Designated Supports

are locally-approved supports for students who meet eligibility criteria. Each policy document includes a description of the designated support, the assessment the support applies to, eligibility criteria, and other information

Basic Transcribing

Description of Designated Support

For online testing, this designated support allows responses to be transcribed into the Test Delivery System (TDS) when a student is unable to enter responses independently through keyboarding and use of the mouse.

For paper testing, this designated support allows a student's responses to be transcribed into the student's test booklet when the student is unable to enter responses independently.

Assessments

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

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

A student may use this designated support if that student routinely and effectively:
- uses speech-to-text (STT) software during classroom instruction and classroom testing; or
- has responses to classroom instructional and testing materials captured by a transcriber.

Authority for Decision and Required Documentation

- The *Speech-To-Text* field should be updated under the *Test Attributes* panel in TIDE prior to testing so the designated support is made available in TDS.
- For students who require a test administrator to enter their responses, the *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated in the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- 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 criterion and documented in the student's individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criterion and is documented in the student's individualized education program (IEP).
- In the case of an emergent bilingual (EB) student with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (LPAC) and documented in the student's permanent record file and IAP or IEP.

Examples and Types

The test administrator may carry out Basic Transcribing to transfer student responses into the test booklet or into TDS **only in the following situations**:

- The student points to answer choices on the computer screen.
- The student uses STT technology to answer constructed-response items (including use of the online embedded support in TDS).
- The student dictates or signs responses to test questions (not including constructed responses).
- The student writes responses to test questions on another medium (e.g., scratch paper, dry erase board) or types responses on a word processor.
- 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 mathematics calculations or to constructed responses).

Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- A test administrator who transcribes for a student must be trained in these guidelines and sign an Oath of Test Security and Confidentiality. The role of the test administrator is to record exactly what the student has indicated. The transcriber 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 in the Entering Student Responses into DEI section of the *DEI User Guide*.

- The test administrator must indicate to the student the space allowed for the constructed-response items so that the response will fit into the spaces provided when transcribed online. For STAAR, the extended constructed- response item character-count limit of 2,300 characters equates to approximately 46 lines on paper. Short constructed-response text boxes allow for 475 characters, which is approximately 10 lines on paper. For TELPAS, constructed-response items have a character-count limit of 1,000 and sentence rewrite items have a character- count limit of 100.

  NOTE: For the December 2022 STAAR end-of-course (EOC) English tests, the only constructed response will be the response to the writing prompt. The character-count limit of 1,750 equates to approximately 26 lines. An example of the lined page can be found on the STAAR Reading Language Arts Resources webpage.

- Students must be given the full time allotted to complete the test. Students are allowed to review the transcription and make any edits within the time window of the assessment. However, students may not edit their responses after the test period has ended and test administrators have transferred the final responses online. The test administrator must ensure that he can read and understand the student's intended responses prior to the student leaving the testing room.

- To become familiar with the functionality of online tests, students should practice using the tools in the Practice Test Site before taking online operational assessments.

- Documentation of this support should be kept at the local level. For STAAR paper administrations or 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 test booklet. There is no field in which to enter this information online.

- For TELPAS grades 2–12, Basic Transcribing applies only to the paper reading test, the online reading and writing test, and the listening portion of the online listening and speaking test. STT applies only to the constructed-response items for writing. For questions about the speaking portion of the online listening and speaking test, contact the TEA Student Assessment Division. 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.

- 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 test questions, or responses to the constructed response questions must be destroyed after testing. All voice recordings must be erased or destroyed after testing.

- A student who needs assistance only in physically manipulating test materials or equipment is not necessarily eligible for this designated support. Refer to the Manipulating Test Materials policy.

- For information about the test administrator transcribing a student's dictated or signed responses to constructed-response items, refer to the Complex Transcribing policy. For information about the test administrator recording a student's dictated mathematics scratch work, refer to the Mathematics Scribe policy.

- 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 test administrations instructions.

- For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the STAAR Paper Test Administration Information.

- Spellcheck, word predictor, and all other special features must be disabled when a student types responses to constructed response items on a word processor unless the student meets the eligibility criteria outlined in the Spelling Assistance policy.

- Districts are required to have procedures in place to prevent student use of personal cell phones and electronic devices during test administrations. If TEA-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 the Technology Guidelines cannot be used during a state assessment.

- For situations when a student experiences an unexpected or emergency situation (e.g., broken arms, broken glasses) immediately before the assessment, refer to the Accommodations in Unexpected and Emergency Situations policy.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

Braille and Refreshable Braille

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/subjects and courses (for brailled test material)
- STAAR grades 3–8 reading language arts, grade 8 social studies, English I, English II, and U.S. History (for screen reader support for refreshable braille displays)
- TELPAS grades 2–12 reading (for brailled test material)

Student Eligibility Criteria

A student may use this designated support if the student routinely uses braille materials during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For students who test with a braille accommodation, the braille type should be indicated in the *Test Mode* field in TIDE prior to testing so that the appropriate braille test is made available to the student. All student responses for paper braille tests must be transcribed into the Data Entry Interface (DEI) to be scored.
- 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criterion and is documented in the student's individualized education program (IEP).
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

This designated support includes **only**

- state-provided contracted and uncontracted braille test materials in Unified English Braille (UEB) in all STAAR grades/subjects and courses
- online screen reader support for refreshable braille displays in STAAR RLA and social studies assessments
- state-approved contracted and uncontracted braille test materials in UEB for TELPAS grades 2–12 reading

Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- Student responses cannot be scored unless they are recorded according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing policies.
- General information about administering braille tests is available in the STAAR Paper Test Administration Information.
- Online screen reader support for refreshable braille displays includes 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 *Job Access with Speech (JAWS)* help screen in *Available Tools* during an online administration.

Note: For students using online screen reader support for refreshable braille displays on the December 2022 STAAR administration, districts will need to contact Texas Testing Support (833)-601-8821 to order paper copies of test booklets.

- A student taking STAAR using a refreshable braille display will not be able to use the STT feature. Districts should continue to use the same process for transcription used in daily instruction in the classroom. For example, districts may use Dragon speech recognition software to transcribe the student essay.
- Secure test instructions for administering braille tests are shipped with the individual braille test booklets prior to

testing. **Test administrators must review these instructions prior to test day to ensure that the test is administered properly.**

- For students taking STAAR braille who are also eligible to receive content and language supports, including students using a refreshable braille display, districts should indicate this eligibility in the *Test Mode* field of TIDE to receive STAAR with Embedded Supports materials, as there is no request process for TEA to approve 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.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

Calculation Aids

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 the student

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

Grades 3 and 4

- The student has a physical disability that prevents the student 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 the student from seeing the numbers he or she has written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).

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 he or she has written during computations and cannot effectively use other accessibility 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

- The *Basic TI Calculator* field should be updated under the *Test Attributes* panel in TIDE prior to testing online so the designated support is made available in TDS.
- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that a non-embedded calculation aid was made available to the student.
- 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 emergent bilingual (EB) student with a disability, the decision is documented in the student's permanent record file and IAP or IEP.

Examples and Types

This designated support may include **only** the following:

- basic calculator available as an online embedded support on STAAR
- basic (i.e., four-function) handheld calculator or calculator application, including large-key or speech-output
- 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 and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- The use of this designated support on STAAR should not replace the teaching of basic computation skills as outlined in the Texas Essential Knowledge and Skills (TEKS).
- For questions regarding the functions of a basic calculator, see the Basic Calculator tool in TDS. The Basic Calculator is offered as an embedded support on STAAR grade 8 mathematics, grade 8 science, Algebra I, and Biology.
- Calculators used by eligible students as a designated support must adhere to the "Additional Information About Calculators" section of the STAAR Calculator Policy.
- Calculators are required as part of standard test administration procedures for some state assessments. For such assessments, any calculation aid listed in the Examples and Types section may be provided, along with the required calculator, to a student who is receiving special education or Section 504 services.
- For a student taking a special paper administration, a handheld calculator must be provided.
- Districts are required to have procedures in place to prevent student use of personal cell phones and electronic devices during test administrations. If TEA-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 the Technology Guidelines cannot be used during a state assessment.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

Content and Language Supports

Description of Designated Support

This designated support allows for various types of assistance to support a student's understanding of passages, test items, and answer choices.

Assessments

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

- STAAR and STAAR Spanish

Student Eligibility Criteria

A student may use this designated support if that student routinely, independently, and effectively uses this designated support during classroom instruction and classroom testing; and
- instructional and assessment decisions are made by a Section 504 committee; admission, review, and dismissal (ARD) committee; or a language proficiency assessment committee (LPAC) for an emergent bilingual (EB) student taking a test in English.

NOTE: An EB student taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines the student to be eligible.

Authority for Decision and Required Documentation

- The *Content and Language Supports* field should be updated under the *Test Attributes* panel in TIDE prior to testing so the designated support is made available in TDS.
- For an EB student who tests in English, 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 individual accommodation plan (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 individualized education program IEP.
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

This designated support is available **only** during an online administration as a pop-up, a rollover, prereading text, and supplementary material.

Special Instructions and Considerations

- Refer to the *STAAR Accessibility Educator Guide* for more specific information about online features and supports.
- To become familiar with the functionality of online tests, students should practice using the tools in the Practice Test Site before online operational assessments.
- Technology-based accommodations enable most students to test online. However, in rare instances, a student may be eligible for the administration of a paper test due to an inability to access the test and/or accommodations on a computer. The need for paper test materials with embedded supports must be indicated in TIDE.
- For students taking STAAR braille who are also eligible to receive content and language supports, including students using a refreshable braille display, the eligibility criteria for a paper test administration with embedded supports does not need to be met. Test administrators will be provided with instructions regarding the administration of this designated support for students taking a braille test or using screen reader support for refreshable braille displays.
- Any student for whom the LPAC recommends the use of this support for any reading language arts (RLA) assessments may not be reclassified at the end of the school year. In addition, LPACs may not recommend designated supports for an EB student whose parents have denied bilingual or English as a second language (ESL) services. However, EB students who are approved by a different committee to receive this support based on reasons other than English language acquisition (such as a disability or documented academic or literacy difficulties) may be considered for reclassification at the end of the school year.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

Individualized Structured Reminders

Description of Designated Support

This designated support allows a test administrator to provide a student with individualized, structured reminders to stay on task during a test administration beyond what is required or allowed for any student during 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 Criteria

A student may use this designated support if the student routinely and effectively receives individualized structured reminders during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate campus-level team (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 individual accommodation plan IAP.
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criterion and is documented in the student's individualized education program (IEP).
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

This designated support includes but is not limited to

- 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; and
- paper clips or adhesive notes used to divide paper test booklets into sections.

Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure test confidentiality.
- 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 campus-level team needs to determine eligibility and document the decision in the appropriate paperwork.
- Because these reminders are meant to be individualized to the needs of a particular student, it is not appropriate for a reminder that is not already an accessibility feature to be provided to all students in a testing area. Providing supports to students who do not meet the eligibility criteria is considered a testing irregularity.
- Any type of administration in which the test administrator must view a secure state assessment requires that the test administrator sign a specific part of an Oath of Test Security and Confidentiality. Responding to test questions, making notes about test questions, and discussing test content at any time are prohibited.
- Some students might need assistance with certain reminders (e.g., inserting paper clips for paper tests, setting the timer). This type of assistance is allowable; however, it is preferable that the student, rather than the test administrator, direct or control the use of the reminder when possible.

- For TELPAS grades 2–12 assessments, individualized structured reminders apply only to the paper reading test, the online reading and writing 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.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

Large Print

Description of Designated Support

This designated support provides a student with enlarged paper test materials when the student cannot effectively access test materials in standard print size.

Assessments

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

- STAAR
- STAAR Spanish
- TELPAS reading (paper version only)

Student Eligibility Criteria

A student may use this designated support if the student

- routinely and effectively uses large-print materials, including textbooks, worksheets, etc., during classroom instruction and classroom testing in place of digital materials because the tools available to enlarge text and images online do not provide adequate support; and
- meets at least one of the following three criteria:
    - the student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a VI);
    - the student cannot accurately track letter to letter, word to word, or line to line; or
    - the student has a physical disability which necessitates the use of large-print materials.

Authority for Decision and Required Documentation

- To receive large-print materials, "Paper" must be indicated in the *Test Mode* field and "Large Print" indicated in the *Paper Test Format* fields in TIDE prior to testing.
- For TELPAS paper administrations, "Paper" must be indicated in the *Test Mode* field and "Large Print" indicated in the *Paper Test Format* field in TIDE.
- 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

This designated support is limited to the large-print test materials provided by the state.

Special Instructions and Considerations

- The ordering process of large-print materials will be closely monitored to ensure that districts are ordering only for students who meet the eligibility criteria. In most cases, large-print test materials should be indicated only for a student with an impairment in vision.
- Student responses on large-print tests must be entered into DEI. If a student's responses are not entered into DEI, the student's test cannot be scored.
- Specific information about large-print test materials, including the policy for students who require test materials in a font size larger than the state-supplied large-print test materials is found in the STAAR Paper Test Administration Information.
- Refer to the Font and Point Sizes Matrices for point sizes and fonts used on all state assessments.
- Technology-based accommodations for online test takers enable most students to test online. However, in rare instances, a student may be administered a paper test. For a student eligible for a special paper administration, "Paper" must be indicated in the *Test Mode* field and a specific paper format must be selected from the *Paper Test Format* field in TIDE.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the Accommodations in Unexpected and Emergency Situations policy.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's

Accommodations Task Force representative.

Manipulating Test Materials

Description of Designated Support

This designated support allows a 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 criterion, this designated support may be used on:

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

A student may use this designated support if the student routinely and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate campus-level team (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 EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

This designated support includes but is not limited to

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

Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure test confidentiality.
- The student must give specific directions about how the test administrator should manipulate online tools, test materials, and equipment. The test administrator may not provide feedback regarding the correctness of the student's directions.
- Manipulating test materials must be performed by a trained test administrator who has signed an Oath of Test Security and Confidentiality. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- If students need their constructed responses transcribed, refer to the Basic Transcribing or Complex Transcribing policies.
- For TELPAS grades 2–12 assessments, this support applies only to the paper reading test, the online reading and writing 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.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before an assessment, refer to the Accommodations in Unexpected or Emergency Situations policy.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's

Accommodations Task Force representative.

Mathematics Manipulatives

Description of Designated Support

This designated support allows a student to use concrete objects or pictures of concrete objects that the student can touch and move 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 and Algebra I
- STAAR Spanish grades 3–5 mathematics

Student Eligibility Criteria

A student may use the mathematics manipulatives if that student routinely, independently, and effectively uses them during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- 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 eligibility criteria and documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on eligibility criteria and documented in the student's IEP.
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

The mathematics manipulatives designated support may include **only the following items:**

- Real or play money (both heads and tails)

- Clocks with or without numbers shown on the clock face; the clock should **NOT** have gears.
- Base-10 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 and Considerations

- A student who uses this designated support may need to complete the test in a setting that is separate from other students in order to eliminate distractions and ensure the confidentiality of the test.
- 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 Texas Essential Knowledge and Skills (TEKS). The student must be able to understand the information that the mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts.
- The test administrator may not remind the student to use the mathematics manipulatives or explain to the student how to use them.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative

Oral and Signed Administration

Description of Designated Support

This designated support allows test material to be read aloud or signed to a student.
All references in this document to reading support during an oral administration also apply to signing during a signed administration. An online oral or 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:

STAAR and STAAR Spanish	Test Questions	Answer Choices	Content and Language Supports	Required Reference Materials (where applicable)	Allowable Designated Supports
Mathematics	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓
Social Studies	✓	✓	✓	✓	✓

STAAR and STAAR Spanish RLA	Test Questions	Answer Choices	Content and Language Supports	Required Reference Materials (where applicable)	Allowable Designated Supports	Direction Lines	Passages
Revising*	✓	✓	✓	✓	✓	✓	✓
Editing				✓	✓	✓	
Reading	✓	✓	✓	✓	✓	✓	

*Note: For Signed Administration and American Sign Language (ASL) videos refer to the Signed and American Sign Language (ASL) Videos section.

Student Eligibility Criteria

A student may use this designated support if that student

- routinely and effectively uses the designated support during classroom instruction and classroom testing, and
- meets at least one of the following criteria:
    - the student is a current emergent bilingual (EB) student and takes a STAAR test in English;
    - the student is identified with dyslexia or a related disorder per Texas Education Code, §38.003; or
    - the student has documented evidence of reading difficulties.

NOTE: An EB student taking STAAR Spanish may be eligible for an oral administration if the student meets either of the requirements noted in the last two bullets and if a committee other than the language proficiency assessment committee (LPAC) determines the student to be eligible.

Authority for Decision and Required Documentation

- Either the *Text-To-Speech* or *Auto Text-To-Speech* field should be updated under the *Test Attributes* panel in TIDE prior to testing so the designated support is made available in TDS.
- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that an oral administration was provided to a student testing on paper.
- 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 an EB student who is testing in English, the decision is made by the LPAC based on 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 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 EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

Several types of oral administration are available. All guidelines for providing an oral administration apply to braille tests, online tests, and paper administrations of online tests. To become familiar with the functionality of online tests, students should practice using the tools in the Practice Test Site. 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 committee, RtI team, student assistance team) to determine eligibility and to document the level of reading support the student needs in the appropriate student paperwork.

Oral Administration of STAAR Paper Tests, STAAR Spanish Paper Tests, and STAAR Braille Tests
The Oral Administration designated support should be provided only to an eligible student by a test administrator who has been trained in the procedures specific to oral administration. Guidelines for oral administration can be found in the STAAR Oral and Signed Administrations Educator Guide.

Oral administration of a paper assessment can include one of two different levels of reading support for each eligible student. The test administrator may use one of the following approaches:

- read parts of the test questions and answer choices at student request, or
- read all test questions and answer choices in the order they are presented.

A student may 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 is permitted to change the level of reading support during testing, based on documentation in the student's official record.

STAAR and STAAR Spanish Online Tests
For students taking an online assessment, text-to-speech (TTS) is offered as an online option for oral administration. The TTS tool allows an eligible student to receive one of two different levels of reading support while testing. As determined by the appropriate committee, the student may:

- select any or all eligible test questions and answer choices to be read aloud using the TTS tool, or
- have all eligible parts of the test be automatically read aloud in the order they are presented.

Test administrators must be made aware of the level of reading support each student is to receive so that they may confirm that the appropriate level of reading support was set prior to testing and provided based on documentation in the student's official record.

Signed Administration and ASL Videos

Before conducting a signed administration for students who are deaf or hard of hearing, test administrators should read the specific guidelines for signing test content that are included in the General Instructions for Administering State Assessments for Students Who are Deaf or Hard of Hearing.

ASL videos are offered as an online option for a signed administration, allowing the student to independently select and change the level of signing support during test administration. It is important to note, however, that ASL videos are available only 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.

Special Instructions and Considerations

- A student who uses this designated support may complete the test in a setting that is separate from other students in order to eliminate distractions and ensure the confidentiality of the test.
- Any type of oral administration in which the test administrator must view a secure state assessment requires that the test administrator sign a specific part of an Oath of Test Security and Confidentiality. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- It is the responsibility of the district and campus to determine the most appropriate way to group students in order to provide a proper test administration.

- When providing an oral administration to a student taking a braille test, including STAAR online with screen-reader support for refreshable braille displays, test administrators should refer to the braille secure test instructions shipped with the braille materials.
- Students for whom the LPAC recommends use of this support for any reading language arts (RLA) assessments may not be reclassified at the end of the school year. In addition, LPACs may not recommend designated supports for an EB student whose parents have denied bilingual or ESL services. However, EB students who are approved by a different committee to receive this support, for reasons other than English language acquisition (such as a disability or documented academic or literacy difficulties), may be considered for reclassification at the end of the school year.
- The revising passages and test questions in a paper test booklet for STAAR RLA tests may be read aloud to eligible students. The revising sections of the test will be identified so that the test administrator knows which sections they may read aloud. Test administrators may **NOT** read aloud any part of the editing on the RLA tests.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the Accommodations in Unexpected and Emergency Situations policy.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

Spelling Assistance

Description of Designated Support

This designated support provides various types of spelling assistance for students with disabilities.

Assessments

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

- December 2022 STAAR English I and English II
- Spring 2023 STAAR
    - grades 3-8 RLA, English I, and English II
    - grades 3-5 Spanish RLA
    - grades 5 and 8 science and Biology
    - grade 5 Spanish science
    - grade 8 social studies and U.S. History

Student Eligibility Criteria

A student may use this designated support if the student routinely, independently, and effectively uses this designated support during classroom instruction and classroom testing and meets the following criteria:

- the student receives Section 504 or special education services; and
- the student organizes and develops 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 the student cannot apply basic spelling rules or word patterns (e.g., prefixes, suffixes) to written responses.

Authority for Decision and Required Documentation

- The *Spelling Assistance* field should be updated under the *Test Attributes* panel in TIDE prior to testing so the designated support is made available in TDS.
- For students taking a special paper administration of an online assessment or who test online but access spelling assistance support outside of the testing platform, the *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that a non-embedded spelling assistance support was made available to the student.
- 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

This designated support may include **only**

- visual sound cards;
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced);
- spellcheck function on a word processor or as an online embedded support on STAAR;
- pocket spellchecker;
- word prediction software;
- TTS software or devices; and
- STT software, applications, or devices, including the use of the STT online embedded support in TDS.

Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure test confidentiality.
- The use of spelling assistance as a designated support on STAAR should not replace the teaching of spelling skills as outlined in the Texas Essential Knowledge and Skills (TEKS).
- Dictionaries are a required part of standard test administration procedures for some state assessments. For more information, refer to the STAAR Dictionary Policy. For these assessments, any spelling assistance listed in the "Examples and Types" section may be provided, along with the required dictionary, to a student who is determined to be eligible.
- An online spelling assistance embedded support is available as a test attribute for students who routinely type

responses using a spellcheck function during classroom instruction.

- To become familiar with the functionality of online tests, students should practice using the tools in the Practice Test Site before online operational assessments. Teachers should also familiarize themselves with the tool to ensure its appropriateness for each student.
- If an eligible student uses a different type of spelling assistance during instruction, do not register the student for this test attribute. This designated support is the only type of spelling assistance allowed during state assessments.
- If students need their responses transcribed into the online testing platform, refer to the Basic Transcribing policy.
- Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If a student uses TEA-approved, technology-based accommodations 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 the Technology Guidelines cannot be used during a state assessment.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

Supplemental Aids

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 Criteria

A student may use this designated support if the student

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

Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- 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 criterion and is documented in the student's individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criterion and is documented in the student's individualized education program (IEP).
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

Only the paper-based supplemental aids listed are allowed on the state assessment.

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 English Language Arts, the acronym FANBOYS may be used to help a student recall the names of different coordinating conjunctions, the names of the conjunctions themselves 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.

*All Subjects 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 Charts

- A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is **NOT** allowed.

- A 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 Graphics

- 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).

- Grade- or course-appropriate pictorial models of one-, two-, and three-dimensional geometric figures may be used. However, the models may only be provided in two- or three- dimensional forms, not both. 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.

Reading Language Arts Grammar and Mechanics
- A list of grade-appropriate grammar and mechanics rules may be used. The list may NOT contain any specific examples.
- The test administrator must collect the list from the student once the student moves on to any other section of the test.
- Note: For December 2022 STAAR English I and English II assessments, this supplemental aid is available for the written composition ONLY.

Science Graphics

- 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.

- 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 include only 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

- 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 can use both physical and political world or U.S. maps.
- Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is **NOT** allowed.

Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- Use of this designated support during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the Texas Essential Knowledge and Skills (TEKS). The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.
- 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.
- 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.
- A student's use of this designated support does not necessarily impact the instructional environment. Remember that the only instructional materials in a testing area that should be concealed or removed are those materials separate from the supplemental aids designated here which could assist a student with answering questions on the subject-area assessment being administered.
- Supplemental aids can be provided in the language that is most appropriate for the student.
- 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 which may be more cumbersome than helpful when used during the state assessment.
- If a student writes on the supplemental aid during the test administration, the supplemental aid must be destroyed after testing.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the Accommodations in Unexpected and Emergency Situations policy.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

Designated Supports Requiring TEA Approval

The four designated supports listed below require the submission and approval of an Accommodation Request Form. The Accommodation Request Form can be found under the *Administration and Security Forms* module in TIDE.

- Complex transcribing
- Extra day
- Mathematics scribe
- Other

Complex Transcribing

TEA approval IS required.

Description of Designated Support

This designated support allows a test administrator to record a student's dictated or signed responses to constructed-response items into TDS when a student with a disability is unable to accomplish this task independently.

Assessments

A student who meets the eligibility criteria for this designated support may use it on:

- any STAAR RLA, science, or social studies test question that requires a written response
- any TELPAS test question that requires a written response

NOTE: Assistance provided for math text entry or equation editor questions is part of the Math Scribe accommodation. Refer to the Math Scribe policy document for more information.

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 the Basic Transcribing accommodation to address this need, and meets at least one of the following criteria:

- 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; or
- 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 a paper test booklet or in the space provided in the Test Delivery System (TDS).

Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.

- 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., Response to Intervention [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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

The test administrator may carry out this designated support only when the student dictates or signs his or her responses to the eligible test questions, including the student's prewriting.

Special Instructions and Considerations

- 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 their district's Accommodations Task Force representative.
- A student who uses this designated support may need to complete the test in a separate setting to eliminate

distractions to other students and to ensure the confidentiality of the test.

- This designated support is intended for an extremely small group of students with disabilities. TEA will provide specific guidelines about how to transcribe the student's responses to the constructed-response items, including how to indicate the student's spelling, punctuation, and capitalization, with any approved Accommodation Request Form.
- A test administrator who transcribes for a student must be trained in these guidelines and sign a specific part of an Oath of Test Security and Confidentiality.
- Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.
- 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 test administration instructions.
- For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the test administration instructions.
- For online TELPAS grades 2–12 writing, an Accommodation Request Form (ARF) must be submitted for a student who meets the eligibility criteria for Complex Transcribing and noted in TIDE for the student to receive the designated support in their online TELPAS reading and writing test.
- Students who are eligible for a special administration for grades 2–12 writing must be holistically rated. An ARF does not need to be submitted, and Complex Transcribing does not need to be indicated in TIDE in order for the student to receive the designated support for his or her TELPAS writing samples.
- TEA will provide specific guidelines on how to implement this designated support along with any approved Accommodation Request Form. The role of the test administrator who provides this designated support is to record the student's dictated work exactly as the student indicates. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the Accommodations in Unexpected and Emergency Situations policy.

If you have any questions, contact the Student Assessment Division at 512-463-9536 and ask to speak with your district's Accommodations Task Force representative.

Extra Day

TEA approval IS required.

Description of Designated Support

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

Assessments

A student who meets the eligibility criteria for this TEA-approved designated support may use it 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 and

- is unable to use the make-up policy to complete the test;
- is unable to effectively use any of the accessibility features (e.g., tools to minimize distractions, individual administration, reminders to stay on task) or locally-approved designated supports (e.g., Individualized Structured Reminders) to address this need; and
- meets at least one of the following criteria:

    - 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 hearing impairment;
    - 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 has a severe behaviorally or emotionally 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; or
    - 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 (i.e. perseveration, physical harm to self or others, a breakdown of self-control from over-stimulation or too much input) that cannot be appropriately managed without an additional day of testing.

Authority for Decision and Required Documentation

- The *Extra Day* field must be updated in the *Non-Embedded Supports* panel in TIDE prior to testing to indicate this support was made available to the student.
- 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., Response to Intervention [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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an emergent bilingual student with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (LPAC). The decision is documented in the student's permanent record file and IAP or IEP. In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Special Instruction and Considerations

- 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.
- 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 the TEA Student Assessment Division at 512-463-9536 for further instructions.
- 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 be permitted to test only over two regularly scheduled, consecutive school days. Each day of testing must not extend beyond eight hours. TEA will provide additional guidance specific to scheduling Extra Day administrations with any approved Accommodation Request Form.
- For students who take the braille test and require an extra day, refer to the test administration instructions. TEA approval is **NOT** required.
- For TELPAS grades 2–12, the Extra Day accommodation applies only to the online and paper reading test, online reading and writing 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.
- For situations when a student may not be able to complete a test in one day due to a potential medically-related issue, refer to the make-up instructions in these *Coordinator Resources*.
- For situations when a student experiences an unexpected or emergency situation (i.e., broken arms, broken glasses) immediately before the assessment, see the Accommodations in Unexpected and Emergency Situations policy.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

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 the student cannot accomplish this task independently.

Assessments

A student who meets the eligibility criteria for this TEA-approved designated support may use it on:

- STAAR grades 3–8 mathematics and Algebra I
- 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 or another workspace) or locally-approved designated supports (e.g., calculation aid) to address this need; and
- meets at least one of the following criteria:

  - 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.
  - The student has a developmental disability that is included on the autism spectrum.

Authority for Decision and Required Documentation

- The STAAR *Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE prior to testing to indicate this support was made available to the student.

- 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., Response to Intervention [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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Examples and Types

The test administrator may write the student's dictated scratch work and computations on scratch paper, a chalkboard, a whiteboard, or the allocated space in the student's test booklet. In addition, the test administrator may record intermediate steps when a student uses a calculation aid as an allowed designated support or a required part of the test administration procedures.

Special Instructions and Considerations

- 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, an updated ARD committee decision). In these circumstances, the district testing coordinator should contact the TEA Student Assessment Division at 512-463-9536 for further instructions.
- 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.
- 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 specific guidelines on how to implement this designated support along with any approved Accommodation Request Form. The role of the test administrator who provides this designated support is to record the student's dictated scratch work and computations exactly as the student indicates (e.g., verbally stated number-by-number, mathematics symbols, space-by-space). Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- The test administrator who provides this designated support must be trained in these guidelines to understand the boundaries of the assistance being provided and be a trained test administrator who has signed a specific part of an Oath of Test Security and Confidentiality.
- If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the Accommodations in Unexpected and Emergency Situations policy.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

Other

TEA approval IS required.

Description of Designated Support

Designated supports that fall into the Other category are for students with unique needs not addressed explicitly with any accessibility features or another designated support. Other designated supports are not intended to provide additional supplemental aids not listed as allowed or for students who fail to meet established eligibility criteria for designated supports.

Assessments

Depending on the request, a student who meets the eligibility criteria for this TEA-approved designated support may use it 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

- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE prior to testing to indicate this support was made available to the student. Special instructions sent with an approval may indicate additional information that should be recorded.
- 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., Response to Intervention [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 an emergent bilingual (EB) student, the decision is made by the language proficiency assessment committee (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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- For an EB student with a disability, the appropriate committee makes the decision in conjunction with the student's LPAC. The decision is documented in the student's permanent record file and IAP or IEP.

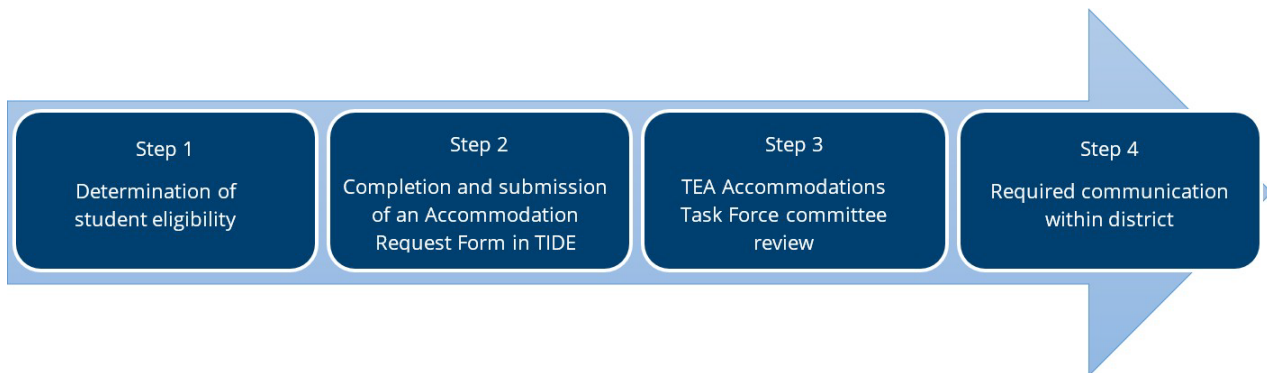## Special Instructions and Considerations

- 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.
- TEA may provide additional procedures specific to the requested designated support if approved.
- For students who require test materials in a font size larger than the state-supplied large-print test materials, refer to the test administration instructions and the Font and Point Size Matrices for STAAR, STAAR Alternate, and TELPAS. Some students may need double-sided test materials photocopied into single-sided sheets

- because he has a physical disability that prevents him from effectively manipulating test materials printed on both sides of the paper or turning the pages in a test booklet;
- because she has a disability that necessitates test materials be presented in a printed format other than a test booklet; and/or

- 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.

- Any Other accommodation must be submitted using an Accommodation Request Form. The Other designated support must have a detailed rationale that explains the need, reason, and effectiveness of the requested accommodation. All Other requests are categorized as "Pending TEA approval" upon submission.
- For situations when a student experiences an unexpected or emergency situation immediately before an assessment and all locally-approved designated supports do not meet the student's needs, refer to the Unexpected or Emergency Situations policy.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your district's Accommodations Task Force representative.

Accommodation Request Process

Only the Complex Transcribing, Extra Day, Mathematics Scribe, and Other designated supports require the submission of an Accommodation Request Form to TEA. The appropriate team at the campus level (e.g., ARD committee, Section 504 committee, RtI team, student assistance team) determines whether the student meets the specific eligibility criteria listed on the policy document and if so, submits an Accommodation Request Form to TEA in TIDE. 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 one of these designated supports 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 an Accommodation Request Form in TIDE	TEA Accommodations Task Force committee review	Required communication within district

Step 1: Determination of Student Eligibility

The appropriate team at the campus level must consult the Accessibility section 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 an Accommodation Request Form in TIDE

If a student meets the 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 Accommodation Request Form in TIDE under the *Administration and Security Forms* module. Only Accommodation Request Forms that adhere to the following guidelines will be processed. All others will be deleted, and the district will be asked to resubmit the form.

- Confidential student information, such as a student's first or last name, Social Security number, pages from an 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 multiple students 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 the Complex Transcribing designated support. 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 response or use the Basic Transcribing designated support (e.g., word processor, speech-to-text) to complete constructed responses.
- Attach a sample of the student's handwriting if the student is able to write independently.
- The sample should not include identifying student information.
- 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.

Extra Day Rationale

- Describe the disability that prevents the student from completing the test within the prescribed amount of time. 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 severely fatigued or starts to shut down.
- Explain how the provision of an extra day has proven effective for this student.
- Include the frequency and duration of the student's breaks and explain how much work the student accomplishes during periods of productivity.
- Note if the student has 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).
- Explain which accessibility features or designated supports have been tried and the student's level of success with them.
- 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 numbers.

Mathematics Scribe Rationale

- Describe the impairment in vision or the physically disabling condition that creates a need for the Mathematics Scribe designated support. 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.
- The sample should not include identifying student information.
- 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 numbers.

Other Rationale

An Accommodation Request Form for an Other accommodation may be submitted by the district coordinator after a TEA Accommodation Task Force member has been contacted. The Accommodation Request Form should be completed in TIDE, under the *Administration and Security Forms* module.

- Describe in detail the Other designated support being requested.
- Describe the disability that creates a need for an Other designated support, including specific information about the characteristics of the condition, symptoms, and level of severity the student experiences.
- Explain which accessibility features or designated supports have been tried and the student's level of success with them.
- 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 numbers. Accommodation Request Forms must be submitted to TEA in a timely manner to allow committee members the ability to process and review requests, as well as to communicate to districts the appropriate guidelines for administering a TEA-approved designated support. Requests should be submitted no later than one week prior to the individual student's test administration window. For circumstances that require an accommodation request but occur after this time (e.g., newly enrolled student, medical emergency, updated ARD committee decision), the district coordinator should contact the TEA Student Assessment Division at 512-463-9536 and ask to speak to a member of the Accommodations Task Force for further instructions.

The Accommodation Request Form in TIDE contains sections that are required to be completed before the form can be submitted. After clicking the *Submit* button, a confirmation window will appear with an identification number. A confirmation email will be sent to the submitter and to the district testing coordinator; 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.

Step 3: TEA Accommodations Task Force Committee Review

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

Although every attempt is made to address requests promptly, this step in the accommodation request process may take several weeks to complete. Do not resubmit the request while the review process is ongoing unless asked to do so by a member of the TEA Accommodations Task Force. If the TEA decision has not been received prior to testing or if questions arise, the district coordinator may contact the TEA 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 and abide by any specific 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 in the TEA decision email the stated expiration date of an approved designated support. All approved accommodation requests will expire after the June test administration each year. A new accommodation request will need to be submitted each school year if the student continues to need the support.

For questions about TEA designated supports or the accommodation request process, contact the TEA Accommodations Task Force at 512-463-9536.

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 student's scheduled state assessment. For example, a student may arrive at school without prescribed eyeglasses and need a large-print test booklet, or a student may have a broken arm and need responses to constructed response items transcribed. When considering how to meet a student's needs in these types of situations, ensuring student independence is 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:

Districts should first consider if a student's needs can be met by any of the accessibility features available to any student and should make them available during testing. There is no need to contact TEA for approval to use accessibility features. Information on these accessibility features available to any student can be found in the Accessibility Features section.

Step 2:

If the student's needs cannot be met using an accessibility feature or the student requires additional support, review the Designated Supports section 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 use independently (e.g., for the student who forgot prescribed eyeglasses, consider a projection device or a large-print test booklet instead of 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 the TEA Accommodations Task Force for permission and additional instructions. Once approval has been granted, please follow the guidelines provided to administer the assessment with the approved designated supports.

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 designated support prior to the administration of the state assessment, if time permits.

A student's use of a designated support must be recorded in TIDE after testing and before the end of the testing window. Refer to the *TIDE User Guide* for instructions on how to enter designated supports.

Districts must be aware that the allowance of a testing accommodation in an unexpected or emergency situation applies only to the current test administration and does not transfer to subsequent administrations. In addition, the use of a designated support should be taken into account when interpreting test results.

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

General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing

Introduction

This document is intended to help district and campus personnel and test administrators understand and meet the unique testing needs of students who are deaf or hard of hearing. Districts should plan accordingly to ensure that those who are administering a test to a student who is deaf or hard of hearing receive training to prepare for this type of test administration and sign an Oath of Test Security and Confidentiality prior to the test administration. Unless otherwise indicated in this document, regular test administration procedures should be followed when testing a student who is deaf or hard of hearing.

Who Can Serve as a Test Administrator?

Certified and noncertified staff members who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants only if they are trained in test security and administration procedures and sign an Oath of Test Security and Confidentiality. Noncertified staff members must be supervised, either directly or indirectly, by a certified staff member on the same campus throughout the test administration. If a noncertified staff member is responsible for a violation of test security or confidentiality, the supervising certified staff member is subject to penalty. Refer to the Test Administrator Training section for more information.

If a student's primary access to the Texas Essential Knowledge and Skills (TEKS) is provided by a deaf educator in a classroom setting, then the deaf educator should administer the test. In some cases, a certified sign language interpreter may be needed to facilitate communication between the test administrator and student. Deaf educators and certified sign language interpreters who are employees of the school district should follow the general guidelines and understand the responsibilities outlined in the appropriate test administrator manual which can be found on the Texas Program Manuals and Materials site.

Certified sign language interpreters who are not employees of the district may only facilitate communication between the test administrator and the student. They are not allowed to administer tests and may not be left unattended with secure testing materials. However, because of exposure to secure test content, a certified sign language interpreter who is not employed by the district must be trained in test administration procedures, sign an Oath of Test Security and Confidentiality, and be supervised at all times by a certified district staff member.

Sign Language and Oral Interpretation

Test administrators who are providing a signed administration of an online STAAR assessment can view the student screen using a second monitor connected through HDMI.

Information on providing an oral or signed administration can be found in the *STAAR Oral and Signed Administrations Educator Guide* and must be used in conjunction with these instructions when training test administrators.

TEA does not specify the sign language to be used during a test administration. The test administrator should use the sign language that the student routinely uses as part of daily instruction.

Designated Supports for Testing

Designated supports policy documents can be found in the Accessibility section of these *Coordinator Resources.* Designated supports used during a state assessment must be routinely used during classroom instruction and classroom testing. All materials and equipment needed by the student should be provided before testing begins. Educators must communicate with the campus testing coordinator regarding supports that are documented in each student's IEP and that are allowed or approved for use during the state assessment.

There are a number of designated supports for testing that are commonly used during a test administration for students who are deaf or hard of hearing.

Students who are deaf or hard of hearing and are eligible for an oral or signed administration with content and language supports will take STAAR online. A signed administration is allowed for parts of the test that can be read aloud but cannot be accessed through text-to-speech. Test administrators must be trained using the *STAAR Oral and Signed Administrations Educator Guide* and use these guidelines for signing test content.

TDS provides American Sign Language (ASL) videos for students eligible for an oral or signed administration. This support is available for administrations of all grades/subjects and courses of STAAR in English. Students who receive this designated support will select the "American Sign Language Video" option from the context dropdown menu that appears to the right of the question, and a video of a person signing applicable test content with a closed captioning option will appear. Students will have the ability to play the video as many times as necessary and will also be able to pause, fast-forward, and rewind the video. A student is allowed signing support from a test administrator in addition to the ASL videos (e.g., the student does not understand a sign being used in the video), as long as the requirements for a signed administration are adhered to. These functionalities are available in the Practice Test Site for students to become more familiar with the videos.

It is important to note that ASL videos are not available for content and language supports. In these instances, the test administrator may sign test content as previously indicated.

Sign Language Dictionary

When a dictionary is a required part of standard test administration procedures, a sign language dictionary may be used. Refer to the STAAR Dictionary Policy. The dictionary must be commercially produced. Teacher-made, student-made, and subject-specific dictionaries are not allowed.

Transcribing a Student's Signed Responses to the Constructed Response Items

For students who have a TEA-approved accommodation request, a trained test administrator may record a student's signed response to the constructed-response items in TDS (for an online administration) or DEI (for a paper administration). Refer to the Complex Transcribing designated support policy. The student's responses must be recorded exactly as the student signs, according to all procedures outlined in this document. Translating the student's responses into English prior to recording them into TDS or DEI is not allowed.

Test Administration Directions: Signing, Orally Interpreting, Projecting, Photocopying, or Amplifying

Allowable accessibility features including signing or orally interpreting test administration directions can be found in the Accessibility section of these *Coordinator Resources*. Test administration directions may be further clarified or interpreted as long as the substance of the directions is not changed. This applies to directions given either before or during the test

When signing test administration directions, there is no need for the test administrator to view confidential test materials.

Test administration directions do not contain secure information, and, therefore, may be projected or photocopied for students who want to read the print directions as the test administrator signs them.

A student who is deaf or hard of hearing may use an amplification device, such as a frequency modulated (FM) system.

Test Content: Projecting or Photocopying

When a student is eligible for an oral or signed administration and needs test content interpreted through sign language or speech reading, it may be necessary for the test content to be projected onto a screen so that the student can access the test. Projection devices that do not involve the photocopying of secure test content are preferred and are allowable accessibility features.

Projection devices that involve the photocopying of secure test content require the submission of an Accommodation Request Form for Other designated support.

Test Content: Signing, Orally Interpreting, or Amplifying

Test content can be signed, orally interpreted, or amplified for students who are deaf or hard of hearing if the student meets the eligibility criteria for an oral or signed administration. The general test administration procedures intended for all students must also be followed for those who are deaf or hard of hearing. Any test administrator providing an oral or signed administration must be trained on the *STAAR Oral and Signed Administration Educator Guide*. Refer to the specific accommodation policies in these *Coordinator Resources* for information about when the test administrator may sign or orally interpret all or only certain parts of a state assessment. Test administrators conducting an oral or signed administration must be aware that they are viewing secure test content. Responding to test items, making notes about test questions, and discussing the content of the test at any time are prohibited. Any type of administration in which the test administrator must view a secure state assessment requires that the test administrator sign a specific part of the security oath.

Procedures Specific to Signing Test Content

The sign language used for signed administrations should be consistent with the sign language used during classroom instruction. When providing a signed administration of a test to a student who is deaf or hard of hearing, the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation.

The following are guidelines for deciding what sign to use when signing test content during a state assessment.

- **If a sign for a word or phrase exists, the test administrator should use the sign when the word or phrase occurs in print on the test.** Signs that are commonly used in sign language are allowable in the signed administration of state assessments.
  - Occasionally, a commonly used sign that is "conceptually accurate" may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of ASL and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word "triangle" appears in the test. Finger spelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize "triangle" by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a student who is deaf.
- **If a sign for a word or phrase has been locally developed and routinely used in instruction, the test administrator may use the sign when the word or phrase occurs in print on the test.** For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are used during instruction regularly.
  - An example of a locally developed sign might be for the English word "fission." It is not a commonly used word, and it would be extremely rare to find it in any sign language dictionary. However, if "fission" is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be

used only in the instructional setting. The concept of "splitting apart" might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

- **If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test administrator must determine if the word or phrase is or is NOT the concept being assessed.**
    - If the word or phrase is the concept being assessed, the test administrator must finger spell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question: "*Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*"
    - The phrase "subatomic particles" is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must finger spell it.
    - If the word or phrase is NOT the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question: "*What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*"
    - It is unlikely that a sign exists or has been locally developed for "Stunt-Pro." However, because this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Following these guidelines may require a test administrator to preview test content to properly prepare for a signed administration. Previewing test content is allowed only on the day the test is administered and should be done in strict accordance with all standard test security policies and procedures outlined in the Test Security section.

Complex Transcribing for STAAR Guidelines

Complex transcribing is allowed only for students who have a Texas Education Agency (TEA)-approved Accommodation Request Form. This designated support applies to all State of Texas Assessments of Academic Readiness (STAAR®) and STAAR Spanish assessments. Complex Transcribing allows a test administrator, who serves as the scribe, to record into the online testing system or the Data Entry Interface (DEI) a student's dictated or signed responses to test questions that require the student to construct an answer (e.g., short and extended constructed responses, text entry questions) when a student with a disability is unable to accomplish this task independently.

Before transcribing a student's dictated or signed response, 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 these 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 an Oath of Test Security and Confidentiality.
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 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 handwritten notes or responses to test questions must be destroyed after testing. All voice recordings must be erased or destroyed after testing.
6. The role of the scribe is to enter into the student's online test or into DEI 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 test question or a student's response to the test question into another language (except sign language).
   • The scribe is not allowed to rephrase or elaborate on the test question.
   • 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 response.
   • The scribe is not allowed to give a student ideas about how to develop his or her response.
   • The scribe is not allowed to respond to the test question.
   • The scribe is not allowed to discuss the test question 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 test question 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 by the end of the allowed time. The scribe may transfer a student's recorded or Speech-to-text captured responses from a word processor into the student's online test or DEI after the testing period has ended, if necessary. It is allowable for the student to review the transcription and make any edits within the test time allotted. However, if the test administrator transfers the student's final responses into the student's online test or into DEI 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 understand the student's intended responses prior to the student leaving the testing room.
2. Student responses cannot be scored unless they are entered into the student's online test or DEI.
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 below.

5. 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 section of these resources.

6. The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE prior to testing to indicate this support was made available to the student.

Specific Procedures

1. The test administrator may transcribe a student's prewriting onto scratch paper prior to transcribing the final response into the student's online test or DEI. The scribe must indicate to the student the space allowed for his or her response to the test question so that it will fit into the space provided 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. When typing the response directly into the student's online test or into DEI, a character count is available for this purpose.
   • For STAAR, the extended constructed-response item character-count limit is 2,300 characters.
   • Short constructed-response text boxes allow for 475 characters.

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.
   • 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.

NOTE: The test administrator should replace his or her initial 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 the allowed character count, the student can use this time to revise the response so that it fits into the online text box. The test administrator can remind the student of the number of characters that will be typed into the student's online test or DEI. The test administrator may not require the student to revise the response.

5. Documentation of the accommodation and who provided it should be kept locally as there is no way to indicate this specific support information in TIDE.

Mathematics Scribe Guidelines

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 State of Texas Assessments of Academic Readiness (STAAR®) and STAAR Spanish 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 mathematics scribes, test administrators must be trained on all of the information outlined in this document 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 these 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 specific part of an Oath of Test Security and Confidentiality.
3. Students who receive the Mathematics Scribe designated support 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 designated support.
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 cannot answer that for you; just do the best you can."
5. Secure test materials and associated student responses cannot be photocopied, scanned, or saved 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 student performance.

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, into the student's test booklet) by the end of the allowed time. The scribe may transfer the student's final responses into the student's online test or into the Data Interface Entry (DEI) system after the testing period has ended, if necessary.
2. Student responses cannot be scored until they are recorded in the student's online test or entered into DEI.
3. After testing, the *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE. This indicates that an allowable designated support was made available to the student. If the student had access to any other designated supports, these should also be recorded per the guidelines in the specific 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 begiven 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 and 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 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, the following guidelines should be 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.