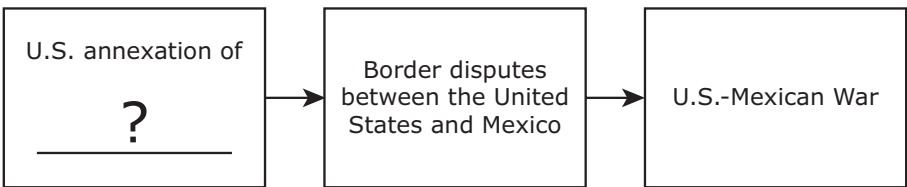
U.S. annexation of _____?

Border disputes between the United States and Mexico

U.S.-Mexican War

All words may be read aloud.

It is **NOT** allowable to indicate what the arrow symbol represents.
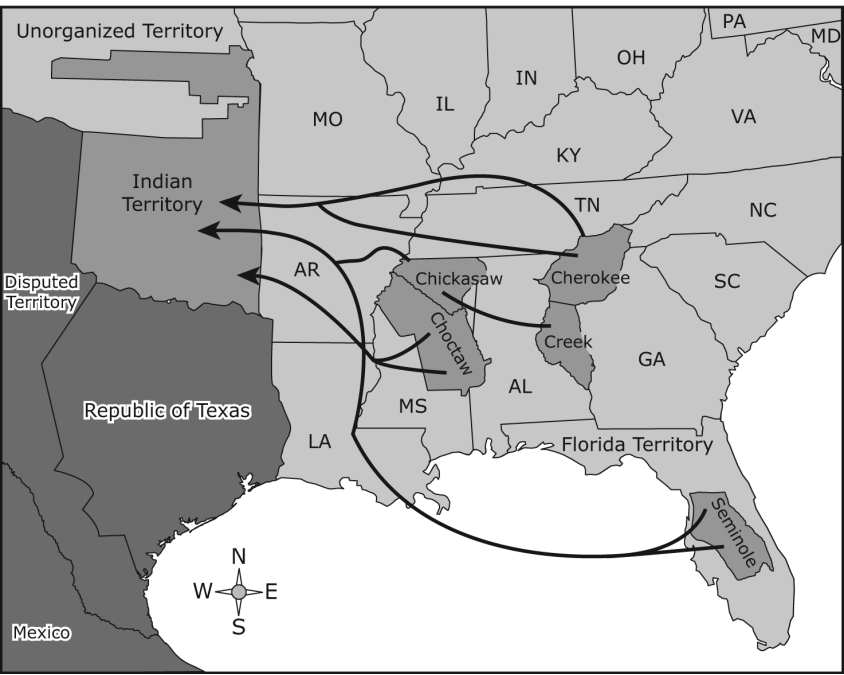
Graphics (continued)

Maps

Growth Rate of the Population
Age 65 and Older by State, 2000–2005

KEY
- 0 or less
- 0.1% to 5.1%
- 5.2% to 10.2%
- 10.3% or more

United States
Average: 5.1%
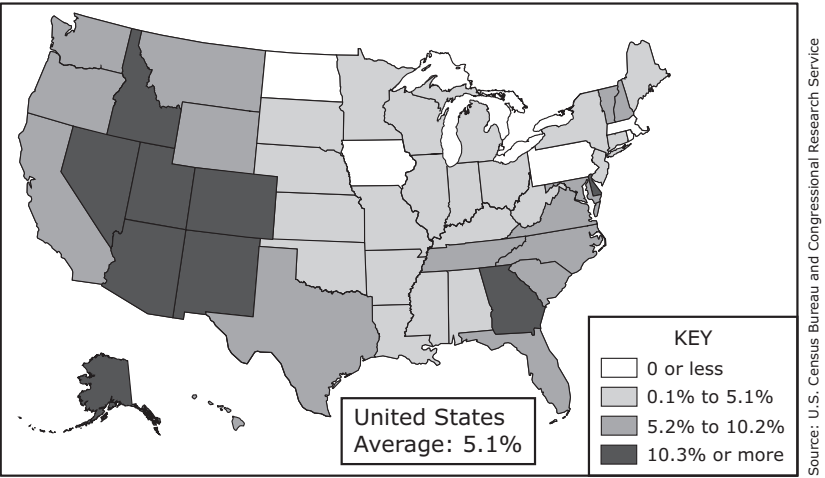
Relocation of American Indians in the 1830s

Unorganized Territory

PA

MD

OH

IN

IL

MO

VA

KY

Indian
Territory

TN

NC

Disputed
Territory

AR

Chickasaw

Cherokee

SC

Choctaw

Creek

Republic of Texas

GA

MS

AL

LA

Florida Territory

Seminole

N

W E

S

Mexico

**Guidelines for
Social Studies**

Photographs, Political Cartoons, and Other Illustrations

A 1974 Herblock Cartoon, copyright by The Herb Block Foundation

Words may be read aloud.

★ Daily News ★

1945

Atomic Bombs Dropped
on Hiroshima and Nagasaki

Words and numbers may be read aloud.

Tables

1860 Census Results for Selected States

Titles, headings, and numbers may be read aloud.

State	Total Population	Total Number of Slaves	Slaves as a Percentage of Population
Alabama	964,201	435,080	45%
Georgia	1,057,286	462,198	44%
Kentucky	1,155,084	225,483	20%
Maryland	687,049	87,189	13%
Mississippi	791,305	436,631	55%
Virginia	1,596,318	490,865	31%

Source: U.S. Census Bureau

Graphics (continued)

Time Lines
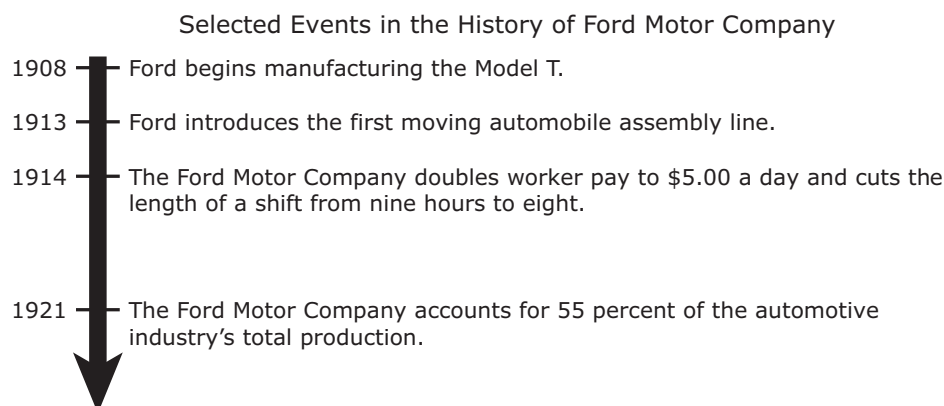
Selected Events in the History of Ford Motor Company

1908 — Ford begins manufacturing the Model T.

1913 — Ford introduces the first moving automobile assembly line.

1914 — The Ford Motor Company doubles worker pay to $5.00 a day and cuts the length of a shift from nine hours to eight.

1921 — The Ford Motor Company accounts for 55 percent of the automotive industry's total production.

Source: The Henry Ford

Percents

■ The percent symbol (%) may be read aloud as "percent," and numerals with the symbol may be read aloud the same way as they are read aloud in the classroom.

Examples:

48% may be read aloud as "forty-eight percent."

7.5% may be read aloud as "seven point five percent."

0.23% may be read aloud as "zero point two three percent."

Roman Numerals

■ Roman numerals may be read aloud as the numbers they represent.

Example:

World War II may be read aloud as "World War Two."

Text Boxes

■ Items that feature a text box (e.g., a quotation or an excerpt) are read aloud in their entirety. The attribution line is read aloud, but the website and date accessed are **NOT** read.

Black Codes was a name given to laws passed by southern governments established during the presidency of Andrew Johnson. These laws imposed severe restrictions on freedmen, such as prohibiting their right to vote, forbidding them to sit on juries, and limiting their right to testify against white men. They were also forbidden from carrying weapons in public places and working in certain occupations.

—National Archives and Records Administration, http://www.archives.gov (accessed July 14, 2010)

Examples

Mathematics

1. *Any text in the test question and answer choices may be read aloud. This example may be read aloud as follows. "The model below is shaded to represent three and seven over one hundred. Which decimal does the model represent? A, three point zero zero seven. B, three point seven. C, three point zero seven. D, zero point three seven."*

The model below is shaded to represent $3\dfrac{7}{100}$.
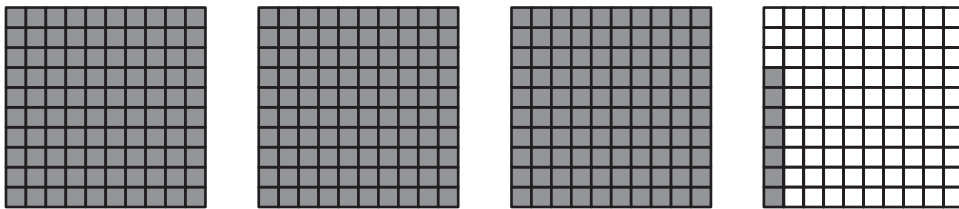
Which decimal does the model represent?

A 3.007

B 3.7

C 3.07

D 0.37

2. *The question may be read aloud, as well as labels in the coordinate grid. However, reading aloud the answer choices must follow the guidelines in this document. Only individual numbers and variables within the notation may be read aloud if the student requests this assistance. The test administrator may **NOT** read aloud each answer choice in its entirety.*

What is the range of the function graphed on the grid?
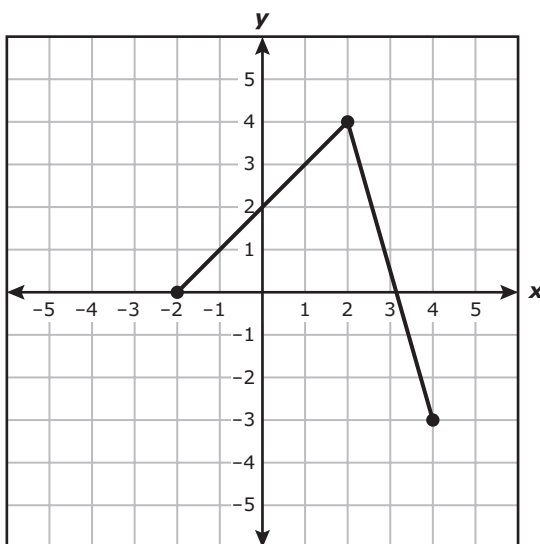
F $\left\{ x \mid x = -2, 2, 4 \right\}$

G $\left\{ y \mid -3 \le y \le 4 \right\}$

H $\left\{ x \mid -2 \le x \le 4 \right\}$

J $\left\{ y \mid y = -3, 0, 4 \right\}$

3. *Any text in the test question or answer choices may be read aloud; however, the triangle and circle should be read aloud as "symbol." For example, the first equation may be read aloud as "symbol plus symbol equals 11."*

In the equations below, each $\triangle$ represents the same number.

$$\bigcirc + \triangle = 11$$
$$\triangle \times \triangle = 9$$

What is the value of $\bigcirc$?

A 3

B 2

C 8

D 9

Reading

4. *Any text in the test question or answer choices may be read aloud, including the boxed text pulled directly from the reading selection.*

Read lines 44 and 45 from the poem.

> Instead, I hear winds whisper:
> *Free land! You made a choice.*

The poet uses personification in these lines to show that the winds —

A are important to frontier life

B seem to taunt the speaker

C serve as a symbol of the speaker's anger

D blow gently and quietly on the frontier

Science

5. *Any text in the question may be read aloud, including the "Record" directions. The chemical equation may be read aloud as, "C three H eight plus five O two symbol three C O two plus four H two O." It is **NOT** allowable to indicate what the arrow represents.*

$$C_3H_8 + 5O_2 \rightarrow 3CO_2 + 4H_2O$$
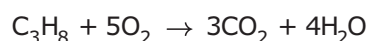
How many different elements are involved in the reaction shown above?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

6. *The first sentence may be read aloud in its entirety. For the graphic, the test administrator should say something similar to, "Take a few moments to look at the graphic and tell me whether you would like anything read aloud. Then let me know when you are ready to go on." If needed, the information in the graphic may be read aloud as, "F air equals eighty four N." The text under the graphic and in the answer choices may be read aloud; however, reading aloud the answer choices must follow the guidelines in this document. For example, answer choice A may be read aloud as, "zero point six six meters per second squared backward, because…"*

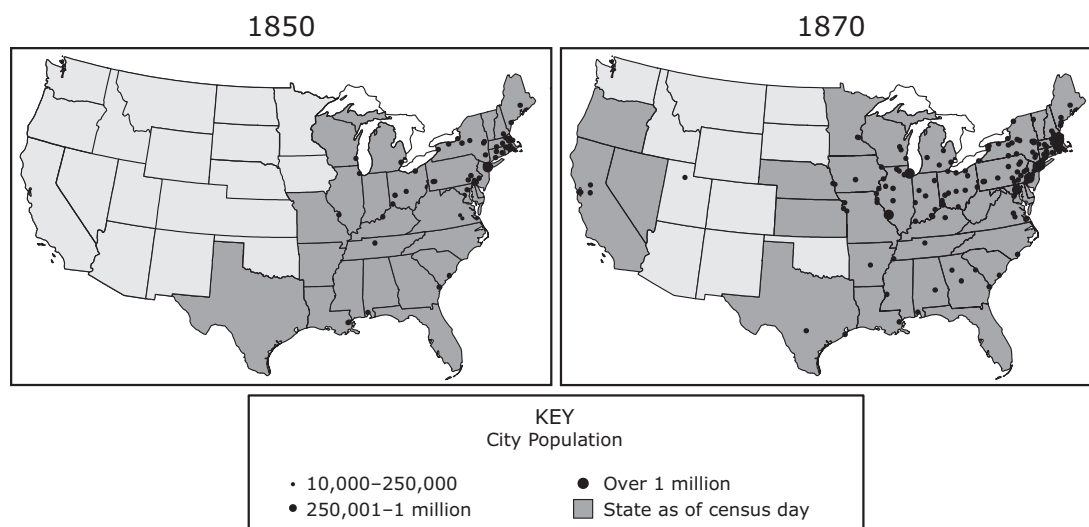The diagram below shows two different forces acting on a cyclist riding a bicycle.

$F_{air} = 84$ N

$F_{applied} = 150$ N
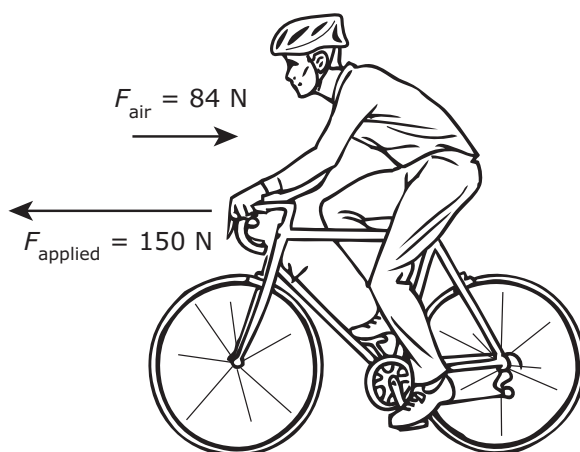
The total mass of the cyclist and the bicycle is 100.0 kg. Based on this information, what is the acceleration of the cyclist?

A 0.66 m/s^2 backward, because the force of the air slows the cyclist down

B 0.66 m/s^2 forward, because the applied force is greater than the force of the air

C 2.3 m/s^2 backward, because the forces are opposite and not equal

D 2.3 m/s^2 forward, because the cyclist's inertia is greater than the force of the air

Social Studies

7. *For a graphic, the test administrator should say something similar to, "Take a few moments to look at the map and tell me whether you would like anything read aloud. Then let me know when you are ready to go on." For example, if the student needs help reading information in the key aloud, the test administrator should point to the words and say, "This says* over one million.*" However, symbols may **NOT** be described or interpreted. Once students are ready to go on, any text in the test question and answer choices may be read aloud.*

1850   1870

KEY
City Population

· 10,000–250,000   ● Over 1 million
● 250,001–1 million   ▪ State as of census day

Which of these best explains the change in population and distribution of U.S. cities from 1850 to 1870?

A   The passage of homesteading legislation

B   The admission of new states to the Union

C   The expansion of the railroad system and increased industrialization

D   The emancipation of slaves after the Civil War

Spelling Assistance

TEA approval is NOT required.

Description of Designated Support

This designated support provides various types of spelling assistance for a student with a disability.

Assessments

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

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

Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ receives Section 504 or special education services,
- ☐ routinely, independently, and effectively uses it during classroom instruction and classroom testing, and
- ☐ is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.

Authority for Decision and Required Documentation

- 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, EE 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

This designated support may include **only**

- visual sound cards
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)
- spell-check function on a word processor or as an online embedded support on STAAR
- pocket spell-checker
- word-prediction software
- text-to-speech software or devices
- speech-to-text software, applications, or devices

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 use of spelling assistance as a designated support on STAAR should not replace the teaching of spelling skills as outlined in the TEKS.
3. Dictionaries are a required part of standard test administration procedures for some state assessments. For more information, refer to the STAAR Dictionary Policy on TEA's STAAR Resources webpage. For these assessments, any spelling assistance listed in the Examples/Types section may be provided, along with the required dictionary, to a student who meets the eligibility criteria.
4. An online spelling assistance embedded support is available as a Personal Needs and Preferences (PNP) option for students who routinely type responses using a spell check function during classroom instruction. Prior to participating in the STAAR online operational assessment using this PNP, students and teachers should become familiar with the embedded supports and various tools that are provided in the online tests in order to determine appropriateness for a particular student's needs. There are several resources that can be accessed on TEA's website, including the STAAR online tutorials and released tests. Information about setting up online test sessions for students who will be using this PNP can be found in the STAAR Assessment Management System User's Guide. If an eligible student uses a different type of spelling assistance during instruction, do not register the student for this PNP.
5. If a student needs his or her typed response transcribed onto an answer document or into the online testing platform, refer to the Basic Transcribing policy.
6. The writing samples included in grades 2–12 writing collections come from authentic classroom activities. Therefore, the same accommodations routinely used during classroom instruction for a student who meets the eligibility criteria for Spelling Assistance are acceptable 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 Manual for Raters and Test Administrators.* There is no need to record the accommodation code in the Assessment Management System.
7. 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 the Accommodation Resources webpage.

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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

Mnemonic Devices	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 **NOT** 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.
Blank Graphic Organizers	Blank graphic organizers may be used. Blank graphic organizers may **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.

Mathematics

Math Charts	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 **NOT** allowed. 2. A grade-appropriate place value chart may be used. The chart may contain commas and decimals in the appropriate places; however, it may **NOT** contain place value labels (i.e., words) or numbers as specific examples.
Graphics	1. Pictorial models of fraction bars or fraction circles may be used. The models should **NOT** contain labels (e.g., labels that show individual fractions or equivalencies). 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.

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., ×, ÷) 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.

All Subjects: Mnemonic Devices

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.

✓
PEMDAS
or
Please **E**xcuse **M**y **D**ear **A**unt **S**ally

✓
DMSB
or
Dad **M**other **S**ister **B**rother

✓
KPCOFGS
or
King **P**hillip **C**ame **O**ver **F**or **G**ood **S**paghetti

All Subjects: Mnemonic Devices

The subject-specific words that the mnemonic represents are **NOT** allowed.

✗
Parentheses
Exponents
Multiplication
Division
Addition
Subtraction

✗
Divide
Multiply
Subtract
Bring down

✗ El Rey es un filósofo de mucha clase que ordena para su familia géneros de buena especie.

Blank graphic organizers may be used.

Blank graphic organizers may **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.

K   W   L

What I know   What I want to know   What I learned

Grupo 1   1 & 2   Grupo 2

-10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 1 2

Tertiary Consumer

Secondary Consumer

Primary Consumer

Primary Producer

	T	t
T	TT	Tt
t	Tt	tt

Mr. Gallon Display

Mr. Gallon

82
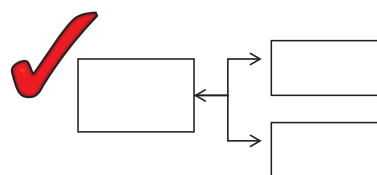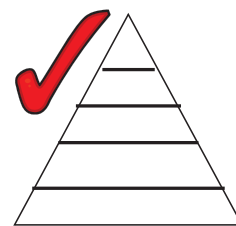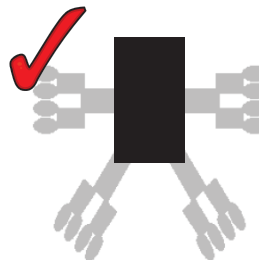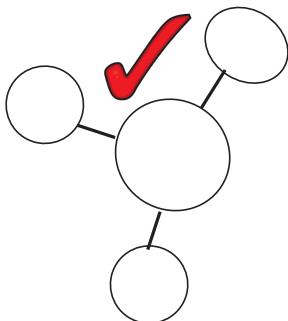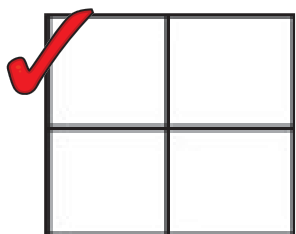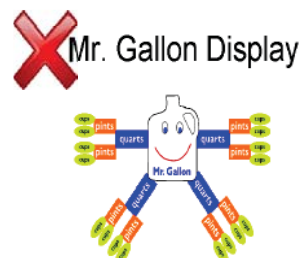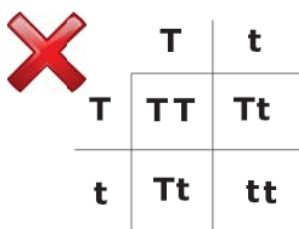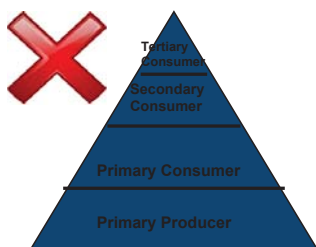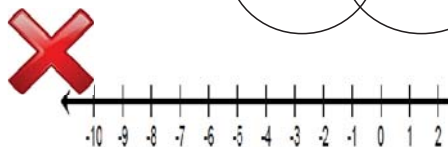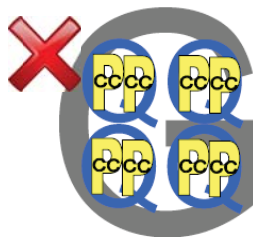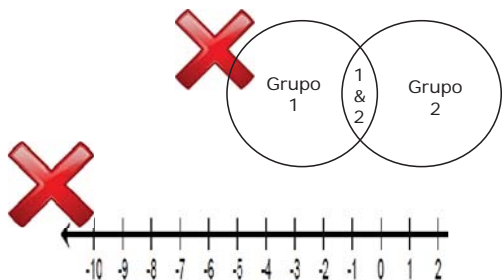
Mathematics: Number Chart

✓ A number chart (e.g., 100 chart) may be used, however all number charts **MUST** be in sequential order.

× Indicating special numbers (e.g., highlighting or circling prime numbers) within the body of the chart is **NOT** allowed.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Mathematics: Number Charts v. Calculation Aids

A number chart with a sequence of numbers is allowable as a supplemental aid. However, number charts that identify and/or illustrate a calculation function (e.g., +, x) are **NOT** allowable as supplemental aids. A student **MUST** meet eligibility for the Calculation Aids policy to use these types of charts on an assessment. For more information please see the **Calculation Aids Policy** on the **Accommodation Resources** webpage or in the District and Campus Coordinator Resources.

Below are examples of charts that are considered **calculation aids**.

	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

1 x 0 = 0	2 x 0 = 0
1 x 1 = 1	2 x 1 = 2
1 x 2 = 2	2 x 2 = 4
1 x 3 = 3	2 x 3 = 6
1 x 4 = 4	2 x 4 = 8
1 x 5 = 5	2 x 5 = 10
1 x 6 = 6	2 x 6 = 12
1 x 7 = 7	2 x 7 = 14
1 x 8 = 8	2 x 8 = 16
1 x 9 = 9	2 x 9 = 18

+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10

```
1 + 1 = 2
2 + 2 = 4
3 + 3 = 6
4 + 4 = 8
5 + 5 = 10
6 + 6 = 12
7 + 7 = 14
8 + 8 = 16
9 + 9 = 18
10 + 10 = 20
```

REMEMBER: **Multiplication and addition charts are considered calculation aids.**

83
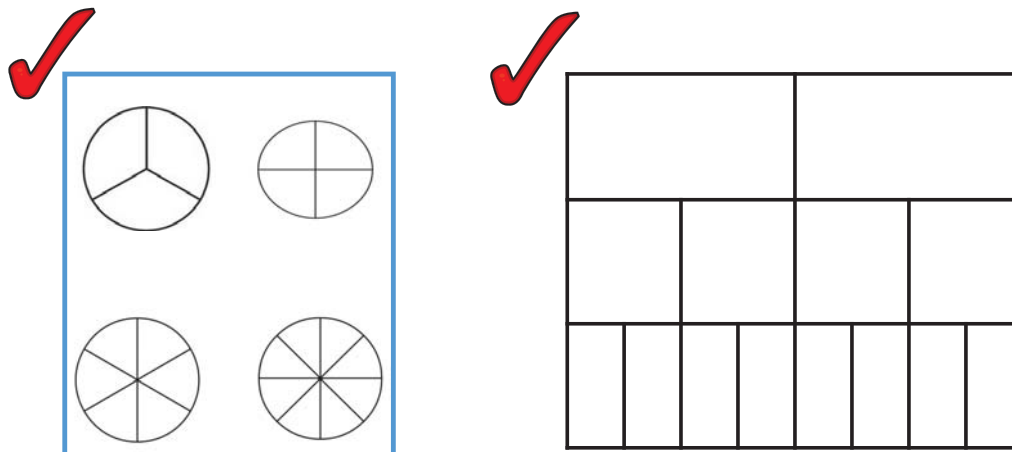
Mathematics: Place Value Chart

A grade-appropriate place value chart may be used. The chart may contain commas and decimals in the appropriate places; however, it may **NOT** contain place value labels (i.e., words) or numbers as specific examples.
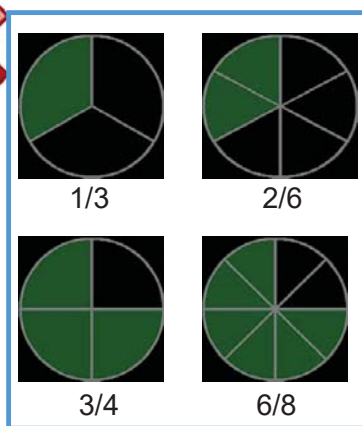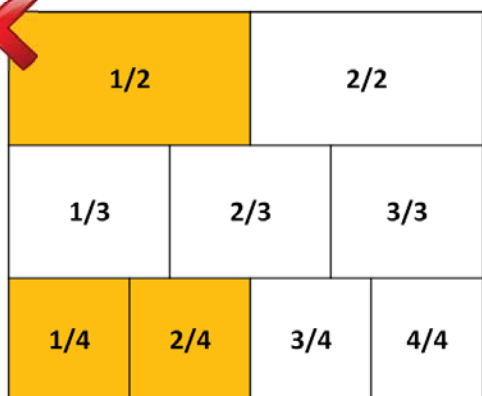
Mathematics: Pictorial Models of Fractions

Pictorial models of fraction bars or fraction circles **MAY** be used.

Mathematics: Pictorial Models of Fractions

The models should **NOT** contain labels and they should **NOT** show equivalencies (e.g., 1/2 = 2/4 = 0.5 = 50%) or a cumulative sequence (e.g., 1/4, 2/4, 3/4, 4/4).
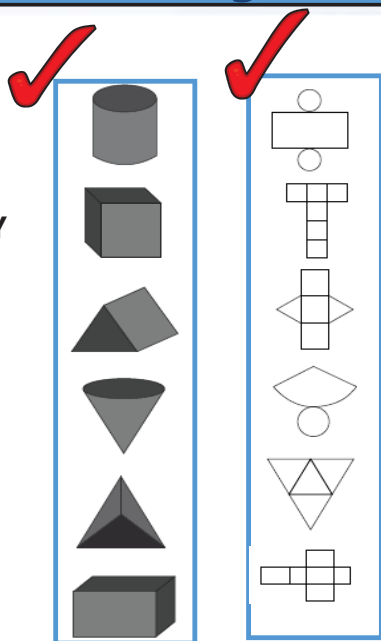
Mathematics: Pictorial Models of Geometric Figures

Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate.
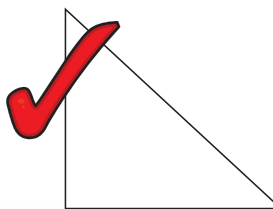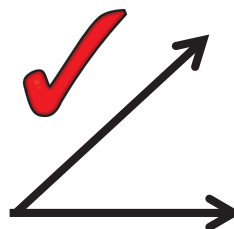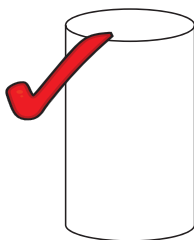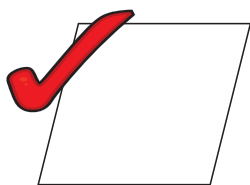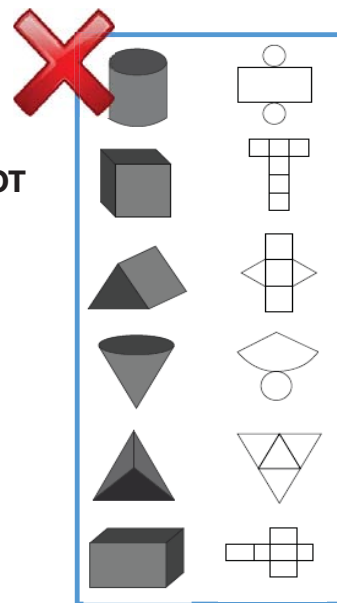
Mathematics: Pictorial Models of Geometric Figures

✔ ✔ ✗

A pictorial model of a geometric figure **MAY** be provided in either three-dimensional (3-D) forms

OR

two-dimensional (2-D) forms

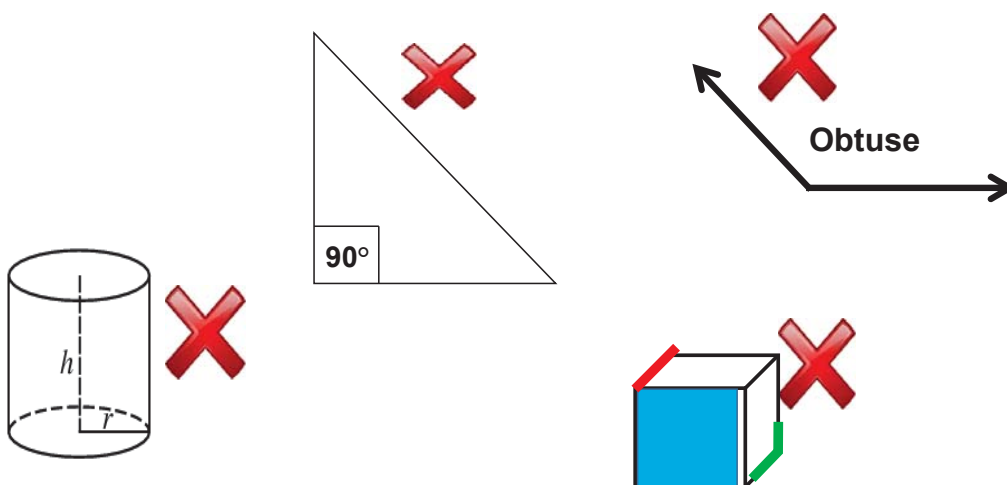A pictorial model of a geometric figure **MAY NOT** be provided in both three-dimensional (3-D)

AND

two-dimensional (2-D) forms either on the same page or a different page.

Mathematics: Pictorial Models of Geometric Figures

The figures may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.

Obtuse ✗

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86

Mathematics: Pictorial Models of Geometric Figures

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.

Pictorial Model　　　　　　　　　　**Manipulative**

OR
(NOT both)
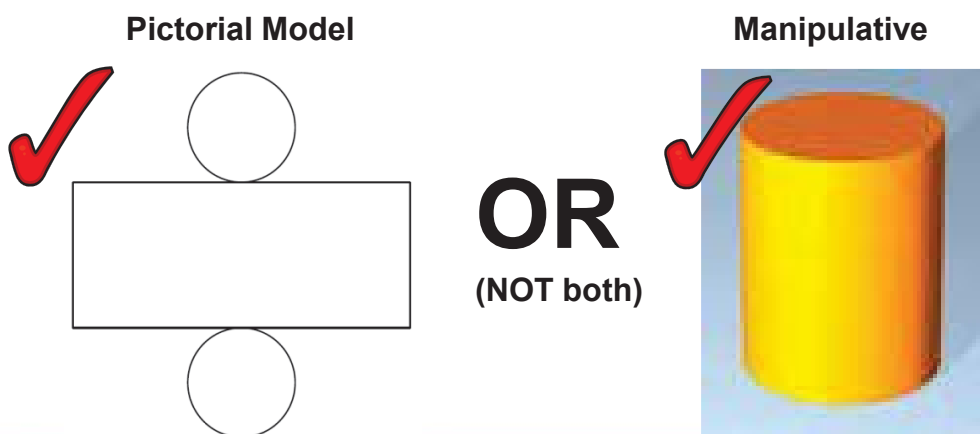
Written Composition: Grammar & Mechanics Rules

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

Things I Want to Remember:
- Capitalization-
  - First word in a sentence
  - Names- person, city, state
  - Quote- first word at the beginning of a sentence in dialogue
    - Example: " The work is good at volleyball."

Type/ Symbol	Rule	Example
Colon [:]	Introduce a list of three or more items	There are three things I want to do before I die: go on a cruise, go skydiving, and surf.
Colon [:]	Introduce an explanation (what follow "explains" or "answers" what precedes)	You know what they say about real estate: Location is everything.

87

Science: Graphics

Graphics of scientific concepts may be used.
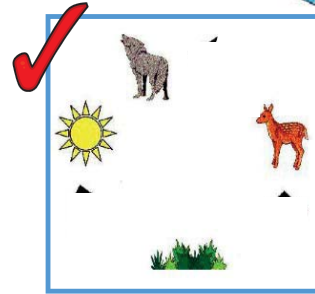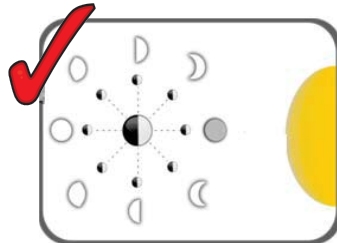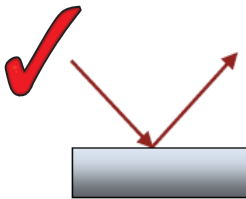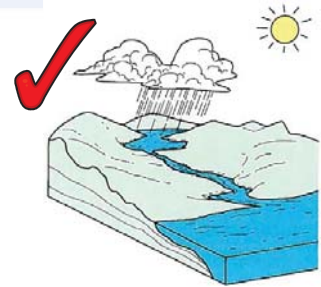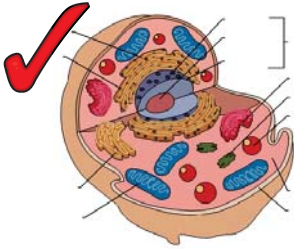
Science: Graphics

The graphics may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.

88
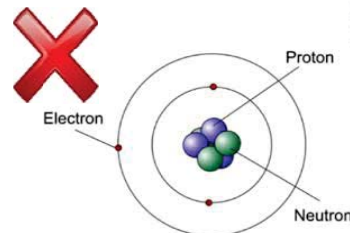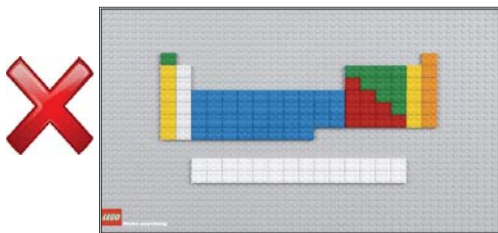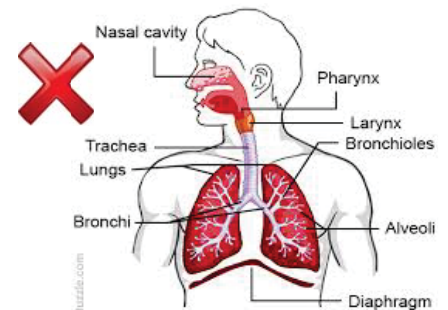
Science: Formula Triangles

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., ×, ÷) are **NOT** allowed.
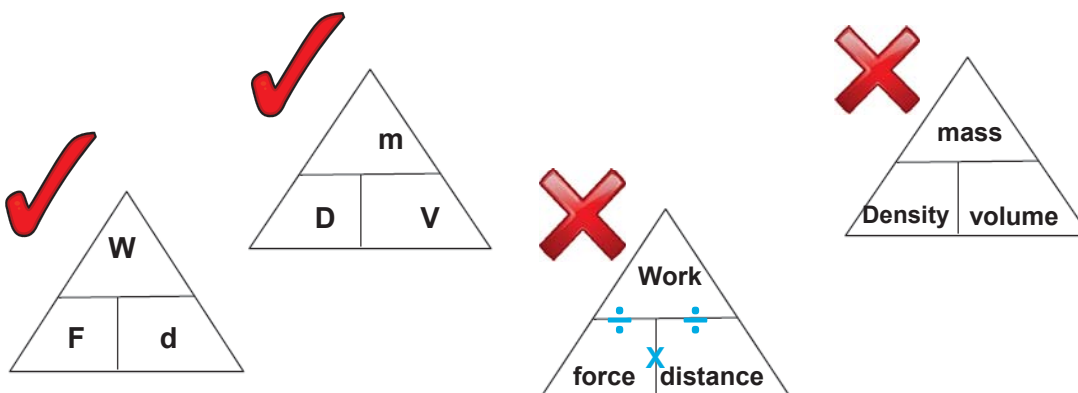
Social Studies: Blank Maps

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. blank maps.
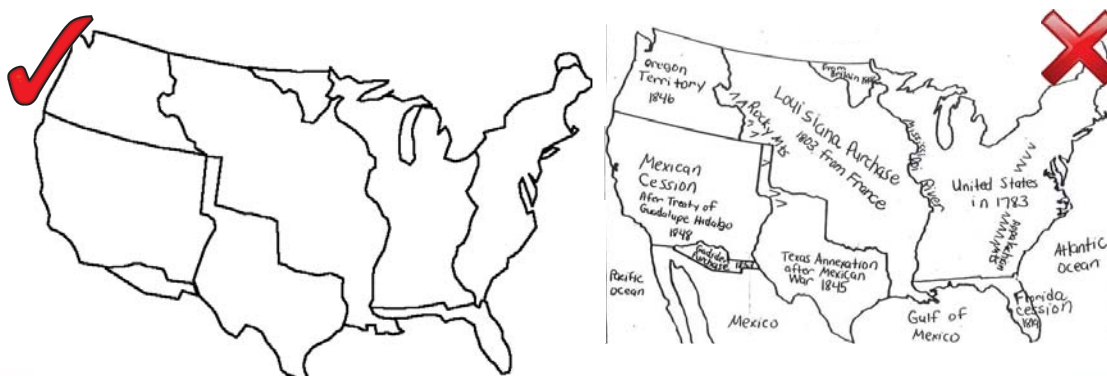
Timelines may be used if they contain only dates.

| 1914 - 1918 | 1957 | 1991 | 2008 |
| 1939 - 1945 | 1968 - 1969 | 2001 | |

| 1620 | 1776 | 1787 |

| 1963 - 1975 |
| 1939 - 1945 |
| 1861 - 1865 |
| 1775 - 1783 |
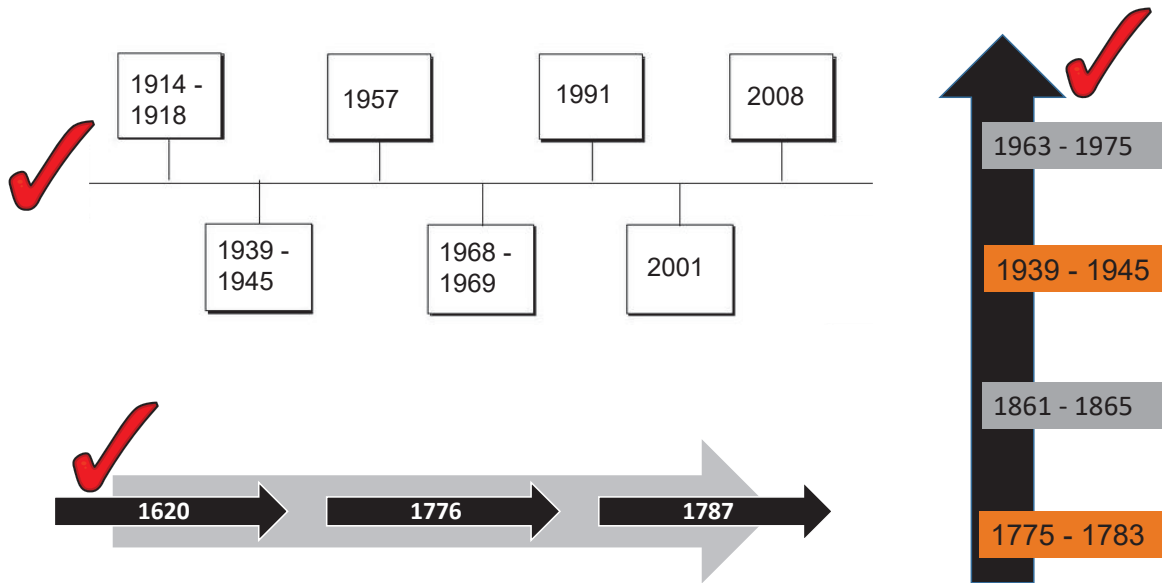
Labeling (e.g., color, letters, numbers, words) the events connected with those dates in any way is **NOT** allowed.

| 1620 | 1776 | 1787 |

Chrisopher Columbus "discovers" America — 1492
The Spanish takes control over 100 Indian pueblos — 1540
First British settlement was established — 1607
Pilgrim Fathers — 1620
Pueblo Indians successfully rise against the Spanish missionaries — 1680
Declaration of Independence — 1776
The Constitution — 1789
The Trail of Tears — 1838-39
The Homestead Act — 1862
Battle of Little Big Horn — 1876
The Battle of Wounded Knee — 1890
Indians became American citizens — 1924
The Depression: New Deal — 1930

■ War of Independence
■ The Civil war
■ Second World War
■ The Vietnam War
■ The Cold War

90

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.

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Complex Transcribing
for STAAR and STAAR Spanish

Complex transcribing is allowed only for students who have a Texas Education Agency (TEA)-approved Accommodation Request Form. This designated support applies to all STAAR, STAAR Spanish, and TELPAS assessments and 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. This accommodation applies only to the written compositions in grade 4 writing, grade 7 writing, English I, English II, and English III.

Before transcribing a student's dictated or signed response to the writing prompt, test administrators must be trained in the transcription procedures outlined in this document in order to understand the boundaries of the assistance being provided. These procedures must be followed to ensure the accuracy and validity of the student's test results.

Test Security

1. The district must maintain test security and confidentiality when providing complex transcribing during testing. All standard test security and confidentiality requirements must be followed. Refer to the Security section of the *District and Campus Coordinator Resources* for more information.

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.

3. Students who receive complex transcribing may need to be tested individually so that other students will not be disturbed or distracted and to ensure the confidentiality of the test. It is the responsibility of district and campus personnel to determine the most appropriate way to administer the writing test to students who are receiving complex transcribing.

4. Scribes may answer questions about test directions or test procedures. Scribes are never allowed to answer any questions related to the content of the test itself. If a student asks a scribe a question that he or she is not permitted to answer, the scribe may respond, for example, "I can't answer that for you; just do the best you can."

5. Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this designated support. Any typed or handwritten notes or responses to the writing prompts must be destroyed after testing. All voice recordings must be erased or destroyed after testing.

6. The role of the scribe is to record on the answer document or enter into the student's online test exactly what the student has dictated. Scribes may ask the student to repeat the dictated work in order to accurately record what the student intended. The following actions are prohibited:

   - The scribe is not allowed to translate the prompt or a student's response to the prompt into another language (except sign language).
   - The scribe is not allowed to rephrase or elaborate on the prompt.
   - The scribe is not allowed to give a student opening and/or closing sentences.
   - The scribe is not allowed to give a student an outline for organizing his or her compositions.

- The scribe is not allowed to give a student ideas about how to develop his or her compositions.
- The scribe is not allowed to respond to the prompt.
- The scribe is not allowed to discuss the prompt or a student's response with anyone before, during, or after testing.
- The scribe is not allowed to provide nonverbal assistance.
- The scribe is not allowed to edit or alter student responses in any way unless directed to do so by the student.
- The scribe is not allowed to provide feedback regarding the effectiveness of a student's response.
- The scribe is not allowed to make notes about the prompt or a student's response.
- The scribe is not allowed to write notes in a test booklet or in the Notepad tool or in the Sticky Notes tool in the online test unless directed to do so by a student.
- The scribe is not allowed to score a student's response or discuss with a student how he or she performed.

General Information

1. The student must be given the full time allotted to complete the test. All of the student's responses must be initially recorded (e.g., onto scratch paper, the student's test booklet, typed) by the end of the time limit. The scribe may transfer the student's final responses onto the answer document or into the student's online test after the testing period has ended, if necessary.

2. Student responses cannot be scored unless they are recorded onto an answer document with a No. 2 pencil or entered into the student's online test.

3. If the test administrator uses a word processor to type the student's response as the student dictates, special functions such as spelling and grammar assistance must be disabled. The test administrator must follow the specific procedures listed on the next page.

4. The student may dictate responses into a recording device if this is the procedure used routinely in the classroom. The test administrator must then follow the specific procedures listed on the next page.

5. For additional 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 and Large-Print State Assessments document, located on the Accommodation Resources webpage.

6. For additional 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 the Accommodation Resources webpage.

7. The test administrator or campus coordinator must indicate that the student received an accommodation by marking the DS bubble in the ACCOMM. field on the student's answer document or D in the Assessment Management System for online administrations. If the student was eligible to receive any other accommodations, these should also be recorded according to the guidelines in the specific designated support policy document.

Specific Procedures

1. The test administrator may transcribe a student's prewriting and draft(s) onto scratch paper or the applicable pages in the student's test booklet prior to transcribing the final response onto the answer document or into the student's online test. The scribe must indicate to the student the space allowed for his or her response to the written composition so that it will fit into the space provided on the answer document or in the student's online test when transcribed. It may be helpful for the scribe to be positioned so that the student can see the amount of space available as the scribe is transcribing. If typing the response directly into the student's online test, a character count is available for this purpose.

   • The answer document contains a 26-line page for the written composition. When transcribing, the test administrator can use a piece of scratch paper with 26 lines or a sample lined page from the answer document located on the STAAR Resources webpage.

   • Twenty-six lines of handwritten text is approximately 1,750 typed characters (not including spaces). This number of characters is based on average-sized handwriting. This is the character limit in the composition screen in the student's online test.

2. The test administrator should transcribe exactly what the student dictates. Unless the student has indicated otherwise, the response should be transcribed by the scribe in all lower-case letters and no punctuation should be included.

3. Once the student has completed dictating his or her response, the test administrator should cover it or move so that he or she is positioned in such a way that the student cannot see the response. The test administrator must then ask the student how to spell one word from each line of text. The word should contain more than three letters. If a word of this length is not available on a line of text, then the test administrator can ask for any word in that line. Select a variety of words that are indicative of the student's spelling ability. The test administrator should replace his or her spelling with the student's dictated spelling of each word.

4. The student must then be given the opportunity to review and edit what the test administrator has recorded. At this time the student should indicate punctuation and capitalization. If the student's response was longer than 26 lines or 1,750 characters, they can use this time to revise the response so that it fits onto the answer document or into the student's online test. The test administrator can remind the student that only 26 lines of text will be recorded onto the answer document or 1,750 characters will be typed into the student's online test. The test administrator may not require the student to revise the response.

   If the test administrator reads aloud the student's response (allowed if needed for students who are eligible for an oral/signed administration), the test administrator must keep his or her voice inflection neutral, without indicating (e.g., by pauses or emphasis) where correct punctuation or capitalization should go or when a mistake (e.g., incorrect grammar, awkward sentence structure) has been made.

5. Once the student has finished editing the response, the test administrator must record it onto the answer document or into the student's online test if this has not already been done. Use the student's spelling, as specified in number 3, when transcribing, not the test administrator's spelling. Only 26 lines of text may be recorded onto the answer document or 1,750 characters may be recorded into the student's online test. If the student's final response is longer than this, the test administrator should stop transcribing after 26 lines or 1,750 characters.

6. For paper tests, the test administrator must indicate "Transcribed by (NAME) because student has been approved by TEA for complex transcribing" at the top of the answer document on the page where the student identification information is located. For online tests, documentation of the accommodation should be kept locally as there is no way to indicate this information 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.

Extra Day

An extra day is allowed only for students who have a Texas Education Agency (TEA)-approved Accommodation Request Form. This designated support applies to all STAAR, STAAR Spanish, and TELPAS assessments and allows a student to test over two regularly scheduled, consecutive school days.

Before providing a student an extra day to test, test administrators must be trained on all of the information outlined in this document in order to understand the boundaries of the assistance being provided. These procedures must be followed to ensure the accuracy and validity of the student's test results.

Test Security

1. The district must maintain test security and confidentiality when providing an extra day to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the Security section of the *District and Campus Coordinator Resources* for more information.

2. Since the student will be taking a secure state assessment during a different time than other testers, a student may need to be tested individually so that other students will not be disturbed and to ensure the confidentiality of the test.

General Information

It is a local decision, based on these guidelines and student need, about how to divide the assessment when providing an extra day to test.

1. The schedule for the return of testing materials must be maintained to ensure that test results are received by the posted date. Therefore, all testing must be completed by the applicable due date for make-up sessions listed on the Student Assessment Testing Calendar.

2. The test administrator or campus coordinator must indicate that the student received an Extra Day designated support by marking the XD bubble in the ACCOMM. field on the student's answer document. For online administrations, the appropriate code (XD or Extra Day) must be recorded in the Assessment Management System. If the student was eligible to receive any other accommodations, these should also be recorded according to the guidelines in the specific designated support policy document.

3. It is recommended that the student's parents be notified regarding the altered testing schedule.

4. For directions on exiting an online test at the end of day one and resuming the test on day two, follow the procedures provided in the appropriate test administrator manual regarding monitoring paper and online administrations.

Specific Procedures

1. Students will be permitted to test only over two full, regularly scheduled, consecutive school days. Each day of testing must not extend beyond seven hours.

   - Each subject-area test must be administered in the same order as they are for all other students unless otherwise noted with this approval.
   - For situations in which tests are scheduled on consecutive days, the student must finish one subject-area test before beginning the next. This can happen in one of two ways. The second test may be started the same day that the student finishes the first test, or the student may wait until the following day to start the next subject-area test.

2. When determining how a subject-area test should be divided into two days, you must adhere to these requirements.

   - On day two of testing, the student may not return to any selections, test questions, or written responses viewed on day one.
   - For all reading tests, including the reading portion of the English I, English II, and English III tests, all test questions accompanying a selection or paired selection (i.e., multiple choice, short answer) must be completed on the same day they were begun. A student should not begin reading a selection unless the test administrator is certain that the student will have sufficient time to complete all of the test questions that accompany the selection.
   - For all writing tests, including the writing portion of the English I, English II, and English III tests, all test questions accompanying a revising or editing passage must be completed on the same day they were begun. Also, a student's response to a writing prompt must be completed on the same day it was begun. A student should not begin reading a passage or reading and responding to a writing prompt unless the test administrator is certain that the student will have sufficient time to complete all of it.

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.

Mathematics Scribe

A mathematics scribe is allowed only for students who have a Texas Education Agency (TEA)-approved Accommodation Request Form. This designated support applies to all STAAR, STAAR Spanish, and TELPAS assessments and allows a scribe to record a student's dictated scratch work and computations when a disabling condition prevents the student from accomplishing this task independently.

Before serving as a mathematics scribe, test administrators must be trained on all of the information outlined in this document in order to understand the boundaries of the assistance being provided. These procedures must be followed to ensure the accuracy and validity of the student's test results.

Test Security

1. The district must maintain test security and confidentiality when using a mathematics scribe for testing. All standard test security and confidentiality requirements must be followed. Refer to the Security section of the *District and Campus Coordinator Resources* for more information.

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.

3. Students who receive the Mathematics Scribe accommodation may need to be tested individually so that other students will not be disturbed or distracted and to ensure the confidentiality of the test. It is the responsibility of district and campus personnel to determine the most appropriate way to administer the mathematics test to students who are receiving the Mathematics Scribe accommodation.

4. The scribe may answer questions about test directions or test procedures. The scribe is never allowed to answer questions related to the content of the test itself. If a student asks a scribe a question that he or she is not permitted to answer, the scribe may respond, for example, "I can't answer that for you; just do the best you can."

5. Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this support. Any scratch paper used to record the student's dictated scratch work and computations must be destroyed after testing.

6. The following actions are prohibited:

   - The scribe may not rephrase or elaborate on the test questions.
   - The scribe may not suggest how to begin the computations or how to answer test questions.
   - The scribe may not provide feedback, prompting, or reminders regarding the accuracy of the student's dictated scratch work and computations.
   - The scribe may not provide nonverbal assistance.
   - The scribe may not edit or alter the student's dictated scratch work and computations unless directed to do so by the student.
   - The scribe may not write notes in a test booklet or in the Notepad tool or in the Sticky Notes tool in the online test unless directed to do so by the student.
   - The scribe may not discuss the contents of the test with anyone.
   - The scribe may not make notes about the contents of the test or the student's dictated scratch work.

- The scribe may not score the student's work or discuss with the student how he or she performed.

General Information

1. The student must be given the full time allotted to complete the test. All of the student's responses must be initially recorded (e.g., onto scratch paper, the student's test booklet) by the end of the time limit. The scribe may transfer the student's final responses onto the answer document or into the student's online test after the testing period has ended, if necessary.

2. Student responses cannot be scored by the vendor unless they are recorded onto an answer document with a No. 2 pencil or recorded in the student's online test.

3. The test administrator or campus testing coordinator must indicate that the student received an accommodation by marking the DS bubble in the ACCOMM. field on the student's answer document or D in the Assessment Management System for online administrations. If the student was eligible to receive any other designated supports, these should also be recorded according to the guidelines in the specific designated support policy document.

Specific Procedures

1. The role of the mathematics scribe is to record the student's dictated scratch work and computations exactly as the student indicates. The student must independently direct the scribe regarding what to write. The scribe must not prompt the student in any way or assume that the student means anything other than what he or she has directed. The scribe must be aware of the differences between serving as a scribe during standardized testing and providing support during classroom instruction.

2. The scribe may write the student's dictated scratch work and computations onto scratch paper, a chalkboard, a white board, or the space provided in the student's test booklet. This includes instances when a student uses a calculation device as an allowable support or a required part of the test administration procedures. Any scratch paper must be destroyed after testing.

3. The student must direct the scribe in all steps necessary to solve a problem and must also be given the opportunity to observe and verify that the scribe has written exactly what the student has indicated. This includes but is not limited to the following examples:

   - The student indicates how to write the numbers, digit by digit.
   - The student indicates how to align the numbers.
   - The student indicates the precise steps for regrouping.
   - The student indicates each step to use when solving a multi-step problem.
   - The student indicates how/where to plot points on a graph.
   - The student indicates what to draw, circle, or mark on graphics provided with test questions.

4. The scribe may ask the student to repeat the dictated scratch work or computation in order to accurately record what the student intended.

5. When a calculation device is an allowable designated support or a required part of the test administration procedures, the student is encouraged to use the calculation device independently. If the student is eligible for the Manipulating Test Materials designated support and needs the scribe's assistance pressing the buttons on the calculation device, this is allowed as long as the guidelines below are followed.

- The student must indicate to the scribe the specific numbers and operations to enter into the calculation device. The student must be given the opportunity to observe and verify that the scribe enters into the calculation device exactly what the student has indicated.
- The scribe must let the student view the solution on the screen when appropriate.
- If the student needs the scribe to write a solution to an intermediate step in a multi-step problem, the scribe can write only what the student indicates.

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Other

TEA approval IS required.

Description of Designated Support

Designated supports that fall into this category are only for students who have unique needs that are not specifically addressed with any accessibility features or designated supports located on TEA's Accommodation Resources webpage. These designated supports are not intended to provide additional supplemental aids not listed as allowable, or for students who fail to meet established eligibility criteria for designated supports.

Assessments

Depending on the request, Other designated supports may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- ☐ routinely, independently, and effectively (if applicable) receives this designated support during classroom instruction and classroom testing, and
- ☐ is unable to effectively use any accessibility features or designated supports to address this need.

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 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. Special instructions sent with an approval may indicate additional information that should be recorded.

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. Depending on the designated support, a student may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
3. TEA may provide additional procedures specific to the requested designated support if approved.
4. For students who require test materials in a size larger than the state-supplied large-print test materials, refer to the General Instructions for Administering Large-Print State Assessments document and the Font and Point Size Matrices for STAAR, STAAR Spanish, and TELPAS document located on the Accommodation Resources webpage. Some students may need double-sided test materials photocopied into single-sided sheets because they have a physical disability that prevents them from effectively manipulating test materials printed on both sides of the paper or turning the pages in a test booklet, or because they have a disability that necessitates test materials be presented in a printed format other than a test booklet in order to prevent behavioral outbursts or other severe behaviors that could interfere with completion of the test. In these rare cases, an Accommodation Request Form for Other should be submitted to TEA.

Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of an accessibility feature or designated support may occur just prior to or on the day of the state assessment. For example, a student may arrive at school without his or her prescribed eyeglasses and need a large-print test booklet, or a student may have a broken arm and need his or her responses transcribed onto the answer document. When considering how to meet a student's needs in these types of situations, student independence should be a priority. Testing coordinators should follow these steps when an unexpected or emergency situation arises just prior to or on the day of the state assessment.

STEP 1:

Consider accessibility features allowed for any student. This information can be found on the Accommodation Resources webpage. If the student's needs can be met by an accessibility feature, it should be made available to the student during testing. There is no need to contact the Texas Education Agency (TEA).

STEP 2:

If the student's needs cannot be met using an accessibility feature or the student requires additional support, review the Accommodation Resources webpage to see if a locally approved designated support can meet the student's needs. Consideration should be given to designated supports that the student can independently use (e.g., for the student who does not have his or 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 locally approved designated support, 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 through Step 1 or 2, review the designated supports requiring TEA approval. If this type of support will be needed, contact a member of TEA's Accommodations Task Force for permission and additional instructions. Once approval has been granted, please follow the guidelines to administer the assessment with the approved designated support(s). The Complex Transcribing, Extra Day, Math Scribe, and Other guidelines can be found on the Accommodation Resources webpage.

In unexpected and emergency situations, there is no expectation that the student would have routinely received the accessibility feature or designated support during classroom instruction and classroom testing. However, it is recommended that the student (and test administrator, if applicable) be given the opportunity to practice using the feature or support prior to testing, if time permits.
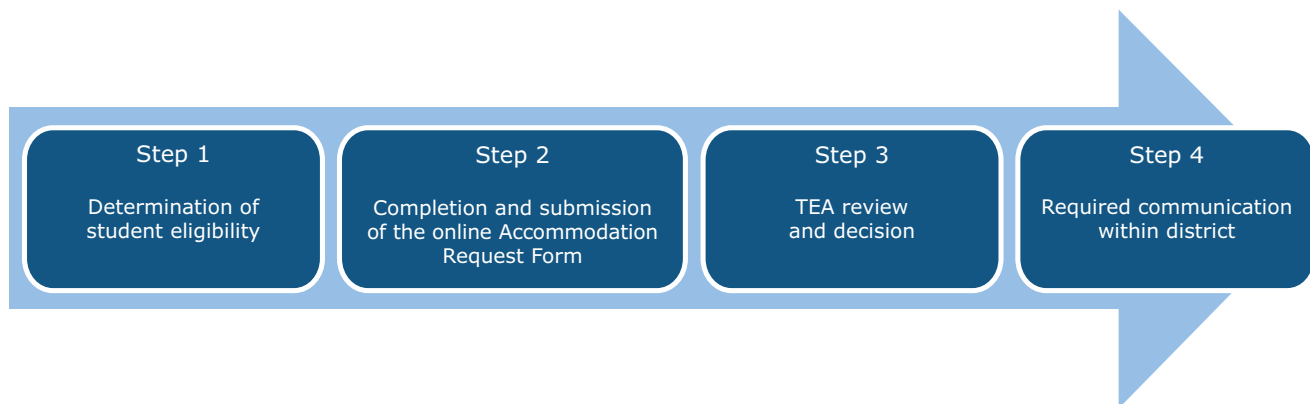
After testing, if the student used a designated support, it should be recorded on the student's answer document or in the Assessment Management System for online administrations. In addition, the situation should be taken into consideration when interpreting test results. Be aware that the allowance 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.

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

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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	Step 2	Step 3	Step 4
Determination of student eligibility	Completion and submission of the online Accommodation Request Form	TEA review and decision	Required communication within district

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

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State of Texas Assessments of Academic Readiness (STAAR) Font and Point Sizes

Font: Verdana

		Mathematics		Reading		Writing		Science		Social Studies	
		Regular	Large-Print	Regular	Large-Print	Regular	Large-Print	Regular	Large-Print	Regular	Large-Print
Grade 3 English and Spanish	Selections:			11.5 pt	15 pt						
	Questions:	11.5 pt	15 pt	11.5 pt	15 pt						
Grade 4 English and Spanish	Selections:			11.5 pt	15 pt	11.5 pt	15 pt				
	Questions:	11.5 pt	15 pt	11.5 pt	15 pt	11.5 pt	15 pt				
Grade 5 English and Spanish	Selections:			11 pt	15 pt						
	Questions:	11 pt	15 pt	11 pt	15 pt			11 pt	15 pt		
Grade 6 English	Selections:			10 pt	14 pt						
	Questions:	10 pt	14 pt	10 pt	14 pt						
Grade 7 English	Selections:			10 pt	14 pt	10 pt	14 pt				
	Questions:	10 pt	14 pt	10 pt	14 pt	10 pt	14 pt				
Grade 8 English	Selections:			10 pt	14 pt						
	Questions:	10 pt	14 pt	10 pt	14 pt			10 pt	14 pt	10 pt	14 pt

		Algebra I		Algebra II		English I		English II		English III		Biology		U.S. History	
		Regular	Large-Print	Regular	Large-Print	Regular	Large-Print	Regular	Large-Print	Regular	Large-Print	Regular	Large-Print	Regular	Large-Print
EOC	Selections:					10 pt	14 pt	10 pt	14 pt	10 pt	14 pt				
	Questions:	10 pt	14 pt	10 pt	14 pt	10 pt	14 pt	10 pt	14 pt	10 pt	14 pt	10 pt	14 pt	10 pt	14 pt

NOTE: For the STAAR program, online assessments are created to be rendered at the font sizes above when using 1024 x 768 screen resolution.

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STAAR Calculator Policy

Calculators are required for the following State of Texas Assessments of Academic Readiness (STAAR®) tests: **grade 8 mathematics, grade 8 science, Algebra I, Algebra II**, and **Biology**.

Calculators are not permitted for students taking the STAAR grades 3–7 mathematics assessments or the STAAR grade 5 science assessment unless the student meets the eligibility criteria. Information regarding calculators as a designated support for students with disabilities can be found on the Accommodation Resources webpage.

Requirement for STAAR Grade 8 Mathematics, Algebra I, and Algebra II

Districts must ensure that each student has a graphing calculator to use when taking the STAAR grade 8 mathematics, Algebra I, or Algebra II assessments. Students must have a graphing calculator to use throughout the entire test (both paper and online versions). Districts may satisfy this requirement by providing students with any of the following types of calculating devices—a handheld graphing calculator, a graphing calculator application, or the graphing calculator tool included in the STAAR online testing platform.

Requirement for STAAR Grade 8 Science and Biology

Districts must ensure that students have access to a calculator with basic (i.e., four-function), scientific, or graphing capability when taking the STAAR grade 8 science and Biology assessments. There should be at least one calculator for every five students taking the grade 8 science and Biology assessments (both paper and online versions). If calculators are shared during the test, the calculator memory must be cleared after each student uses it. Districts may satisfy this requirement by providing students with any of the following types of calculating devices—a handheld calculator, a calculator application, or the calculator tools included in the STAAR online testing platform.

Additional Information About Calculators

The district may provide calculating devices, or students may bring them from home. Students should be provided the same type of calculation device they use routinely in class work. Providing an unfamiliar calculation device on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculation device during the assessment.

For handheld calculators, all memory must be cleared to factory default both before and after testing. Any programs or applications that are not preinstalled by default must be removed or disabled prior to testing. For specific assistance in appropriately preparing calculators for use during testing, contact the calculator manufacturer.

For calculator applications, all Internet capabilities must be disabled on the device. In addition, the calculator application being used must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.

The use of a calculating device on STAAR should not replace the teaching of the Texas Essential Knowledge and Skills (TEKS). If a student is using a certain calculator during classroom instruction, it is important to be aware of any functions on that device that could compromise the teaching of those skills. As such, district and school personnel should give careful consideration before recommending the use of these devices for the assessment.

Calculation devices that have a computer algebra system (CAS) are not allowed unless the CAS is disabled. Calculation applications on smartphones are also not allowed.

STAAR Dictionary Policy

Dictionaries must be available to **all** students taking

- STAAR grades 3–8 reading tests
- STAAR grades 4 and 7 writing tests
- STAAR Spanish grades 3–5 reading tests
- STAAR Spanish grade 4 writing test
- STAAR English I, English II, and English III tests

The following types of dictionaries are allowable:

- standard monolingual dictionaries in English or the language most appropriate for the student
- dictionary/thesaurus combinations
- bilingual dictionaries* (word-to-word translations; no definitions or examples)
- ESL dictionaries* (definition of an English word using simplified English)
- sign language dictionaries
- picture dictionaries

Both paper and electronic dictionaries, including applications on a tablet, laptop, or desktop computer, are permitted. If electronic dictionaries are used by a student during testing, Texas Education Agency (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. The technology guidelines for state assessments, as well as a supplementary training presentation, can be found in these *District and Campus Coordinator Resources*.

While students are working through the tests listed above, they must have access to a dictionary. Students should use the same type of dictionary they routinely use during classroom instruction and classroom testing to the extent allowable. Additional sections in the dictionary (e.g., abbreviations, biographical or geographical entries, style or grammar guides) do not have to be restricted as they are also a part of the dictionary used routinely during classroom instruction. The school may provide dictionaries, or students may bring them from home. Dictionaries may be provided in the language that is most appropriate for the student. However, specialty dictionaries such as teacher-made, student-made, subject-specific, or slang dictionaries are NOT allowed.

The minimum number of dictionaries a school must provide is one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student. Although thesauruses are not required, they are allowable on all the tests 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.

*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 English learners (ELs) who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. Additionally, it is important for LPACs to consider the degree to which an EL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the school year.

SAISD

State Assessment Accommodation Form 2019-2020

Updated 2019-2020

Student Name: **ID #:**   **Grade:**   **Teacher:**

Campus:

Program Information: _____ SPED _____ 504 _____ DYS _____ EL _____ MTSS

Evidence of Effectiveness for Designated Supports-
By signing this form, I verify that the student has been provided the selected designated support(s) routinely, independently, and effectively in the classroom. I have reviewed the eligibility criteria on the TEA Policy Documents. I understand that the effectiveness should be regularly evaluated based on the individual student. If requested by TEA or district departments, I will provide documentation of classwork to show the effectiveness of the designated support(s) for auditing purposes.

Teacher's Name & Signature_____, _____ Date _____
Teacher's Name & Signature_____, _____ Date _____
Teacher's Name & Signature_____, _____ Date _____
Teacher's Name & Signature_____, _____ Date _____

Designated Supports

Math, Algebra I

Version:
☐ EN ☐ SP ☐ Online

- ☐ Manipulating Test Materials
- ☐ Oral/Signed Admin (paper):
  - ☐ Full- Q & A- Change Level:
    - ☐ Yes ☐ No
  - ☐ Partial Q & A
- ☐ Math Manipulatives:
  - ☐ Play Money
  - ☐ Clock
  - ☐ Base-10 blocks
  - ☐ Counters
  - ☐ Fraction Pieces
  - ☐ Geometric Figures
  - ☐ Algebra Tiles
- ☐ Calculation Aid
  - ☐ Addition Chart
  - ☐ Multiplication Chart
  - ☐ Calculator
    Type:
- ☐ Basic Transcribing
- ☐ Supplemental Aids:
  - ☐ Mnemonic Device
  - ☐ Blank Graphic Organizer
  - ☐ Number Chart
  - ☐ Place Value Chart
  - ☐ Pictorial Models, Fraction Bars or Circles
  - ☐ Other:
- ☐ Extra Time
- ☐ Ind Structured Reminders
- ☐ *Designated Support*
  (TEA Approval): _____

TELPAS
- ☐ Basic Transcribing
- ☐ Ind Structured Reminders
- ☐ Large Print
- ☐ Manipulating Test Materials

Reading, English I, English II

Version:
☐ EN ☐ SP ☐ Online

- ☐ Manipulating Test Materials
- ☐ Oral/Signed Admin (paper):
  - ☐ All Q & A- Change Level:
    - ☐ Yes ☐ No
  - ☐ Partial Q & A
- ☐ Spelling Assistance
  (Eng I & II short answer only)
- ☐ Basic Transcribing
- ☐ Supplemental Aids:
  - ☐ Blank Graphic Organizer
  - ☐ Other:
- ☐ Extra Time
- ☐ Ind Structured Reminders
- ☐ *Designated Support*
  (TEA Approval): _____

Writing

Version:
☐ EN ☐ SP ☐ Online

- ☐ Oral/Signed Admin (paper)
  only revising passages & revising questions & answer choices & reference materials
- ☐ Manipulating Test Materials
- ☐ Spelling Assistance
- ☐ Basic Transcribing
  - ☐ *4th grade composition will be transcribed into online test*
- ☐ Supplemental Aids:
  - ☐ Blank Graphic Organizer
  - ☐ Grammar/Mechanics Rules
- ☐ Extra Time
- ☐ Ind Structured Reminders
- ☐ *Designated Support*
  (TEA Approval): _____

Science, Biology

Version:
☐ EN ☐ SP ☐ Online

- ☐ Manipulating Test Materials
- ☐ Oral/Signed Admin (paper):
  - ☐ All Q & A- Change Level:
    - ☐ Yes ☐ No
  - ☐ Partial Q & A
- ☐ Calculation Aid
  - ☐ Addition Chart
  - ☐ Multiplication Chart
  - ☐ Calculator
    Type:
- ☐ Basic Transcribing
- ☐ Supplemental Aids:
  - ☐ Mnemonic Device
  - ☐ Other:
- ☐ Extra Time
- ☐ Ind Structured Reminders
- ☐ *Designated Support*
  (TEA Approval): _____

Social Studies, US History

Version:
☐ EN ☐ SP ☐ Online

- ☐ Manipulating Test Materials
- ☐ Oral/Signed Admin (paper):
  - ☐ Full Q & A- Change Level:
    - ☐ Yes ☐ No
  - ☐ Partial Q & A
- ☐ Basic Transcribing
- ☐ Supplemental Aids:
  - ☐ Blank Map, Timeline
  - ☐ Other:
- ☐ Extra Time
- ☐ Ind Structured Reminders
- ☐ *Designated Support*
  (TEA Approval): _____

STAAR Online- Designated Supports

You must indicate the test subject and each designated support. It is allowable for a student to test online for one subject and on paper for another subject.

	R	M	S	SS	W
Oral Admin through Text to Speech (TTS)					
ASL Videos					
Refreshable Braille					
Content and Language Supports (SPED, 504, LPAC)					

Student is eligible for Content and Language Supports based on the following that are provided during instruction and testing (check all that apply & collect samples when applicable)

___ Isolate specific info in a question, answer choice, text or graphic
___ Provide clarifying info for a graphic, map or political cartoon
___ Provide visual representations (pics, animations, maps, etc.)
___ Provide allowable supplemental aid (including writing checklists), specific formula or measurement conversions
___ Bullet or separate steps in a process
___ Define or clarify words, phrases or sentences
___ Provide visual representations in selection, question, answer choices or prompt
___ Reword or simplify complex questions or reorganize/simplify historical excerpts
___ Provide pre-reading text

Accessibility Features
Accessibility Features can be provided if available based on individual student need.

- ☐ Read Test Aloud to Self (PVC pipe device)
- ☐ Minimize Distractions
- ☐ Bilingual Dictionary (word-to-word only) for math, science and social studies
- ☐ Reminders to Stay on Task
- ☐ Assistive tools (indicate type and color)
- ☐ Blank Place Markers
- ☐ Individual Administration
- ☐ Small Group Administration
- ☐ Other:

Special Tests for eligible students:
☐ **Braille** ☐ **Large Print**

The Committee Facilitator must give a signed copy of this form to the CTC by the E11 Deadline (3 weeks prior to a test administration).

The ARD/504/LPAC/MTSS Committee has reviewed:

___ *eligibility for test version*   ___ *eligibility and effectiveness for the selected designated support(s)*

Committee Facilitator Signature: _____ *Date:* _____

CTC Received on _____ *CTC Signature* _____
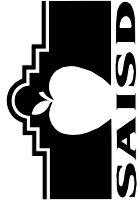
2020 STAAR Accommodations Quick View

The table below shows a quick view of the 2019-2020 Designated Supports, the assessments they are allowed on, and the committee that can assign them to individual students based on the eligibility criteria found on the individual policy requirements. See TEA Accommodations page for more information.

https://tea.texas.gov/accommodations/

*Supports offered online

Designated Support	STAAR Reading / Spanish	STAAR Writing / Spanish	STAAR Math/ Spanish	STAAR Science / Spanish	STAAR Social Studies/ Spanish	TELPAS	ARDC	504	MTSS Campus Team	LPAC
BASIC TRANSCRIBING							X	X	X	
BRAILLE							X	X	X	
CALCULATION AIDS (Grades 3-7)							X	X		X
*CONTENT & LANGUAGE SUPPORTS										
EXTRA TIME							X	X	X	X
INDIVIDUALIZED STRUCTURED REMINDERS							X	X	X	
LARGE PRINT							X	X	X	
MANIPULATING TEST MATERIALS							X	X	X	
MATH MANIPULATIVES							X	X	X	
ORAL/SIGNED ADMINISTRATION - PAPER ONLY FULL NO CHANGE							X	X	X	X
ORAL/SIGNED ADMINISTRATION - PAPER ONLY FULL WITH CHANGE ALLOWED							X	X	X	X
ORAL/SIGNED ADMINISTRATION - PAPER VERSION PARTIAL							X	X	X	X
*ORAL/SIGNED ADMINISTRATION - ONLINE VERSION – TEXT TO SPEECH							X Written Comp	X	X	X
*SPELLING ASSISTANCE							X	X Written Comp		
SUPPLEMENTAL AIDS							X	X	X	

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