

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.