Critical Information about Accommodations for Students with Disabilities taking State Assessments

This document outlines the appropriate use of accommodations for students with disabilities. For purposes of state assessments, students needing accommodations due to a disability include:

- students with an identified disability who receive special education services and meet established eligibility criteria for certain accommodations
- students with an identified disability who receive Section 504 services and meet established eligibility criteria for certain accommodations
- students with a disabling condition who do not receive special education or Section 504 services but meet established eligibility criteria for certain accommodations

For students who receive special education or Section 504 services, the decision to use accommodations during the state assessments is made by the ARD committee or Section 504 placement committee. In those rare instances where a student does not receive services but meets the eligibility criteria because of a disabling condition, the decision about using accommodations on the assessments is made by the appropriate team of people at the campus level, such as the Response to Intervention (RTI) team or student assistance team.

Understanding the basic principles of accommodations helps ensure their appropriate use in all educational settings.

Accommodations

- are changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction
- should be effective in allowing a student access to the Texas Essential Knowledge and Skills (TEKS)
- must be individualized for each student
- are intended to reduce the effect of a student’s disability
- can change over the course of the school year or from year to year based on student needs
- might be appropriate for classroom use but might not be appropriate or allowed for use on a state assessment
- should be documented in the appropriate student paperwork
- should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year

- are not necessary for every student
- are not changes to the performance criteria of an assignment or assessment
- are not changes to the content being assessed and should not replace the teaching of subject-specific knowledge and skills as outlined in the TEKS
- should not be provided to an entire group of students, such as those in the same classroom or disability category, as a “one-size-fits-all” accommodation
- are not intended to provide an advantage to a student with a disability (e.g., increase a passing score to a higher score)
- should not be provided to a student without evidence of effectiveness from year to year
Accommodations During Classroom Instruction and Testing

Accommodations are changes to the materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student, thus allowing each student to maximize his or her academic potential. In many instances, students use an accommodation only on a temporary basis while they are learning a new skill. In some cases, though, a student might require the accommodation throughout the school year or over several years.

In order to make accommodation decisions for students, educators should have knowledge of the TEKS and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student’s age or changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

Accommodations During State Assessments

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing might differ from accommodations allowed for use on state assessments. While classroom instruction can be individualized to meet the unique educational needs of each student, the state assessment is a standardized tool for measuring every student’s learning in a reliable, valid, and secure manner. Certain accommodations used in the classroom would invalidate the content being assessed or compromise the security and integrity of the state assessment. For this reason, not all accommodations suitable for instruction are allowed during the state assessments.

The decision to use an accommodation during a state assessment should be made on an individual-student basis and take into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction and testing. A student who is unaccustomed to using a particular accommodation might be hindered rather than helped by an accommodation not routinely used. However, this does not mean that the accommodation must be used every day during instruction. Routine accommodation use, as defined by the Texas Education Agency (TEA), results in two important outcomes.

1. The student has used the accommodation often enough during classroom instruction and testing that he or she is able to use it independently during the state assessment. Independent accommodation use is applicable to some accommodations (e.g., calculator) but not to others (e.g., oral administration).

2. The accommodation has proven to be effective in meeting the student’s specific needs, as evidenced by student scores or teacher observations with and without accommodation use.

It is important to keep in mind that the policies for accommodation use on state assessments should not limit an educator’s ability to develop individualized materials and techniques to facilitate student learning. Instruction comes first and can be customized to meet the needs of each student. Unlike instruction, state assessments must be standardized so that student results can be compared and interpreted.

NOTE: Test administration procedures and materials that any student may use on state assessments are described in the Allowable Test Administration Procedures and Materials document.
on the Accommodation Resources webpage. These are not considered testing accommodations and are allowed for any student who needs them.

**The Accommodation Triangle**

After determining which accommodations are effective for a student, the educator should investigate whether each accommodation is allowed on a particular state assessment, as not all accommodations are applicable to all assessments. The Accommodation Triangle below organizes accommodations for students with disabilities by type, depending on the decision-making authority–appropriate team of people at the campus level or approval of an Accommodation Request Form by TEA. The complete Accommodation Triangle, with links to each accommodation policy, is available on the Accommodations for Students with Disabilities webpage.

**Type 1–accommodations approved locally:** This type of accommodation is available for students who meet specific eligibility criteria. The decision to provide a Type 1 accommodation to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team). It is not necessary to submit an Accommodation Request Form to TEA.

**Type 2–accommodations requiring TEA approval:** This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA. 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 decisions). The request must be approved by TEA before a student can use the accommodation on the state assessment. Any accommodation that requires the submission and approval of an Accommodation Request Form must be documented in the
student’s paperwork as “pending TEA approval.” In the event that a request is denied, the campus should be prepared to meet the student’s needs with allowable accommodations.

**Planning for Testing Accommodations**

Careful review of state accommodation policies is required so that students receive only those accommodations that are allowed or approved by TEA for use on state assessments. Testing coordinators, test administrators, and other campus personnel involved in state testing must consider the following questions related to providing accommodations on test day.

- Which students will receive accommodations on test day?
- What special arrangements need to be considered for students who will use accommodations on test day? For example, ensuring that calculators and other equipment have sufficient batteries or choosing separate settings for students who use certain accommodations requires advance planning.
- What staff training is needed to properly provide certain testing accommodations? For instance, transcribing a student’s responses onto an answer document or providing an oral administration requires advance training.
- What campus and district procedures are in place to ensure test security?
- What procedure is in place and who is responsible for recording accommodations on the answer document or in the Assessment Management System for online tests?
Individualized Structured Reminders

**Description of Accommodation**

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

**Assessments**

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

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A
- TELPAS grades 2–12 reading

**Student Eligibility Criteria**

A student may use this accommodation if he or she

- routinely and effectively uses this accommodation during classroom instruction and testing.

**Authority for Decision and Required Documentation**

- 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.
- 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 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) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.
**Examples/Types**

This accommodation includes but is not limited to:

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

**Special Instructions/Considerations**

1. General reminders to stay on task (e.g., test administrator taps student on the shoulder, verbal reminder to continue working) are allowable test administration procedures for any student who needs them per the Allowable Test Administration Procedures and Materials document on the Accommodation Resources webpage. General reminders are not considered accommodations; however, when a student requires more individualized structured reminders, the appropriate team of people at the campus level need to determine eligibility and document the decision in the appropriate paperwork.

2. A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

3. Some students might need assistance with certain reminders (e.g., inserting paperclips, setting the timer). This is allowable; however, it is preferable that the student, rather than the test administrator, direct or control the use of the reminder when possible.
Amplification Devices

**Description of Accommodation**

This accommodation reduces the interference of background noise and the effect of distance between a speaker and a student whose disability affects hearing or focus in large-group settings.

**Assessments**

For a student who meets the eligibility criterion, this accommodation may be used on
- STAAR
- STAAR Spanish
- STAAR L
- STAAR A
- TELPAS grades 2–12 reading

**Student Eligibility Criteria**

A student may use this accommodation if he or she

☑ routinely and effectively uses this accommodation during classroom instruction and testing.

**Authority for Decision and Required Documentation**

- 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.
- 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 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) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.
**Examples/Types**

This accommodation includes but is not limited to

- speakers
- frequency-modulated (FM) system

**Special Instructions/Considerations**

A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
Projection Devices

Description of Accommodation

This accommodation allows for enlarging text, graphics, or the display on a computer monitor for a student with a disability.

Assessments

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

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A
- TELPAS grades 2–12 reading

Student Eligibility Criteria

A student may use this accommodation if he or she

- routinely and effectively uses this accommodation during classroom instruction and testing.

Authority for Decision and Required Documentation

- 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.
- 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 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) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.
**Examples/Types**

This accommodation includes but is not limited to:

- closed-circuit television (CCTV)
- document camera
- LCD projector (for tests administered online)

**Special Instructions/Considerations**

1. A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

2. Secure test materials cannot be saved in any way in order to use this accommodation. In addition, it is a local responsibility to ensure that devices with recording capabilities have that capability disabled.

3. If secure test materials must be photocopied in order to use this accommodation, refer to the Photocopying Test Materials accommodation policy.
Manipulating Test Materials

**Description of Accommodation**
This accommodation allows the test administrator to physically manipulate test materials, online tools, and equipment for a student with a disability who is unable to do so independently.

**Assessments**
For a student who meets the eligibility criteria, this accommodation may be used on

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A
- TELPAS grades 2–12 reading

**Student Eligibility Criteria**
A student may use this accommodation if he or she

- routinely and effectively uses this accommodation during classroom instruction and testing, and
- has a disabling condition that interferes with the physical manipulation of test materials.

**Authority for Decision and Required Documentation**
- 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.
- 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 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) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.
**Examples/Types**

This accommodation includes but is not limited to

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

**Special Instructions/Considerations**

1. A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

2. The student must give specific directions about how the test administrator should manipulate test materials, online tools, and equipment.

3. The test administrator may not provide feedback regarding the correctness of the student’s directions.

4. Manipulating test materials must be done by a trained test administrator who has signed the “Oath of Test Security and Confidentiality for Test Administrator.” This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

5. If a student needs his or her responses to test questions (i.e., multiple choice, griddable, short answer, writing prompt) transcribed onto an answer document or into the Assessment Management System for online administrations, refer to the Basic Transcribing or Complex Transcribing accommodation policies.
Oral/Signed Administration

Description of Accommodation

This accommodation allows test material to be read aloud to a student with a disability.

NOTE: All references to reading support during an oral administration also apply to signing during a signed administration.

Assessments

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

- STAAR, STAAR Spanish, and STAAR L mathematics (grades 3–8 and Algebra I)
  - ✔ Test questions, answer choices, and required reference materials may be read aloud to a student
- STAAR, STAAR Spanish, and STAAR L science (grades 5 and 8 and biology)
  - ✔ Test questions, answer choices, and required reference materials may be read aloud to a student
- STAAR and STAAR L social studies (grade 8 and U.S. history)
  - ✔ Test questions and answer choices may be read aloud to a student
- STAAR and STAAR Spanish grades 3–8 reading
  - ✔ Test questions, answer choices, and required reference materials may be read aloud to a student
  - ✗ Reading selections may **NOT** be read aloud to a student
- STAAR grade 7 writing
  - ✔ Required reference materials may be read aloud to a student
  - ✗ Revising and editing passages, test questions, and answer choices may **NOT** be read aloud to a student

**NOTE:** There are no required reference materials for the grade 4 writing assessment; however, allowable accommodations may be read aloud to an eligible student (refer to number 4 in the Special Instructions/Considerations section).

- STAAR English I and English II
  - ✔ Reading section: test questions, answer choices, and required reference materials may be read aloud to a student
  - ✗ Reading section: reading selections may **NOT** be read aloud to a student
  - ✔ Writing section: required reference materials may be read aloud to a student
  - ✗ Writing section: revising and editing passages, test questions, and answer choices may **NOT** be read aloud to a student
**Student Eligibility Criteria**

A student may use this accommodation if he or she

- routinely and effectively uses this accommodation during classroom instruction and testing, and
- meets at least one of the following:
  - The student receives special education services and is identified with dyslexia or a related disorder per TEC §38.003.
  - The student receives special education services and has evidence of reading difficulties.
  - The student receives Section 504 services and is identified with dyslexia or a related disorder per TEC §38.003.
  - The student receives Section 504 services and has evidence of reading difficulties.
  - The student does not receive special education or Section 504 services but is identified with dyslexia or a related disorder per TEC §38.003.

**Authority for Decision and Required Documentation**

- 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.
- 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 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) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, OA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations.

No Accommodation Request Form required.
Examples/Types

Several types of oral administration are available, some of which require a decision about student eligibility.

Oral Administration of Paper Tests, Braille Tests, and EOC Online Tests

All guidelines for oral administration apply to paper tests, braille tests, and EOC online tests. Oral administration of these tests should only be provided to an eligible student by a trained test administrator. Test administrators must be trained in the procedures specific to an oral administration. General guidelines for providing an oral administration and specific instructions for reading aloud various types of test questions can be found in the “Oral/Signed Administration” appendix of the appropriate test administrator manual.

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

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

It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) to determine eligibility and document the level of reading support the student needs in the appropriate student paperwork. A student can request a change to the level of reading support provided during testing only if this option is documented. Test administrators must be made aware of the level of reading support each student is to receive and whether the student can change the level of reading support during testing, based on the documentation in the student’s paperwork.

Standardized Oral Administration

The standardized oral administration (SOA) for STAAR is offered statewide as an online option for oral administration. Districts have the opportunity to test eligible students using SOA in the following grades and subjects:

• grade 4 reading and mathematics
• grade 5 science
• grade 6 reading and mathematics
• grade 7 reading and mathematics
• grade 8 science and social studies

All guidelines for oral administration apply to SOA. The online tool through which SOA is delivered allows a student to independently select and change his or her level of reading support during the test administration. SOA should only be administered to an eligible student for whom the appropriateness of this type of oral administration has been discussed and documented.

It is recommended that students complete the STAAR SOA online tutorial prior to test administration. This tutorial allows students to become familiar with the tools available to them during the online SOA test session. A link to the tutorial, along with specific information regarding setting up and managing SOA online test sessions, is available on the SOA webpage.
Oral/Signed Administration

Text-to-Speech Function in STAAR L
The embedded text-to-speech tool in STAAR L reads aloud individual words as a student clicks on them. If this type of reading support is sufficient, students who meet the eligibility requirements for STAAR L do not have to be eligible for an oral administration as well. However, because the purpose of the tool is to help students decode words in English, the tool does not read aloud numbers, symbols, equations, or multiple words at a time. Therefore, if a student needs all of the test questions and answer choices throughout the test read aloud, he or she must be eligible for oral administration as an accommodation. Specific information regarding the text-to-speech functionality of STAAR L, as well as instructions for test administrators can be found in the test administration manuals. It is important to note that a test administrator may provide a signed administration of STAAR L if needed. These same guidelines that describe when to determine eligibility for an oral/signed administration must be adhered to. It is recommended that students complete the applicable online tutorial prior to test administration. This tutorial allows students to become familiar with the tools available to them during the online STAAR L test session. A link to the STAAR L tutorial, along with specific information regarding setting up and managing online test sessions, is available at http://www.TexasAssessment.com/STAARL-tutorials.

Text-to-Speech Function in STAAR A
Students who meet the eligibility requirements for STAAR A do not have to be eligible for an oral administration. This is an embedded accommodation within STAAR A. The online tool through which STAAR A is delivered allows a student to independently select various levels of reading support during the test administration. Specific information regarding the text-to-speech functionality of STAAR A, as well as instructions for test administrators can be found in the appropriate test administrator manual. It is important to note that a test administrator may provide a signed administration of STAAR A if needed. The student does not have to be eligible for an oral/signed administration in this case either. It is recommended that students complete the applicable online tutorial prior to test administration. This tutorial allows students to become familiar with the tools available to them during the online STAAR A test session. A link to the STAAR A tutorial, along with specific information regarding setting up and managing online test sessions, is available at http://www.TexasAssessment.com/STAARAR.

Special Instructions/Considerations

1. A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Any type of oral administration in which the test administrator has to view a secure state assessment requires that the test administrator sign the “Oath of Test Security and Confidentiality for Test Administrator.” This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
3. It is the responsibility of the district/campus to determine the most appropriate way to group students in order to provide a proper test administration.
4. Allowable accommodations (e.g., dictionary, supplemental aid) may be read aloud to an eligible student.
5. If providing an oral administration to a student taking a braille test, refer to the document titled “General Instructions for Administering Braille State Assessments,” located on the Accommodations for Students with Disabilities webpage.
6. If conducting a signed administration to students who are deaf or hard of hearing, test administrators should also read the specific guidelines for signing test content included in the document titled “General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing,” located on the Accommodation for Students With Disabilities webpage.
Spelling Assistance

Description of Accommodation

This accommodation provides various types of spelling assistance for a student who has a disability that affects spelling.

Assessments

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

- STAAR, STAAR Spanish, and STAAR A grades 4 and 7 writing
  - ✓ Spelling Assistance may be used on written compositions.
  - ✗ Spelling Assistance may NOT be used on the multiple-choice revising and editing section.
- STAAR and STAAR A English I and English II
  - ✓ Spelling Assistance may be used on short answer reading questions and the written compositions.
  - ✗ Reading Section: spelling assistance may NOT be used on the reading selections or multiple-choice questions.
  - ✗ Writing Section: spelling assistance may NOT be used on the multiple-choice revising and editing section.

Student Eligibility Criteria

A student may use this accommodation if he or she

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

Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- 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.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.
No Accommodation Request Form required.

**Examples/Types**

This accommodation may include **only**

- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)
- spell check function on a word processor
- pocket spellchecker
- word-prediction software
- text-to-speech software or devices (i.e., software or devices that read aloud student-generated text)
- speech-to-text software (i.e., software that converts the student’s spoken language into print)

**Special Instructions/Considerations**

1. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

2. The use of spelling assistance as a testing accommodation should not replace the teaching of spelling skills as outlined in the TEKS.

3. Dictionaries are a required part of standard test administration procedures (and not considered a testing accommodation) for some state assessments. For more information, refer to the STAAR Dictionary Policy on the STAAR Resources webpage. For these assessments, any spelling assistance listed in the Examples/Types section may be provided, along with the required dictionary, to a student who meets the eligibility criteria.

4. If a student needs his or her typed response transcribed onto an answer document or into the Assessment Management System for online administrations, refer to the Basic Transcribing accommodation policy.

5. Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. When using technology-based accommodations (e.g., speech-to-text, text-to-speech), students are **NOT** permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities cannot be used.
Mathematics Manipulatives

Description of Accommodation
Manipulatives are concrete objects or pictures of concrete objects for a student with a disability to move and touch in order to visualize abstract concepts.

Assessments
For a student who meets the eligibility criteria, this accommodation may be used on
- STAAR, STAAR Spanish, STAAR L, and STAAR A mathematics (grades 3–8 and Algebra I)

Student Eligibility Criteria
A student may use this accommodation if he or she
- receives special education services or receives Section 504 services as a student identified with dyslexia or a related disorder per TEC §38.003,
- routinely, independently, and effectively uses this accommodation during classroom instruction and testing, and
- meets at least one of the following.
  - The student has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction.
  - The student has a Visual Impairment (VI).

Authority for Decision and Required Documentation
- 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.
- 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.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.
mathematics manipulatives

examples/types

this accommodation may include only

- real or play money (both heads and tails)
- clocks (with or without numbers shown on clock face)
- base-ten blocks
- various types of counters (e.g., two-sided chips, blocks, beans)
- 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 may be labeled to show each individual fraction, but they should not show equivalencies (e.g., \( \frac{1}{2} = \frac{2}{4} = 0.5 = 50\% \)) or the cumulative sequence (e.g., \( \frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4} \))
- 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
- translucent (tracing) paper

special instructions/considerations

1. A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

2. Using mathematics manipulatives as an accommodation during classroom instruction and testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts.

3. The test administrator may not remind the student to use the mathematics manipulatives or explain to the student how to use them.
Calculation Devices

Description of Accommodation

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

Assessments

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

- STAAR, STAAR Spanish, STAAR L, and STAAR A grades 3-7 mathematics
- STAAR, STAAR Spanish, STAAR L, and STAAR A grades 5 and 8 science

Student Eligibility Criteria

A student may use this accommodation if he or she

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

Grades 3 and 4

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

Grades 5 through 8

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other allowable materials to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other allowable materials to address this need (e.g., magnifier).
- The student has a disability that affects mathematics calculations. Even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.
Authority for Decision and Required Documentation

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

No Accommodation Request Form required.

Examples/Types

This accommodation may include only

- four-function calculator
- scientific calculator
- graphing calculator
- large-key calculator
- abacus or Cranmer modified abacus
- audio-graphing calculator
- speech-output calculator

Special Instructions/Considerations

1. A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. The use of a calculation device as a testing accommodation should not replace the teaching of basic computation skills as outlined in the TEKS.
3. Calculators used by eligible students as a testing accommodation must adhere to the guidelines set forth in the STAAR Calculator Policy on the STAAR Resources webpage.
4. Calculators are a required part of standard test administration procedures (and not considered a testing accommodation) for some state assessments. For more information, refer to the STAAR Calculator Policy on the STAAR Resources webpage. For these assessments, a simpler calculator may be provided (if necessary), along with the required calculator, to a student who is receiving special education or Section 504 services.
Basic Transcribing

Description of Accommodation

This accommodation allows a test administrator to transfer student responses onto an answer document or into the Assessment Management System for online administrations when a student with a disability is unable to accomplish this task independently.

Assessments

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

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A
- TELPAS grades 2–12 reading

Student Eligibility Criteria

A student may use this accommodation if he or she

☐ routinely and effectively uses this accommodation during classroom instruction and testing, and

☐ meets at least one of the following.

- The student has an impairment in vision that necessitates the use of braille or large-print test materials.
- The student has a disabling condition (e.g., severe fine motor deficits, visual tracking difficulties, difficulty with letter formation) that prevents him or her from independently and effectively recording responses in the bubbles or on the lined pages of the answer document despite multiple unsuccessful attempts to indicate responses on a format similar to an answer document.

Authority for Decision and Required Documentation

- 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.
- 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 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) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.
No Accommodation Request Form required.

Examples/Types

The test administrator may carry out Basic Transcribing to transfer student responses onto the answer document or in the Assessment Management System for online administrations in these situations only.

- The student writes or circles responses in the test booklet for multiple-choice or griddable questions.
- The student points to responses in the test booklet or on the computer screen for multiple-choice questions.
- The student dictates or signs responses for multiple-choice questions, griddable questions, or short-answer reading questions.
- The student writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for multiple-choice questions, griddable questions, short-answer reading questions, or the writing prompts.
- The student uses speech-to-text software to indicate responses for multiple-choice questions, griddable questions, short-answer reading questions, or the writing prompts.

Special Instructions/Considerations

1. A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

2. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document, or recorded into the Assessment Management System for online administrations.

3. A test administrator who transcribes for a student should be trained in all transcription procedures and understand the boundaries of the assistance being provided. The role of the test administrator is to record on the answer document exactly what the student has indicated. The test administrator may not edit or alter student responses in any way and may not provide feedback regarding the correctness of the student’s response.

4. Basic transcribing must be done by a trained test administrator who has signed the “Oath of Test Security and Confidentiality for Test Administrator.” This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

5. When transcribing a student’s responses to griddable questions, the “Transcribing Griddable Questions” student document must be printed and provided to each student who does not use his or her answer document so that the student is aware of the maximum number of boxes available for an answer to a griddable question. Blank “Transcribing Griddable
Basic Transcribing

Questions” student documents are available online two weeks prior to testing at http://www.TexasAssessment.com. This separate sheet must be used by the test administrator who transfers the student’s responses onto the answer document. District/campus testing coordinators must print the applicable student documents prior to testing and destroy them after transcription is complete.

6. When transcribing a student’s dictated or signed responses to short-answer reading questions, the test administrator is not required to ask for clarification from the student about the intended use of capitalization, punctuation, and spelling because these conventions are not part of the scoring rubric used to assess student responses to short-answer reading questions.

7. The test administrator must indicate to the student the space allowed for his or her written compositions or short-answer reading responses so that they will fit into the spaces provided when transcribed. There are 26 lines for each written composition, while 10 lines are provided for each short-answer reading question. A sample of these lined pages can be found on the STAAR Resources webpage.
   - Approximately 1,750 typed characters (including spaces) equals 26 lines of handwritten text.
   - Approximately 675 typed characters (including spaces) equals 10 lines of handwritten text.

8. The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment. However, if the test administrator transfers the student’s final responses onto the answer document or into the Assessment Management System for online administrations after the testing period has ended, the student may not edit his or her response(s). It is recommended that the test administrator ensure that he or she can read and understand the student’s intended responses prior to the student leaving the testing room.

9. For paper tests, the test administrator should write “Transcribed by (NAME) because student is eligible for this accommodation” at the top of the answer document where the student identification information is located.

10. Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this accommodation. Any typed or handwritten responses that include student notes, answers to multiple-choice or griddable questions, or responses to short-answer reading questions or the writing prompts must be destroyed after testing. All voice recordings must be erased or destroyed after testing.

11. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials accommodation policy.

12. For information about the test administrator transcribing a student’s dictated or signed responses to the writing prompts, refer to the Complex Transcribing accommodation policy. For information about the test administrator recording a student’s dictated math scratch work, refer to the Mathematics Scribe accommodation policy.

13. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials accommodation policy.
14. 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 documents titled “General Instructions for Administering Braille State Assessments” and “General Instructions for Administering Large-Print State Assessments,” located on the Accommodations for Students with Disabilities webpage.

15. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the document titled “General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing,” located on the Accommodations for Students with Disabilities webpage.

16. Spell check, word predictor, and all other special features must be disabled when a student types responses to the writing prompts on a word processor, unless the student meets the eligibility criteria outlined in the Spelling Assistance accommodation policy.

17. Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. When using technology-based accommodations (e.g., speech-to-text, word processor), students are NOT permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities cannot be used.
Supplemental Aids

Description of Accommodation

Supplemental aids are paper-based resources that assist a student with a disability in recalling information.

Assessments

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

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A

Student Eligibility Criteria

A student may use this accommodation if he or she

- receives special education services or receives Section 504 services as a student identified with dyslexia or a related disorder per TEC §38.003,
- routinely, independently, and effectively uses this accommodation during classroom instruction and testing, and
- has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction.

Authority for Decision and Required Documentation

- 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.
- 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.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.
**Supplemental Aids**

### Examples/Types

**Only** the paper-based supplemental aids listed below are allowed on the state assessment. Examples of allowable and non-allowable supplemental aids are available in a training PowerPoint on the Accommodations for Students with Disabilities webpage.

#### All Subjects

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

#### Mathematics

| Math Charts | 1. Addition charts may be used. The addition chart must be a grid used to find the sum, not a list of addition facts. Each axis may only be numbered 0 through 9. Indicating special numbers (e.g., highlighting or circling even numbers within the body of the chart) is **NOT** allowed.  
2. Multiplication charts may be used. The multiplication chart must be a grid used to find the product, not a list of multiplication facts. Each axis may only be numbered 0 through 12. Indicating special numbers (e.g., highlighting or circling perfect squares within the body of the chart) is **NOT** allowed.  
3. A 100 chart may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is **NOT** allowed.  
4. A place value chart may be used. Words for place value labels, commas, and a decimal point are allowed only if they are grade-appropriate. For example, the word “hundredths” may be used at grade 4 and above, but the fraction “1/100” cannot be included. Including numbers as specific examples is **NOT** allowed. |
|---|---|
| Graphics | 1. Pictorial models of fraction bars or fraction circles may be used. The models may be labeled to show each individual fraction, but they should **NOT** show equivalencies (e.g., $1/2 = 2/4 = 0.5 = 50\%$) or a cumulative sequence (e.g., $1/4, 2/4, 3/4, 4/4$).  
2. Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate. In addition, a pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms. The figures may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in one form (e.g., net) and a manipulative of the same figure in another form (e.g., three-dimensional solid) is **NOT** allowed. |
Written Composition (grades 4 and 7 and English I and II)

| Grammar & Mechanics Rules | A list of grade-appropriate grammar and mechanics rules may be used. The list should NOT contain any specific examples. |

Science

| Graphics | 1. Graphics of scientific concepts may be used. The graphics should NOT contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.  
2. Formula triangles representing relationships between variables may be used. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can contain only the variables m, D, and V. Symbols for mathematical operations (e.g., ×, ÷) are NOT allowed. |

Social Studies

| Graphics | 1. Blank maps may be used. Blank maps should NOT contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps.  
2. Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is NOT allowed. |

Special Instructions/Considerations

1. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.  
2. Supplemental aids can be provided in the language that is most appropriate for the student.  
3. Colors may be used in a supplemental aid to enhance readability or improve tracking but may NOT be used as a label.  
4. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.  
5. Using a supplemental aid as an accommodation during classroom instruction and testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.  
6. Supplemental aids, like all accommodations, should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.  
7. The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.  
8. The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the state assessment.  
9. If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.
Extra Time (Same Day)

**Description of Accommodation**

This accommodation allows a student with a disability to have extra time until the end of the school day to complete a state assessment.

**Assessments**

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

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A

 NOTE: Extra Time (Same Day) does not apply to TELPAS grades 2–12 reading, which is untimed.

**Student Eligibility Criteria**

A student may use this accommodation if he or she

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

- For a student 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.
- 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 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) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above. Refer to additional information under the “Special Instructions/Considerations” section.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.

Special Instructions/Considerations

1. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Receiving extra time beyond what is allowed in the standard test administration procedures to complete the test is not intended for all students in a specific disability category; it is only for students with a proven need. For example, it would not be appropriate to provide extra time to all students who are identified with dyslexia or ADHD, but it would be appropriate or allowable for those students who have documented success with the use of extra time on assignments similar in length and rigor to the state assessments. It is not appropriate or allowable to provide extra time to students for reasons associated with general test anxiety or to students needing extra time to complete specific testing strategies. Although the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) must document eligibility for this accommodation, the documentation does not need to specify exactly how much extra time the student should be granted to complete the test.
3. Allowable test administration procedures and materials referred to in the "Student Eligibility Criteria" section of this document can be found in the Allowable Test Administration Procedures and Materials document on the Accommodation Resources webpage.
4. The district must maintain test security and confidentiality when providing extra time to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the 2015 District and Campus Coordinator Manual for more information.

5. A student should be allowed to continue testing until the end of the regularly scheduled school day, but cannot be required to continue testing until that time. A student should be allowed to leave the testing room when he or she has completed the test.

6. A student who receives extra time to complete his or her test may be transferred to a different location after the original testing session has ended. Testing personnel must be made aware of the monitoring requirement when students are transferred from one area to another. Students are not permitted to transport test materials outside the testing environment.

7. Extra time testing sessions for grades 3–8 and EOC should start at the beginning of the school day and may go until the end of the regularly scheduled school day for all subjects.

8. Extra time testing sessions must NOT extend beyond a typical 7-hour school day for any one student. Schools that do not have typical 7-hour schedules should contact TEA for guidance.

9. In the case of an ELL with a disability, the student’s eligibility for this extra time as a linguistic accommodation based on the student’s second language acquisition needs must also be considered. Specific eligibility criteria for extra time as a linguistic accommodation are found in the document titled “Linguistic Accommodations for ELLs Participating in the STAAR Program,” located on the Accommodation Resources webpage. For ELLs with a disability, GA (General Accommodation) and/or LA (Linguistic Accommodation) must be recorded in the ACCOMM. field on the answer document, as applicable, based on the eligibility criteria.
Large Print

Description of Accommodation

This accommodation provides a student with enlarged test materials when he or she has a disabling condition that limits the ability to effectively access test materials in standard print size.

Assessments

For a student who meets the eligibility criteria, this accommodation may be used on
- STAAR
- STAAR Spanish

For information about STAAR L, STAAR A, and TELPAS grades 2–12 reading large-print accommodations, refer to the “Special Instructions/Considerations” section.

Student Eligibility Criteria

A student may use this accommodation if he or she
- routinely and effectively uses large-print materials, including text books, worksheets, etc., during classroom instruction and testing, and
- meets at least one of the following.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
  - The student has a disability that affects his or her accuracy in tracking letter to letter, word to word, or line to line.
  - The student has a physical disability which necessitates the use of large-print materials.

Authority for Decision and Required Documentation

- For a student 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.
- 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 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) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, LP must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations.

No Accommodation Request Form required.
Examples/Types

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

Special Instructions/Considerations

1. In most cases, large-print test materials should be ordered only for a student with an impairment in vision.

2. The ordering process of large-print materials will be closely monitored to ensure districts are ordering only for those students who meet the eligibility criteria.

3. Student responses on large-print tests must be transcribed onto an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing accommodation policies. If this is not done, the student’s test cannot be scored.

4. Specific information about large-print test materials is available in the document titled “General Instructions for Administering Large-Print State Assessments,” located on the Accommodations for Students with Disabilities webpage.

5. Refer to the Font and Point Sizes Matrices located on the Accommodations for Students with Disabilities webpage for point sizes and fonts used on all state assessments.

6. If a student needs a test booklet in a larger print size than offered in the large-print test materials provided by the state, refer to the Photocopying Test Materials accommodation policy.

7. TELPAS grades 2–12 reading, STAAR L, and STAAR A are online testing programs. Technology-based accommodations for a student taking an online test enable most students who require large-print test materials to test online. However, in rare instances in which the use of an accommodation is not feasible or appropriate for an online administration, or if the administration of an online test is inappropriate due to a student’s particular disability, a special request may be made to TEA for approval to administer a paper test booklet. The request for a large-print paper test booklet, along with the reason this accommodation is needed for a student who meets the eligibility criteria in this document, should be included when a paper administration is requested. The paper administration request document for TELPAS grades 2–12 reading, STAAR L, and STAAR A can be found on the Coordinator Manual Resources webpage.
Dictionary

Description of Accommodation
This accommodation facilitates comprehension of unfamiliar words and provides spelling assistance for a student with a disability.

Assessments
For a student who meets the eligibility criteria, this accommodation may be used on
- STAAR, STAAR Spanish, and STAAR A grades 3–5 reading
- STAAR, STAAR Spanish, and STAAR A grade 4 writing

Student Eligibility Criteria
A student may use this accommodation if he or she
- receives special education or Section 504 services,
- routinely, independently, and effectively uses this accommodation during classroom instruction and testing, and
- meets at least one of the following.
  - For use on a reading test, the student has a disability that affects memory retrieval and/or decoding skills.
  - For use on a writing test, the student is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules and word patterns (e.g., silent letters, base words with affixes) to written responses.

Authority for Decision and Required Documentation
- 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.
- 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.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.
**Examples/Types**

This accommodation may include **only**

- standard/general dictionary in English (or Spanish for Spanish-version tests)
- dictionary/thesaurus combination
- electronic dictionary (e.g., handheld electronic dictionary, speaking dictionary with headphones)
- bilingual dictionary (word-to-word translations; no definitions or examples)
- ESL dictionary (definition of an English word using simplified English)
- picture dictionary
- sign language dictionary

**Special Instructions/Considerations**

1. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

2. The use of a dictionary as a testing accommodation should not replace the teaching of vocabulary or spelling skills as outlined in the TEKS.

3. Dictionaries are a required part of standard test administration procedures (and not considered a testing accommodation) for some state assessments. For more information, refer to the STAAR Dictionary Policy located on the STAAR Resources webpage. If a student in grade 6 or above needs a dictionary not listed in this policy, contact TEA’s Accommodations Task Force.

4. As a testing accommodation, students should use the same type of dictionary they routinely use during classroom instruction and testing to the extent allowable. The dictionary may be provided by the school or brought from the student’s home. However, the dictionary must be commercially produced. Teacher-made or student-made dictionaries are not allowed.

5. Information about the use of dictionaries as a linguistic accommodation can be found in the document titled “Linguistic Accommodations for ELLs Participating in the STAAR Program” on the Accommodation Resources webpage.

6. Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. When using technology-based accommodations (e.g., electronic dictionary), students are **NOT** permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities cannot be used.
# Braille

## Description of Accommodation
This accommodation provides brailled test materials to a student with a Visual Impairment who is unable to access printed test materials.

## Assessments
For a student who meets the eligibility criteria, this accommodation may be used on
- STAAR

## Student Eligibility Criteria
A student may use this accommodation if he or she
- receives special education or Section 504 services and
- routinely uses braille materials during classroom instruction and testing.

## Authority for Decision and Required Documentation
- 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.
- 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.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group as described above.
- After state testing, BR must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations.

No Accommodation Request Form required.

## Examples/Types
The state provides both contracted and uncontracted braille test materials.

## Special Instructions/Considerations
1. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Student responses on braille tests must be transcribed onto an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing accommodation policies. If this is not done, the student’s test cannot be scored.

3. Specific information about administering braille tests is available in the document titled “General Instructions for Administering Braille State Assessments,” located on the Accommodations for Students with Disabilities webpage.

4. Specific Braille Instructions (SBI) supplement the test administrator manuals. They are shipped with the individual braille kits and posted online at http://www.TexasAssessment.com. **Test administrators must review these instructions prior to test day to ensure that the test is administered properly.** Testing irregularities could result if the SBIs are not used.
Complex Transcribing

**Description of Accommodation**

This accommodation allows a test administrator to record onto an answer document or in the Assessment Management System for online tests a student's dictated or signed responses to the writing prompts when a student with a disability is unable to accomplish this task independently.

**Assessments**

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

- STAAR, STAAR Spanish, and STAAR A grades 4 and 7 writing
  - ✔ Complex Transcribing applies to the written compositions (including student prewriting).
  - ✗ Complex Transcribing does not apply to the multiple-choice revising and editing section.
- STAAR and STAAR A English I and English II
  - ✔ Complex Transcribing applies to the written compositions (including student prewriting).
  - ✗ Complex Transcribing does not apply to the multiple-choice reading questions, the STAAR short-answer reading questions, or the multiple-choice writing questions.

**Student Eligibility Criteria**

Submit an Accommodation Request Form to TEA if the student

- ☐ routinely and effectively uses this accommodation during classroom instruction and testing,
- ☐ is unable to effectively use Basic Transcribing to address this need, and
- ☐ meets at least one of the following.
  - The student has an impairment in vision that necessitates the use of braille or large-print test materials.
  - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the Assessment Management System for online tests.

**Authority for Decision and Required Documentation**

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

Accommodation Request Form IS required.

Examples/Types

The test administrator may carry out Complex Transcribing only when the student dictates or signs his or her responses to the writing prompts for the test administrator to transcribe.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.

2. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

3. TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to transcribe the student’s responses to the writing prompts, including how to indicate the student’s spelling, punctuation, and capitalization. A test administrator who transcribes for a student must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.

4. Complex transcribing must be done by a trained test administrator who has signed the “Oath of Test Security and Confidentiality for Test Administrator.” This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

5. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials accommodation policy.

6. For information regarding the role of a test administrator who transcribes for a student who uses braille or large-print test materials, refer to the documents titled “General Instructions for Administering Braille State Assessments” and “General Instructions for Administering Large-Print State Assessments,” located on the Accommodations for Students with Disabilities webpage.
7. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the document titled “General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing,” located on the Accommodations for Students with Disabilities webpage.

8. STAAR A is an online testing program. However, in rare instances in which the use of an accommodation is not feasible or appropriate for an online administration, or if the administration of an online assessment is inappropriate due to a student’s particular disability, a special request may be made to TEA for approval to administer a paper test booklet. The request for complex transcribing for a paper test booklet, along with the reasons this accommodation is needed for a student who meets the eligibility criteria in this document, should be included in the same email that is submitted to TEA when a paper administration is requested. The paper administration request document for STAAR A can be found on the Coordinator Manual Resources webpage.
Mathematics Scribe

**Description of Accommodation**

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

**Assessments**

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

- STAAR, STAAR Spanish, STAAR L, and STAAR A mathematics (grades 3–8 and Algebra I)
- STAAR, STAAR Spanish, STAAR L, and STAAR A science (grades 5 and 8 and biology)

**Student Eligibility Criteria**

Submit an Accommodation Request Form to TEA if the student

- routinely and effectively uses this accommodation during classroom instruction and testing,
- is unable to effectively use test administration procedures or materials allowed for any student (e.g., various sizes or types of scratch paper/another workspace) or other accommodations (e.g., calculator) to address this need, and
- meets at least one of the following.
  - The student has an impairment in vision that necessitates the use of braille or large-print test materials.
  - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording scratch work and computations.

**Authority for Decision and Required Documentation**

- For a student receiving special education services, the decision is recommended by the ARD committee based on the eligibility criteria and is documented as “pending TEA approval” in the student’s IEP.
- For a student receiving Section 504 services, the decision is recommended by the Section 504 committee based on the eligibility criteria and is documented as “pending TEA approval” in the student’s IAP.
- For a student not receiving special education or Section 504 services, the decision is recommended by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented as “pending TEA approval” according to district policies.
- In the case of an ELL with a disability, the decision should be recommended by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented as “pending TEA approval” by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.
Accommodation Request Form IS required.

**Examples/Types**

The test administrator may write the student’s dictated scratch work and computations onto scratch paper, a chalkboard, white board, or the space in the student’s test booklet. This includes instances when a student uses a calculation device as an allowable accommodation or a required part of the test administration procedures.

**Special Instructions/Considerations**

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.

2. Allowable test administration procedures and materials referred to in the “Student Eligibility Criteria” section of this document can be found in the Allowable Test Administration Procedures and Materials document on the Accommodation Resources webpage.

3. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

4. A mathematics scribe must be a trained test administrator who has signed the “Oath of Test Security and Confidentiality for Test Administrator.” This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

5. Any scratch paper must be destroyed after testing.

6. The role of the mathematics scribe is to record the student’s dictated scratch work and computations exactly as the student indicates. TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to carry out this accommodation. A test administrator who serves as a Mathematics Scribe must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.

7. STAAR L and STAAR A are online testing programs. However, in rare instances in which the use of an accommodation is not feasible or appropriate for an online administration, or if the administration of an online assessment is inappropriate due to a student’s particular disability, a special request may be made to TEA for approval to administer a paper test booklet. The request for a math scribe for a paper test booklet, along with the reasons this accommodation is needed for a student who meets the eligibility criteria in this document, should be included in the same email that is submitted to TEA when a paper administration is requested. The paper administration request document for STAAR L and STAAR A can be found on the Coordinator Manual Resources webpage.
Photocopying Test Materials

Description of Accommodation

This accommodation allows for test materials to be photocopied for a student whose disability prevents him or her from effectively using test materials provided by the state.

Assessments

For a student who meets the eligibility criteria, this accommodation may be used on
- STAAR
- STAAR Spanish

For information about STAAR L, STAAR A, and TELPAS grades 2–12 reading photocopying accommodations, refer to the “Special Instructions/Considerations” section.

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student
- receives special education services,
- routinely receives this accommodation during classroom instruction and testing,
- is unable to effectively use other accommodations or any allowable test administration procedures or materials to address this need, and
- meets at least one of the following.
  - The student has an impairment in vision and requires test materials in a size larger than the state-supplied large-print test materials.
  - The student has a physical disability that prevents him or her from effectively manipulating test materials printed on both sides of the paper and/or turning the pages in a test booklet.

Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is recommended by the ARD committee based on the eligibility criteria and is documented as “pending TEA approval” in the student’s IEP.
- In the case of an ELL with a disability, the decision should be recommended by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented as “pending TEA approval” by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Accommodation Request Form IS required.
Examples/Types

This accommodation may include only
- enlarging the printed test materials to a size larger than the state-supplied, large-print test materials
- photocopying the double-sided test materials into single-sided sheets

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.

2. Allowable test administration procedures and materials referred to in the “Student Eligibility Criteria” section of this document can be found in the Allowable Test Administration Procedures and Materials document on the Accommodation Resources webpage.

3. The district must maintain test security and confidentiality when photocopying tests. All standard test security and confidentiality requirements must be followed. Refer to the 2015 District and Campus Coordinator Manual for more information.

4. Photocopying must be done within the district by a trained test administrator who has signed the “Oath of Test Security and Confidentiality for Test Administrator.” This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

5. The TELPAS grades 2–12 reading, STAAR L, and STAAR A are online testing programs. However, in rare instances in which the use of an accommodation is not feasible or appropriate for an online administration, or if the administration of an online assessment is inappropriate due to a student’s particular disability, a special request may be made to TEA for approval to administer a paper test booklet. The request to photocopy a paper test booklet, along with the reasons this accommodation is needed for a student who meets the eligibility criteria in this document, should be included when a paper administration is requested. The paper administration request document for TELPAS grades 2–12 reading, STAAR L, and STAAR A can be found on the Coordinator Manual Resources webpage.

6. The following documents may be photocopied or enlarged for a student to use during testing without submitting an Accommodation Request Form: test administration directions given verbally before or after testing; blank answer documents; the state-supplied mathematics graph paper; and the state-supplied reference materials for grade 8 science and Algebra I. Because the state-supplied mathematics reference materials for grades 3–8 contain rulers that could be distorted when photocopied or enlarged, these materials may NOT be photocopied.

7. If the student is unable to record his or her answers onto the answer document, refer to the eligibility criteria outlined in the Basic Transcribing and/or Complex Transcribing accommodation policies.

8. TEA will provide additional procedures specific to the requested accommodation with any approved Accommodation Request Form.
Extra Day

**Description of Accommodation**

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

**Assessments**

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

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A
- TELPAS grades 2–12 reading

**Student Eligibility Criteria**

Submit an Accommodation Request Form to TEA if the student

☐ routinely and effectively uses this accommodation during classroom instruction and testing,
☐ is unable to effectively use other accommodations or any allowable test administration procedures or materials to address this need, and
☐ meets at least one of the following.

- The student has a severe impairment in vision. This includes students who take the braille test and require an extra day.
- The student has a severe behavioral or emotional disabling condition, the manifestation of which makes him or her unable to continue working for a prolonged period of time or during certain times of the day.
- The student has a severe physical disability or medical condition that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina.
- The student is identified with an autism spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral and/or emotional reactions that cannot be appropriately managed without an additional day of testing.

**Authority for Decision and Required Documentation**

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

Extra Day

Accommodation Request Form IS required.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.
2. Allowable test administration procedures and materials referred to in the “Student Eligibility Criteria” section of this document can be found in the Allowable Test Administration Procedures and Materials document on the Accommodation Resources webpage.
3. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
4. Receiving an extra day to complete the test is an accommodation intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form.
5. TEA will provide additional procedures specific to the requested accommodation with any approved Accommodation Request Form.
6. The district must maintain test security and confidentiality when providing an extra day to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the 2015 District and Campus Coordinator Manual for more information.
7. Students will only be permitted to test over two regularly scheduled, consecutive school days. Each day of testing must not extend beyond 7 hours.
8. Students taking a two-day test (grades 4 and 7 writing) will be permitted to test over three regularly scheduled, consecutive school days. Each day of testing must not extend beyond 7 hours.
9. TELPAS grades 2–12 reading, STAAR L, and STAAR A are online testing programs. However, in rare instances in which the use of an accommodation is not feasible or appropriate for an online administration, or if the administration of an online test is inappropriate due to a student’s particular disability, a special request may be made to TEA for approval to administer a paper test booklet. The request for an extra day to complete a paper administration, along with the reason this accommodation is needed for a student who meets the eligibility criteria in this document, should be included when a paper administration is requested. The paper administration request document for TELPAS grades 2–12 reading, STAAR L, and STAAR A can be found on the Coordinator Manual Resources webpage.
**Other**

**Description of Accommodation**
Accommodations that fall into this category are only for students with disabilities who have unique needs that are not specifically addressed in the Accommodation Triangle. These accommodations are not intended to provide additional supplemental aids not listed as allowable, or for students who fail to meet established eligibility criteria for accommodations in the Accommodation Triangle.

**Assessments**
Depending on the requested accommodation, Other accommodations may be used on
- STAAR
- STAAR Spanish
- STAAR L
- STAAR A
- TELPAS grades 2–12 reading

**Student Eligibility Criteria**
Submit an Accommodation Request Form to TEA if
- the student routinely, independently, and effectively (if applicable) receives this accommodation during classroom instruction and testing,
- the student is unable to effectively use other accommodations or any allowable test administration procedures or materials to address this need, and
- the district testing coordinator has been advised by a member of TEA’s Accommodations Task Force that the accommodation fits into the category of Other.

**Authority for Decision and Required Documentation**
- For a student receiving special education services, the decision is recommended by the ARD committee based on the eligibility criteria and is documented as “pending TEA approval” in the student’s IEP.
- For a student receiving Section 504 services, the decision is recommended by the Section 504 committee based on the eligibility criteria and is documented as “pending TEA approval” in the student’s IAP.
- For a student not receiving special education or Section 504 services, the decision is recommended by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented as “pending TEA approval” according to district policies.
- In the case of an ELL with a disability, the decision should be recommended by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented as “pending TEA approval” by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student’s answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

Accommodation Request Form IS required.
Accommodations in Unexpected or Emergency Situations

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

STEP 1:
Consider test administration procedures and materials allowed for any student described in the Allowable Test Administration Procedures and Materials document on the Accommodation Resources webpage. If the student’s needs can be met by an allowable testing procedure or material, it should be made available to the student during testing. There is no need to contact TEA.

STEP 2:
If the student’s needs cannot be met using an allowable test administration procedure or material or the student requires additional support, review the Accommodation Triangle to see if a Type 1 accommodation can meet the student’s needs. Consideration should be given to accommodations that the student can independently use (e.g., for the student who does not have his/her prescribed eyeglasses, consider a projection device or a large-print test booklet prior to an oral administration by a test administrator). If the student’s needs can be met by a Type 1 accommodation, it should be made available to the student during testing. There is no need to contact TEA.

STEP 3:
If the student’s needs cannot be met with Step 1 or 2, review the Type 2 accommodations in the Accommodations Triangle. If a Type 2 accommodation will be needed, contact TEA’s Accommodations Task Force for permission and additional instructions.

In unexpected and emergency situations, there is no expectation that the student would have routinely received the procedure, material, or accommodation during classroom instruction and testing. However, it is recommended that the student (and test administrator, if applicable) be given the opportunity to practice using the accommodation prior to testing, if time permits.

After testing, if the student used a Type 1 or 2 accommodation, it should be recorded on the student’s answer document or in the Texas Assessment Management System for online administrations. In addition, the situation should be taken into consideration when interpreting test results. Be aware that the allowance of a testing accommodation in an unexpected or emergency situation applies to the current test administration only and does not transfer to subsequent test administrations.

For additional questions about testing accommodations in unexpected or emergency situations, contact a member of TEA’s Accommodations Task Force at (512) 463–9536.
Accommodation Request Process
For Type 2 Accommodations

Only Type 2 accommodations, which include Complex Transcribing, Photocopying Test Materials, Extra Day, Mathematics Scribe, and Other, require the submission of an Accommodation Request Form to TEA. The appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria listed for the accommodation and, if so, submits an Accommodation Request Form to TEA. Do not submit an Accommodation Request Form if the student does not meet the specific eligibility criteria. Accommodation requests must be approved by TEA before a student can use the accommodation on a state assessment. The decision to use a Type 2 accommodation is recommended by the appropriate team at the campus level based on the eligibility criteria and is documented as “pending TEA approval.”

STEP 1: DETERMINATION OF STUDENT ELIGIBILITY FOR A TYPE 2 ACCOMMODATION

The appropriate team of people at the campus level must consult the Accommodation Triangle to determine if the student meets the specific eligibility criteria for a particular Type 2 accommodation. The district testing coordinator is responsible for providing information about accommodations to campus testing coordinators and/or campus personnel, and is also the primary contact person for schools when questions arise.

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

If a student meets all specific eligibility criteria for a Type 2 accommodation, the appropriate person at the campus or district level, as determined by district policy, should complete the online Accommodation Request Form. When completing the form, the following guidelines should be followed. Only Accommodation Request Forms that adhere to these guidelines will be processed. All others will be deleted and the district will have to resubmit the form correctly.

- Confidential student information, such as a student’s first and 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 an accommodation. Blanket requests for entire classrooms will NOT be accepted.
- The specific information below must be provided as the rationale on the Accommodation Request Form.

Texas Education Agency
Student Assessment Division

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Complex Transcribing Rationale

• Describe the impairment in vision or physically disabling condition that creates a need for a Complex Transcribing accommodation. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. The description should be specific and individualized. Include specific reasons why the student is not able to write his or her own compositions or use Basic Transcribing (e.g., word processor, speech-to-text software) to complete the written composition.

• Attach a sample of the student’s handwriting if the student is able to independently write.

• Describe what has been done to accommodate the student’s needs in previous years. If the student was approved to receive this accommodation in previous years, include the Accommodation Request Form ID number(s).

Mathematics Scribe Rationale

• Describe the impairment in vision or physically disabling condition that creates a need for a Mathematics Scribe accommodation. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. The description should be specific and individualized. Include specific reasons why the student is not able to write his or her own computations, use other accommodations, or use any allowable test administration procedures or materials to address the disability.

• Attach a sample of the student’s handwritten computations if legibility is the issue.

• Describe what has been done to accommodate the student’s needs in previous years. If the student was approved to receive this accommodation in previous years, include the Accommodation Request Form ID number(s).

Photocopy Rationale

• Describe the disability that creates a need for test materials to be presented in a printed format other than a test booklet. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. The description should be specific and individualized. Include the font size to which the materials need to be enlarged in the classroom or the method of delivery that the student uses.

• What Type 1 accommodations have been tried, and what is the student’s level of success with these? Why are they not effective?

• What test administration procedures or materials allowed for all students have been tried, and what is the student’s level of success with these? Why are they not effective?

• Describe what has been done to accommodate the student’s needs in previous years. If the student was approved to receive this accommodation in previous years, include the Accommodation Request Form ID number(s).

Extra Day Rationale

• Describe the disability that prevents the student from completing the test within the prescribed time limit. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. Phrases like “severe fatigue” and “shuts down” are not sufficient. The description should be specific and individualized.

• Explain how the provision of an Extra Day accommodation has proven effective.

• Does the student require frequent breaks? How long are the student’s breaks? How often are the student’s breaks? How much work does the student accomplish during periods of productivity?
Accommodation Request Process for Type 2 Accommodations

- Does the student have an alternate school schedule or location (e.g., attends school only two hours a day, is hospitalized, is homebound, has academic work in the A.M. and social skills in the P.M.)?

- What Type 1 accommodations have been tried, and what is the student’s level of success with these? Why are they not effective?

- What test administration procedures or materials allowed for all students have been tried, and what is the student’s level of success with these? Why are they not effective?

- Describe what has been done to accommodate the student’s needs in previous years. If the student was approved to receive this accommodation in previous years, include the Accommodation Request Form ID number(s).

Other Rationale

When the district testing coordinator contacts their TEA Accommodations Task Force representative to request an Other accommodation, the following information must be provided.

- A detailed description of the Other accommodation being requested
- A description of the disability that creates a need for an Other accommodation, including specific information about the characteristics of the condition, symptoms, and level of severity the student experiences
- Type 1 accommodations that have been tried and the student’s level of success with them
- The test administration procedures or materials allowed for all students that have been tried.
- A description of what has been done to accommodate the student’s needs in previous years. If the student was approved to receive this accommodation in previous years, include the Accommodation Request Form ID number(s).

Once this required information has been collected, designated campus personnel may enter the request in the online Accommodation Request Form, available at http://www.txetests.com/acc. A training document is available on the opening screen of the online Accommodation Request Form webpage.

Each screen of the online system contains basic instructions and questions to help the submitter complete the form. After clicking the "SEND” button, a receipt of submission page with a request identification number will appear. Use the "PRINT” button to print a copy of the request for your records. This receipt of submission is not an approval for the student to use the accommodation on the state assessment.

After submission, the request is forwarded to the district testing coordinator for review. The district testing coordinator must “sign” the Accommodation Request Form (via replying to the email generated by the online form) in order for the request to be reviewed by TEA. This signature indicates that the district testing coordinator has reviewed the information and agrees that the request is necessary and appropriate.
Accommodation Request Forms must be received by TEA at least one week prior to the beginning of a testing week to ensure enough time to process. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these situations, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.

**STEP 3: TEA REVIEW AND DECISION**

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

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

**STEP 4: REQUIRED COMMUNICATION WITHIN DISTRICT**

It is the responsibility of the district testing coordinator to ensure that all accommodation 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 testing coordinator and campus testing coordinator to review any special guidelines that accompany an approved accommodation request. The test administrator may also need special training to administer an assessment with an approved accommodation.
- Appropriate campus personnel should note the expiration date of an approved Type 2 accommodation. This date will be stated in the TEA decision email. All approved accommodation requests will expire on December 31st of the year the request was approved. A new accommodation request will need to be submitted each calendar year if the student continues to need that accommodation.

For questions or concerns, contact TEA’s Accommodations Task Force at 512-463-9536.
### 2015 Online Accommodation Request Submission Deadlines

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

**NOTE:** All references to STAAR below include STAAR Spanish, STAAR L, and STAAR A when available.

<table>
<thead>
<tr>
<th>Administration Dates</th>
<th>Assessments</th>
<th>Submission Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2–5, 2015</td>
<td>TAKS</td>
<td>February 23, 5:00 PM CST</td>
</tr>
<tr>
<td>March 16–April 8, 2015</td>
<td>TELPAS assessment window</td>
<td>One week before the planned test administration, 5:00 PM CST</td>
</tr>
<tr>
<td>March 30–April 1, 2015</td>
<td>STAAR English I and II</td>
<td>March 23, 5:00 PM CST</td>
</tr>
<tr>
<td></td>
<td>STAAR 4 and 7 writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAAR 5 and 8 reading and mathematics</td>
<td></td>
</tr>
<tr>
<td>April 21–22, 2015</td>
<td>STAAR 3–8</td>
<td>April 14, 5:00 PM CST</td>
</tr>
</tbody>
</table>
| May 4–8, 2015              | STAAR Algebra I, biology, and U.S. history | April 27, 5:00 PM CST |}

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**To Be Determined**

- June 29, 5:00 PM CST
- To Be Determined
- To Be Determined
- To Be Determined
- To Be Determined
- To Be Determined
- To Be Determined

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**NOTE:** All references to STAAR below include STAAR Spanish, STAAR L, and STAAR A when available.
# Linguistic Accommodations for ELLs Participating in the STAAR Program

Linguistic accommodations are language supports that decrease the language barrier ELLs experience when learning and demonstrating knowledge and skills in English. The Texas English Language Proficiency Standards (ELPS) require all teachers to linguistically accommodate the instruction of ELLs in their classes commensurate with the students’ English language proficiency levels. Policies for the STAAR linguistic accommodations support these ELPS requirements.

## Overview of the STAAR Assessments for ELLs

The chart below shows the ways in which the language needs of ELLs are addressed in the STAAR program.

| STAAR (3–8 and EOC) | General state assessments  
|---------------------|--------------------------  
|                     | Some linguistic accommodations permitted  
|                     | Taken by ELLs who do not qualify for another assessment below |
| STAAR Spanish       | Native language assessments; grades 3–5 only; same subjects as STAAR  
|                     | Taken by ELLs for whom a Spanish version of STAAR exists and most appropriately measures their academic progress  
|                     | Linguistic accommodations not permitted because students testing in their native language |
| STAAR L*            | Linguistically accommodated STAAR mathematics, science, and social studies assessments  
|                     | More substantial linguistic accommodations than for STAAR  
|                     | May be administered to ELLs who—  
|                     | • are not most appropriately assessed with STAAR Spanish, AND  
|                     | • have not yet attained a TELPAS advanced high reading rating, AND  
|                     | • have been enrolled in U.S. schools for 3 years or less (5 years or less if a qualifying asylee or refugee) |
| STAAR A             | Assessments for students with disabilities, including those who are ELLs, who meet eligibility requirements  
|                     | Some linguistic accommodations permitted |
| STAAR Alternate 2   | Assessments for students receiving special education services, including those who are ELLs, who meet requirements for an alternate assessment based on alternate achievement standards  
|                     | No specified list of allowable linguistic accommodations; assessment design allows for any language or other communication method routinely used with the student |

*For the STAAR L EOC assessments, eligibility can be carried over from spring to the July and December administrations.

Refer to the ELL Assessments webpage for more detailed information about the STAAR assessment program participation requirements for ELLs.

## Linguistic Accommodations During Instruction

Linguistically accommodating the instruction of ELLs involves communicating with them in ways they currently understand while sequencing and scaffolding instruction to foster the learning of grade-level English and academic content. Linguistically accommodated instruction is differentiated through use of instructional materials, techniques, and tools that meet the needs of ELLs.
As ELLs learn English, the types of linguistic accommodations that are most suitable change, and the need for particular accommodations lessens. It is important for teachers to stay attuned to the English language proficiency levels of their ELLs so that they can monitor and adjust the linguistic accommodations as the students learn more English. By doing this, teachers support the learning of both subject matter and English.

In the classroom, linguistic accommodations
- help ELLs understand the language of instruction, and
- accelerate the learning of both subject matter and English.

Linguistic Accommodations for the STAAR Program
Not all linguistic accommodations suitable for instruction are appropriate or allowable during state assessments. This stems from the differing purposes of instruction and state assessment. The goal of instruction and linguistic accommodations used in instruction is to foster and support learning. The purpose of STAAR is to measure the degree to which students have met state curriculum and performance standards. Linguistic accommodation policies for STAAR differ from instructional accommodations in the following ways.

- Linguistic accommodations permitted during the STAAR reading and writing assessments are limited. Accommodations on state assessments must not alter what is fundamentally assessed. The STAAR linguistic accommodation policies for reading and writing differ from those for mathematics, science, and social studies because of the integral role language plays in the assessment of grade-level English language arts. Providing too much language assistance in an assessment of language arts might fundamentally alter the ability to measure how well the student reads and writes in English in accordance with the grade-level standards.

- The more substantial degree of linguistic accommodation provided through STAAR L is allowable only for a certain number of years because ELLs are expected to make strides in learning English each year. A student who proceeds from STAAR L to STAAR is expected to need limited linguistic accommodations.

- In addition to the linguistic accommodations allowed for STAAR, STAAR A allows for clarification in English of word meaning. This difference takes into account the unique learning needs of students with disabilities who qualify for STAAR A.

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

Decision-Making Authority
The language proficiency assessment committee (LPAC) makes and documents test participation decisions for ELLs as well as decisions about which accommodations to provide during state assessments. In the case of an ELL with a disability, the decision should be made by the applicable group in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group.

- More information about decision-making and documentation procedures for ELLs is available from the ELL Assessments webpage.

- Detailed information about accommodations for students with disabilities can be found on the Accommodation Resources webpage.
Allowable Linguistic Accommodations

The linguistic accommodations allowable during STAAR, STAAR L, and STAAR A administrations are found in the chart below. Detailed information about each linguistic accommodation is found on the following pages.

### Allowable Linguistic Accommodations for ELLs
2015 STAAR 3–8 and EOC Assessments

<table>
<thead>
<tr>
<th></th>
<th>STAAR (English)</th>
<th>STAAR L</th>
<th>STAAR A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>Bilingual dictionary</td>
<td>Bilingual dictionary</td>
<td>Bilingual dictionary</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Extra time (same day)</td>
<td>Extra time (same day)</td>
<td>Extra time (same day)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td>(Clarification in English of word meaning and reading aloud of text are provided in the online interface for all students taking STAAR L)**</td>
<td>Clarification in English of word meaning</td>
</tr>
<tr>
<td><strong>Reading and Writing</strong></td>
<td>Dictionaries of various types*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Extra time (same day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Clarification in English of word meaning in writing prompts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English I</strong></td>
<td>Dictionaries of various types*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English II</strong></td>
<td>Extra time (same day)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Clarification in English of word meaning in short answer questions and writing prompts</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Not Applicable</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

*The STAAR Dictionary Policy for reading and writing in grade 6 and above includes use of standard English, ESL (simplified English), and bilingual dictionaries for all students. If a student in grade 6 and above needs a dictionary as a linguistic accommodation that is not listed in the STAAR Dictionary Policy, the use of the other dictionaries listed on page 5 of this document are permitted as a linguistic accommodation in grades 3 and above. For grades 3–5 reading and grade 4 writing, use of dictionaries is permitted as a linguistic accommodation for eligible ELLs.

**In addition to examining the eligibility criteria for STAAR L, LPACs should consider whether a student routinely needs and uses clarification in English of word meaning and/or reading aloud of text. Students who do not need either accommodation should take STAAR, not STAAR L.

When receiving linguistic accommodations, students may not be provided any direct or indirect assistance or reinforcement that identifies or aids in identifying a correct response to the test question.
Eligibility Criteria for Linguistic Accommodations

LPAC decisions regarding linguistic accommodations to be provided during a state assessment should be based on the student’s particular need for second language acquisition support\(^1\) and whether the student uses the accommodation routinely in classroom instruction and assessment. Providing unfamiliar linguistic accommodations might hinder rather than help the student.

Dictionaries as Linguistic Accommodations for ELLs Taking STAAR, STAAR L, or STAAR A

The dictionaries included in the linguistic accommodation policy for ELLs taking STAAR, STAAR L, and STAAR A are described below. Reminder: The STAAR linguistic accommodation policies pertain to English-version assessments only.

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>Allowed for—</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Bilingual dictionary (word/phrase translation dictionary)</strong>&lt;br&gt;A bilingual dictionary is a specialized standard dictionary used to translate words (and sometimes common phrases) from one language to another. Bilingual dictionaries are typically bidirectional so that the user can look up words in either language to find translations. Examples of translated words—English to Spanish (useful when reading in English).&lt;br&gt;<strong>evenly</strong> uniformemente; imparcialmente, equitativamente&lt;br&gt;<strong>live broadcast</strong> emisión en directo&lt;br&gt;<strong>photosynthesis</strong> fotosíntesis&lt;br&gt;<strong>Examples of translated words — Spanish to English (useful when writing in English).</strong>&lt;br&gt;<strong>cita</strong> appointment, meeting; date; quotation&lt;br&gt;<strong>deception</strong> disappoint&lt;br&gt;<strong>débil</strong> weak&lt;br&gt;<strong>Examples of translated words</strong>&lt;br&gt;<strong>age</strong> [eI][*] noun (general) edad; old age vejez; (period) época; (fam: long time) época; (period) época; (fam: long time) época; (fam: long time) época; (fam: long time) época; (period) época; <strong>we waited for ages</strong> esperamos una eternidad; verb envejecer&lt;br&gt;The Spanish translation for the word “age” is a different word in each case.&lt;br&gt;<strong>NOTE:</strong> Students who do not understand a translated word in their native language will not be helped by a bilingual dictionary. In addition, to use this type of dictionary effectively, an ELL needs a basic foundation of English, native language literacy, and the ability to use parts of speech and contextual information to narrow down the correct translation.</td>
<td><strong>STAAR, STAAR L, and STAAR A all subjects and courses</strong>&lt;br&gt;• Linguistic accommodation for&lt;br&gt;• mathematics, science, and social studies (all grades)&lt;br&gt;• grades 3–5 reading and grade 4 writing&lt;br&gt;• Reminder: Allowed for grade 6 and up reading and writing as part of the STAAR Dictionary Policy (not treated as a linguistic accommodation)</td>
</tr>
<tr>
<td><strong>2. English/ESL dictionary (monolingual)</strong>&lt;br&gt;Unlike bilingual dictionaries, English dictionaries enable students to look up definitions of English words. The definitions in <strong>standard English dictionaries</strong> are sometimes difficult for ELLs to understand. English dictionaries that define words in simpler English are termed <strong>ESL dictionaries</strong> for the Texas assessment program. In addition to using simpler English, ESL dictionaries sometimes include pictures to make word meaning clear.</td>
<td><strong>STAAR and STAAR A grades 3–8 reading and grades 4 and 7 writing</strong>&lt;br&gt;<strong>STAAR and STAAR A English I and English II</strong>&lt;br&gt;• Linguistic accommodation below grade 6&lt;br&gt;• <strong>Same reminder as above for grade 6 and up</strong></td>
</tr>
</tbody>
</table>

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\(^1\) **Second language acquisition support** refers to the special language assistance that ELLs need as they learn English. In content-area classes, it refers to the assistance with the English language that ELLs need as they are taught mathematics, science, social studies, and language arts. It does **NOT** refer to the type of assistance that a student (whether ELL or not) might need when having difficulty learning academic content.
3. **Monolingual dictionary in languages other than English**
   This is a single-language standard dictionary in a language other than English (e.g., a Vietnamese dictionary). While it is not included in the STAAR program dictionary policy for reading and writing, it is permitted as a linguistic accommodation in grade 3 and above.

4. **Picture dictionary**
   A picture dictionary is designed to convey word meaning through drawings or photographs. Picture dictionaries (which might be monolingual, bilingual, or multilingual) include only words that can be pictured. Some picture dictionaries group words by topic rather than in alphabetic order, which makes it difficult to look up unfamiliar words encountered on an assessment. Picture dictionaries are not included in the STAAR program dictionary policy for reading and writing assessments but are permitted as a linguistic accommodation.
   
   **NOTE**: Because picture dictionaries contain a small body of English words compared to other types of dictionaries, they have limited usefulness as a stand-alone linguistic accommodation.

Although thesauruses are not required, they are allowable on STAAR and STAAR A reading, writing, English I, and English II tests, either in combination with a dictionary or as a separate resource.

Detailed information about the STAAR Dictionary Policy can be found at [http://www.tea.state.tx.us/student.assessment/staar](http://www.tea.state.tx.us/student.assessment/staar).

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### Allowable Paper and Electronic Dictionary Formats

Within the four categories above, a wide variety of dictionaries and dictionary formats are available. Keep the following in mind when determining what is allowable for the STAAR program:

- **Paper and electronic dictionary formats (including hand-held electronic devices) are permitted.**
- **Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations.** Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. When using technology-based accommodations (e.g., electronic dictionary), students are **NOT** permitted Internet access during testing.
- **Subject-specific/topic-specific dictionaries (bilingual or otherwise) are NOT permitted** (e.g., science dictionaries, academic language dictionaries, etc.).
- **Bilingual dictionaries must be word/phrase translation dictionaries only.** They must **NOT** be designed to define words or to illustrate or explain content terminology or concepts.
- **Bilingual, ESL, and standard monolingual dictionaries that contain occasional pictures are acceptable as long as the pictures do not illustrate content terminology or concepts.**
- **Electronic devices that translate beyond the level of words and set phrases are not bilingual dictionaries and are NOT permitted.**
- **Electronic devices that have Internet or photographic capabilities are NOT allowed.**
- **Only dictionaries made available by reputable dictionary publishing companies should be used** (no dictionaries produced by school districts or service centers, no downloadable bilingual word lists with disclaimers about translation accuracy, etc.). A list of state-approved dictionaries will not be issued.
Other Linguistic Accommodations for STAAR, STAAR L, and STAAR A

<table>
<thead>
<tr>
<th>Linguistic Accommodation</th>
<th>Allowed for—</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extra time (same day)</strong></td>
<td>STAAR (all subjects and courses)</td>
</tr>
<tr>
<td>This accommodation allows a student to have extra time within the regularly scheduled</td>
<td></td>
</tr>
<tr>
<td>school day to complete the assessment. (Schools with both morning and afternoon test</td>
<td></td>
</tr>
<tr>
<td>sessions should be aware that students using this accommodation must be in a morning</td>
<td></td>
</tr>
<tr>
<td>session.) This accommodation is permitted for ELLs who need and are routinely provided</td>
<td></td>
</tr>
<tr>
<td>extra time when completing assignments and assessments that require substantial</td>
<td></td>
</tr>
<tr>
<td>comprehension or use of a substantial amount of English. Decisions to provide this</td>
<td></td>
</tr>
<tr>
<td>accommodation should be based on second language acquisition factors related to the</td>
<td></td>
</tr>
<tr>
<td>time the ELL needs to read meaningfully in English or write a meaningful response, as</td>
<td></td>
</tr>
<tr>
<td>applicable. Factors that are not ELL-specific (e.g., test anxiety, test-taking</td>
<td></td>
</tr>
<tr>
<td>strategies, etc.) should not be considered in decisions to provide this</td>
<td></td>
</tr>
<tr>
<td>accommodation.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarification in English of word meaning—mathematics, science, social studies</strong></td>
<td>STAAR L online assessments</td>
</tr>
<tr>
<td>This accommodation enables a student taking STAAR L to receive computer-provided</td>
<td></td>
</tr>
<tr>
<td>clarification assistance by clicking on eligible words and phrases in the test questions.</td>
<td></td>
</tr>
<tr>
<td>This accommodation is provided in the online interface for all students taking STAAR L.</td>
<td></td>
</tr>
<tr>
<td>**Clarification in English of meaning of words in test questions—mathematics, reading,</td>
<td>STAAR A online assessments</td>
</tr>
<tr>
<td>writing, science, social studies**</td>
<td></td>
</tr>
<tr>
<td>This accommodation provides the same type of clarification as for STAAR and STAAR L</td>
<td></td>
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<tr>
<td>except in two ways. STAAR A is extended to the multiple-choice questions for reading</td>
<td></td>
</tr>
<tr>
<td>and writing assessments and, for grades 4 and 7 writing and English I and II, the test</td>
<td></td>
</tr>
<tr>
<td>administrator must be careful not to clarify word meaning in a way that cues answers to</td>
<td></td>
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<tr>
<td>questions assessing spelling, mechanics, or grammar. For example, the test</td>
<td></td>
</tr>
<tr>
<td>administrator is not permitted to clarify the meaning of tested words in questions</td>
<td></td>
</tr>
<tr>
<td>assessing homonyms. <strong>NOTE:</strong> An English clarification guide is not provided for STAAR A.</td>
<td></td>
</tr>
<tr>
<td>**Clarification in English of meaning of words in the STAAR A grades 3–8 reading, grades</td>
<td>STAAR A online grades 3–8 reading, 4 and</td>
</tr>
<tr>
<td>4 and 7 writing, and English I and English II selections**</td>
<td>7 writing, and English I and English II</td>
</tr>
<tr>
<td>At the request of the student, the test administrator may clarify the meaning of</td>
<td></td>
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<tr>
<td>occasional words and phrases the student does not understand in the STAAR A reading and</td>
<td></td>
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<tr>
<td>writing selections. The test administrator is not permitted to clarify the meaning of</td>
<td></td>
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<tr>
<td>entire sentences or longer portions of text. To clarify meaning, the test</td>
<td></td>
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<tr>
<td>administrator may use simpler English, pictures, or gestures. The test administrator</td>
<td></td>
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<tr>
<td>must <strong>NOT</strong> provide assistance that aids the student in determining correct answers to</td>
<td></td>
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<tr>
<td>test questions. For reading selections, the test administrator must <strong>NOT</strong> clarify the</td>
<td></td>
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<tr>
<td>meaning of vocabulary, expressions, or other phrasing specifically assessed in a test</td>
<td></td>
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<tr>
<td>question. For writing selections, the test administrator must <strong>NOT</strong> clarify meaning</td>
<td></td>
</tr>
<tr>
<td>in a way that provides cues related to spelling, mechanics, or grammar. For example, if</td>
<td></td>
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<tr>
<td>a student requests clarification of the meaning of the misspelled word <em>suggest</em> in an</td>
<td></td>
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<tr>
<td>editing selection, the test administrator must not comment on the misspelling when</td>
<td></td>
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<tr>
<td>clarifying the meaning.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarification in English of word meaning in writing prompts</strong></td>
<td>STAAR and STAAR A grades 4 and 7 writing STAAR and STAAR A English I and English II</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>This accommodation enables a student to ask the test administrator to clarify word meaning on the writing prompt pages. The test administrator may provide clarification of words and phrases. Clarification may be provided on a per request basis only. To clarify meaning, the test administrator may use simpler English, pictures, and/or gestures. The test administrator is <strong>NOT</strong> permitted to reinforce or emphasize any part of the information on the prompt pages or assist in any way with the planning, organizing, or writing of the composition.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarification in English of word meaning in short answer reading questions</strong></td>
<td>STAAR and STAAR A English I and English II</td>
</tr>
<tr>
<td>This accommodation enables a student to ask the test administrator to clarify the meaning of words/phrases in short answer questions on the reading assessment. Clarification may be provided <strong>only</strong> for requested words or phrases that are <strong>NOT</strong> language arts terms, <strong>NOT</strong> part of the selection title, and <strong>NOT</strong> quoted verbatim from the selection. The test administrator may provide clarification on a per request basis only. To clarify meaning, the test administrator may use simpler English, pictures, and/or gestures. The test administrator must <strong>NOT</strong> reinforce or emphasize any part of the information or assist in any way with the planning, organizing, or writing of the response. Before providing clarification, the test administrator should ask whether the student has attempted to look up the words in the dictionary. Assistance may be provided to students who still require clarification after using a dictionary.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading aloud of text</strong></td>
<td>STAAR L and STAAR A online assessments</td>
</tr>
<tr>
<td>For STAAR L mathematics, science, and social studies assessments, this accommodation enables a student to click on words to hear them read aloud by the computer. For STAAR A assessments, this accommodation enables a student to click on words, sentences, and entire pages to hear them read aloud by the computer. For both STAAR L and STAAR A, this accommodation is provided in the online interface for all students.</td>
<td></td>
</tr>
</tbody>
</table>
Paper Administrations of STAAR L

The STAAR L assessments in grades 3–8 and EOC are administered online. In rare circumstances, a paper administration of a STAAR L assessment may be approved by TEA. Detailed information about this special request process will be available on the Coordinator Manual Resources webpage at http://www.tea.state.tx.us/student.assessment/manuals/dccm. During a paper administration of STAAR L, the accommodations of clarification in English of word meaning and reading aloud of text are provided by the test administrator. These accommodations are described below. Policies regarding the use of a bilingual dictionary and extra time (same day) are the same as for students taking an online administration of STAAR L. Refer to pages 4–6 of this guide for more information about these accommodations.

<table>
<thead>
<tr>
<th>Linguistic Accommodation</th>
<th>Allowed for—</th>
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</thead>
<tbody>
<tr>
<td><strong>Clarification in English of word meaning—mathematics, science, social studies</strong>&lt;br&gt;This accommodation enables a student taking a STAAR L paper administration to ask the test administrator to clarify the meaning of eligible words and phrases. The test administrator may provide assistance on a per request basis only. To clarify meaning, the test administrator may use simpler English, pictures, and/or gestures, but is <strong>NOT</strong> permitted to define, explain, or illustrate content terminology or concepts assessed. A <strong>STAAR L English Clarification Guide</strong>, which contains instructions and a secure list of the words in each test item that are not eligible for clarification, will be provided for test administrators to use with this accommodation.</td>
<td>STAAR L paper administrations ONLY</td>
</tr>
<tr>
<td><strong>Reading aloud of text—mathematics, science, social studies</strong>&lt;br&gt;This accommodation enables a student taking a STAAR L paper administration to ask the test administrator to read aloud words, phrases, or occasional sentences in a test item. The test administrator must keep voice inflection neutral at all times and must <strong>NOT</strong> emphasize any part of the test stem or answer choices. The test administrator may read aloud only text requested by the student. The test administrator may read aloud numbers, symbols, and abbreviations in the text requested by the student as long as doing so does not invalidate what the item is assessing. &lt;br&gt;&lt;b&gt;Grade 3 mathematics:&lt;/b&gt; As a standard test administration procedure, all grade 3 students are permitted to receive reading (decoding) assistance on this assessment. LPACs do not need to predetermine or document the need for this assistance.</td>
<td>STAAR L paper administrations ONLY</td>
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</tbody>
</table>
General Instructions for Administering Braille State Assessments

Introduction

Braille versions of the STAAR® assessments are available to eligible students. The decision to provide a student with a braille test booklet should be made in accordance with specific accommodation policies located on the Accommodation Resources webpage at http://www.tea.state.tx.us/student.assessment/accommodations. This set of instructions provides general information about how to administer the braille version of STAAR. District testing coordinators receive this document in the braille kits.

Test Materials

Braille materials must be ordered online and will arrive in a separate shipment one week prior to testing. The braille test booklets have single-sided pages and single spacing of braille lines. The booklets are not sealed; instead each subject-area test is presented in a separate booklet.

Braille tests are available in both contracted and uncontracted braille. Uncontracted braille tests may be ordered only for students who use uncontracted braille materials routinely during classroom instruction. Orders for braille tests must be submitted at least two weeks prior to testing. A corresponding print test booklet will be included in all braille kits. If a student taking a braille test is eligible for an oral administration, the test administrator should use the print test booklet included in the braille kit.

A student may have a vision impairment that requires the use of two types of test materials. For example, a student may need to use a braille test booklet in conjunction with a large-print test booklet. In this situation, the print test booklet included in the braille kit will need to be photocopied. To do this, an Accommodation Request Form to photocopy secure test material must be submitted so that specific instructions can be provided to the district.

Specific Braille Instructions

Specific braille instructions supplement the test administrator manual and are designed to help a test administrator understand and meet the needs of a student taking a braille test. Specific braille instructions are included in the shipment of braille materials. Unless otherwise stated in these instructions, the directions contained in the test administrator manual should be followed.

After the braille shipment arrives, but prior to the day of testing, the test administrator should read the specific braille instructions to determine which materials or procedures a student may need for testing.
Specific braille instructions are divided into three sections:

- **General Information**: This section gives the test administrator information about the braille test booklet and how it compares to the print test booklet. Instructions on how to transcribe the student’s responses onto the answer document are also included.

- **Specific Instructions**: This section provides information for the test administrator about how a particular braille test differs from the print version. This includes related administration instructions and information about test questions that have been altered to ensure that the test is accessible to a student who reads braille. For example, test questions with a visual element that cannot be rendered in braille will include a description of what is depicted in the print version of the test. Although such descriptions are provided in the braille booklet, the test administrator may read them aloud from the specific braille instructions at a student’s request. This section also informs test administrators of any manipulatives (e.g., a braille ruler or three-dimensional geometric figure) that a student will need in order to complete the test.

- **Test Administration Directions**: This section includes general and specific information about the braille test that should be read to the students (e.g., whether special symbols or standard braille codes are used on the test). Any information that is on the Transcriber’s Notes page in the braille test booklet is also provided in this section.

**Training**

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

Campus testing coordinators are responsible for issuing the test materials to the appropriate test administrators. It is important that test administrators be given their test administration materials, including the specific braille instructions, in time to prepare for testing. Campus testing coordinators are also responsible for monitoring administrations to ensure that they are conducted, to the greatest extent possible, in the same manner as the administration of regular-print tests.

**Student Response Procedures**

The test administrator and the student should determine the best method for the student to respond to the test questions. The student may respond by writing in the test booklet, typing, using braille, or indicating the answer to the test administrator. Special consideration should be given to the type of paper that a student will need to generate a response for the written composition and open-ended items. The student’s response in its entirety must fit onto the lined pages and/or spaces for each written composition and/or short answer reading question on the answer document. STAAR answer documents contain a 26-line page for each written composition and 10 lines for each short answer.
General Instructions for Administering Braille State Assessments

- 26 lines of handwritten text is approximately 1,750 typed characters (including spaces) or 3–4 braille pages (depending on the size of braille paper)
- 10 lines of handwritten text is approximately 675 typed characters (including spaces) or 2–3 braille pages (depending on the size of braille paper)

Students with a vision impairment may need to test in a separate setting in cases where their methods of response might distract other students. Any student responding verbally must receive an individual administration, which is an allowable test administration procedure per the Allowable Test Administration Procedures and Materials document on the Accommodation Resources webpage.

Braille test booklets have braille cells that correspond to the number of boxes on the answer document for griddable questions. The braille kits include mathematics and science reference materials that match the format provided in the print test booklets. If a student has written on the reference materials, the materials must be destroyed after testing.

Student Materials and Accommodations

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

- The test administrator should have available braille paper, typing paper, bold-lined paper, pens, crayons, pencils, 20/20 pens, markers, placeholders, and any manipulatives or reference materials required by the specific braille instructions. Special consideration should also be given to lighting conditions for students with low vision.
- Students who take the braille version of the tests at any grade level may use slate and stylus, electronic note-takers, word processors, projection or low-vision devices such as a closed-circuit television (CCTV), braille rulers, a Cranmer modified abacus, or speech-output calculators.
- Students taking the braille version of the grade 8 science assessment may use a periodic table that is routinely used in the classroom in addition to the Periodic Table of the Elements included as a reference material in the test booklet.
- Students taking the braille version of the grade 8 mathematics assessment or Algebra I assessment may use the audio-graphing calculator (AGC). Other programs that perform graphing functions may be used EXCEPT for those that include a computer algebra system (CAS).

If a student needs an accommodation not described on the Accommodations for Students with Disabilities webpage, contact TEA’s Accommodations Task Force at 512-463-9536.

Students Requiring More Time to Complete Testing

Students with visual impairments who take a braille test may require considerably more time to complete the test than students without a visual impairment. If the student typically requires more time than is allotted for testing, refer to the STAAR accommodation policies that address Extra Time and Extra Day.
Transcribing

Student responses for all braille tests must be transferred to the student’s answer document. If this is not done, the student’s test cannot be scored. Refer to the accommodation policies that address Basic Transcribing and/or Complex Transcribing for STAAR.

An answer document is provided with each braille test. The instructions for completing the student identification information and the FOR SCHOOL USE ONLY section of the answer document can be found in the test administrator manuals.

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

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

If a student uses a word processor to generate a written response (e.g., written composition or short answer), the document may be saved periodically while the student is completing the response. However, the response must be deleted after the test administrator has transcribed it onto an answer document. All special features (e.g., spell check, word predictor) must be disabled unless the student meets the eligibility criteria outlined in the Spelling Assistance accommodation policy.

The braille (BR) bubble must be marked in the ACCOMM. field on the student’s answer document. If a student had access to other accommodations in addition to taking the braille test, the corresponding bubble(s) should also be marked in this field. This information can be found in the 2015 District and Campus Coordinator Manual.

Returning Materials

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

The braille booklets, all print test booklets, and specific braille instructions should be returned in the nonscorable shipment. Any brailled, typewritten, or handwritten responses on scratch paper that include student notes, answers to multiple-choice questions, written compositions, or responses to short answer reading questions must be destroyed after testing. For additional information about what to return in the nonscorable shipment, refer to the 2015 District and Campus Coordinator Manual.

Contact TEA’s Student Assessment Division at 512-463-9536 if you have any questions regarding the administration of braille tests.
General Instructions for Administering Large-Print State Assessments

Introduction

Large-print versions of STAAR®, STAAR Spanish, STAAR L, STAAR A, and TELPAS grades 2–12 reading tests are available to eligible students. However, STAAR L, STAAR A, and TELPAS grades 2–12 reading are administered online. In rare circumstances, a paper administration may be approved by TEA for a student for whom technology-based accommodations are not appropriate. Detailed information about this special request process will be available on the Coordinator Manual Resources webpage at http://www.tea.state.tx.us/student.assessment/manuals/dccm. The decision to provide a student with a large-print test booklet should be made in accordance with specific accommodation policies available on the Accommodation Resources webpage at http://www.tea.state.tx.us/student.assessment/accommodations. This set of instructions provides general information about how to administer the large-print version of the state assessments. District testing coordinators receive these instructions in the large-print kits.

Test Materials

Large-print materials are shipped with the initial secure shipment for each administration. However, large-print STAAR L and STAAR A, and TELPAS grades 2–12 reading test booklets are not included in the initial shipment. STAAR L and STAAR A and the TELPAS grades 2–12 reading are administered online. The paper administration request document for STAAR L, STAAR A, or TELPAS grades 2–12 reading can be found on the Coordinator Manual Resources webpage.

Only districts that have identified eligible students during the enrollment process will receive large-print materials. The large-print test booklets are spiral bound, and the dimensions of the booklets are 11 inches by 14 inches. As with a regular-print test booklet, each subject-area test of a large-print booklet is sealed.

For a student with a visual impairment who requires printed materials in a size larger than the state-supplied large-print materials, refer to the Photocopying Test Materials accommodation policy.

Font and point sizes matrices for the regular- and large-print assessments, as well as online assessments, are available on the Accommodation Resources webpage at http://www.tea.state.tx.us/student.assessment/accommodations.
General Instructions for Administering Large-Print State Assessments

Training

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

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

Student Response Procedures

The test administrator and the student should determine the best method for the student to respond to the test questions. Review the Basic Transcribing accommodation policy for response mode options. Special consideration may also need to be given to the type of paper that a student may need to generate a response for the written composition and open-ended items. The student’s response in its entirety must fit onto the lined pages for each written composition and short answer reading question on the answer document. STAAR and STAAR A contain 26 lines for each written composition and 10 lines for each short answer.

- 26 lines of handwritten text is approximately 1,750 typed characters (including spaces)
- 10 lines of handwritten text is approximately 675 typed characters (including spaces)

Students who have a vision impairment may need to test in a separate setting in cases where their methods of response might distract other students. Any student responding verbally must receive an individual administration, which is an allowable test administration procedure per the Allowable Test Administration Procedures and Materials document on the Accommodation Resources webpage.

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

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

- STAAR and STAAR L grades 3–8 mathematics and Algebra I;
- STAAR and STAAR L grades 5 and 8 science assessments; and,
- STAAR Spanish grades 3–5 mathematics and grade 5 science assessments.
The “Transcribing Griddable Questions” student document must be provided to each student who does not use his or her answer document so that the student is aware of the maximum number of boxes available for an answer to a griddable question. This separate sheet must be used when the test administrator transcribes the student’s responses onto the answer document. The sheet must be destroyed after testing.

**Student Materials and Accommodations**

Any materials and equipment needed by the student, including allowable testing accommodations, should be furnished before testing begins. Refer to each specific accommodation policy for student eligibility criteria and special instructions.

If a student needs an accommodation not described on the Accommodations for Students with Disabilities webpage, contact TEA’s Accommodations Task Force at 512-463-9536.

**Students Requiring More Time to Complete Testing**

Students with a vision impairment who take a large-print test may require considerably more time to complete the test than students without a vision impairment. If the student typically requires more time than is allotted for testing, refer to the accommodation policies that address Extra Time and Extra Day.

**Transcribing**

Student responses for all large-print tests must be transferred to the student’s answer document or in the Assessment Management System for online administrations (STAAR L, STAAR A, TELPAS grades 2–12 reading). If this is not done, the student’s test cannot be scored. Refer to the accommodation policies that address Basic Transcribing or Complex Transcribing.

An answer document is provided with most large-print tests. However, for online administrations, the student’s responses should be indicated in the test booklet for the test administrator to transcribe in the Assessment Management System. The instructions for completing the student identification information and the FOR SCHOOL USE ONLY section of the answer document can be found in the test administrator manuals.

Transcribing may be done by the test administrator during or after testing. For large-print assessments with answer documents, the student’s responses should be transcribed as follows:

- Transcribe the student’s responses onto the regular-print answer document exactly as indicated by the student.
- Write “Transcribed by (NAME) because student used the large-print version” at the top of the answer document on the page where the student identification information is located.
- All transcriptions must be done in No. 2 pencil.
If a student uses a word processor to generate a written response (e.g., written composition or short answer), the document may be saved periodically while the student is completing the response. However, the response must be deleted after the test administrator has transcribed it onto an answer document. All special features (e.g., spell check, word predictor) must be disabled unless the student meets the eligibility criteria outlined in the Spelling Assistance accommodation policy.

For STAAR, the large-print (LP) bubble must be marked in the ACCOMM. field on the student’s answer document. If a student had access to other accommodations in addition to taking the large-print test, the corresponding bubble(s) should also be marked in this field. This information can be found in the 2015 District and Campus Coordinator Manual.

For STAAR L, STAAR A, and TELPAS grades 2–12 reading paper administrations, transcribe student responses into the browser-based testing interface, TestNav. For more information on completing these steps, see the User’s Guide for the Texas Assessment Management System.

**Returning Materials**

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

The large-print booklets should be returned in the nonscorable shipment. Any typewritten or handwritten responses on scratch paper that include student notes, answers to multiple-choice questions, written compositions, or responses to short answer reading questions must be destroyed after testing. For additional information about what to return in the nonscorable shipment, refer to the 2015 District and Campus Coordinator Manual.

Contact TEA’s Student Assessment Division at 512-463-9536 if you have any questions regarding the administration of large-print tests.
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 complete the “Oath of Test Security and Confidentiality for Test Administrator” 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 May Serve as Test Administrators?

Test administrators should be professionals who hold valid education credentials, such as Texas educator certificates or permits, or who are under the supervision of professionals who hold such credentials. Certified and noncertified paraprofessionals who are currently employed by the district and who routinely work with students in the classroom may serve as test administrators, monitors, or assistants, provided that they are trained in test administration procedures and that they sign the security oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration. Refer to the 2015 District and Campus Coordinator Manual for more information.

Certified Sign Language Interpreters

If a student’s primary access to the TEKS is provided by a deaf educator in a classroom setting, then the deaf educator would be the test administrator. 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 outlined in the appropriate test administrator manual regarding test administrator responsibilities.

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

If a student is eligible to receive an oral/signed administration, the test administrator or certified sign language interpreter must be familiar with the “Oral/Signed Administration” appendix that is included in all test administrator manuals and be trained in testing procedures specific to an oral/signed administration.

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

Accommodations used during a state assessment must be routinely used during classroom instruction and testing. All materials and equipment needed by the student should be furnished before testing begins. Educators must communicate with the campus testing coordinator regarding accommodations that are documented in each student’s IEP and that are allowed or approved for use during the state assessment.

Accommodation policies for each state assessment program are located on the Accommodations Resources webpage at http://www.tea.state.tx.us/student.assessment/accommodations. Be sure to reference the appropriate set of accommodation policies based on the assessment the student is taking.

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

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, located on the STAAR Resources webpage.

When a dictionary is allowed as a testing accommodation, a sign language dictionary may be used. 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 Writing Prompts

For eligible students, a trained test administrator may record a student’s signed responses to the writing prompts onto the answer document or in the Assessment Management System for online administrations. To determine eligibility, refer to the Complex Transcribing accommodation policy. The student’s responses must be recorded exactly as the student signs according to all procedures outlined under the Complex Transcribing accommodation policy. Translating the student’s responses into English prior to recording them onto the answer document or in the Assessment Management System is not allowed.

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

Signing test administration directions is an allowable testing procedure per the 2015 District and Campus Coordinator Manual. 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 after 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. An Accommodation Request Form is not required.

A student who is identified as having a hearing impairment may use an amplification device, such as a frequency modulated (FM) system.
Test Content: Projecting or Photocopying

A student may be eligible for an oral/signed administration or a student may not be able to access the embedded text-to-speech function in an assessment and need test content signed. In these situations, it may be necessary for the test content to be projected onto a screen so that the student can access the test in both print and sign. Projection devices that do not involve the photocopying of secure test content are preferred and do not require the submission of an Accommodation Request Form.

Projection devices that involve the photocopying of secure test content require the submission of an Accommodation Request Form. Refer to the Photocopying Test Materials accommodation policy. For cases in which a group of students at a school needs the test content projected onto a screen during a signed administration, one request form may be used if additional information is included that indicates the number of students receiving the accommodation. Specific procedures related to photocopying test materials will be provided to districts with any approved Accommodation Request Form.

Test Content: Signing or Amplifying

Test content can be signed or amplified for students who are deaf or hard of hearing if the student meets the eligibility criteria for an Oral/Signed Administration or if the student is not able to access the embedded text-to-speech function in an assessment. The general test administration procedures intended for all students must also be followed for students who are deaf or hard of hearing. Refer to the specific accommodation policies or test administrator manuals for certain assessments for information about when the test administrator may sign all or only certain parts of a state assessment.

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.

A. **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 American Sign Language 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. Fingerspelling 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.

B. **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 regularly used during instruction.

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.

C. **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 fingerspell 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 fingerspell 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 in order to properly prepare for a signed administration. Previewing test content is only allowed 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 2015 District and Campus Coordinator Manual.

Test administrators conducting an oral/signed administration must be aware that they are viewing secure test content and are therefore required to initial and sign an additional section of the “Oath of Test Security and Confidentiality for Test Administrator.” Responding to test items, making notes about test questions, and discussing the content of the test at any time are prohibited.

Contact TEA’s Student Assessment Division at 512-463-9536 if you have any questions regarding the administration of state assessments to students who are deaf or hard of hearing.
### STAAR Font and Point Sizes

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*Standardized Oral Administration (SOA)

**NOTE:** Blank boxes indicate that no test is administered.
### STAAR L Font & Point Sizes

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**Large-Print Font:** Verdana

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*STAAR L is administered as an online testing program. In very rare circumstances, a student may be authorized by TEA to take a paper version of this assessment.

### TELPAS Reading Font & Point Sizes

**Regular Font:** Verdana  
**Large-Print Font:** New Century Schoolbook

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*TELPAS reading for grades 2–12 is administered as an online testing program. In very rare circumstances, a student may be authorized by TEA to take a paper version of this assessment.
### STAAR A Font & Point Sizes

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### TAKS Font and Point Sizes

**Font:** New Century Schoolbook

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