

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.



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., $1/2 = 2/4 = 0.5 = 50\%$) or the cumulative sequence (e.g., $1/4, 2/4, 3/4, 4/4$)
- 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.