



Content and Language Supports

Description of Designated Support

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

Assessments

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

- STAAR

NOTE: Not available for Algebra II and English III

Student Eligibility Criteria

A student may use this designated support if

- instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and
- he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, there is no need for this designated support to be recorded in the STAAR Assessment Management System.

Examples/Types

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

Special Instructions/Considerations

1. Refer to the *Educator Guide to Accessibility within the STAAR Program* for more specific information about online features and supports. This guide is located on the TEA's Accommodation Resources webpage.
2. Prior to participating in the STAAR online operational assessment, students and teachers should become familiar with the embedded supports and various tools that are provided in the online tests. There are several resources that can be accessed on the TEA website, including the STAAR online tutorials and released tests.
3. Information about setting up online test sessions for students who are eligible for embedded supports can be found in the *STAAR Assessment Management System User's Guide* at texasassessment.com/technology.
4. Technology-based accommodations for a student taking an online test enable most students to test online. However, in rare instances a special request may be made to TEA for approval to administer a paper test booklet. The request for a paper test booklet should include the rationale for any designated supports requiring TEA approval needed for the student. The paper administration request document can be found on the TEA's Coordinator Manual Resources webpage.
5. For students who take a braille test and are also eligible for Content and Language Supports, a request for a paper version of STAAR with embedded supports should be submitted to TEA. This request should also include the rationale for any designated supports requiring TEA approval (e.g., Complex Transcribing, Other) needed for the student. Test administrators will be provided with instructions regarding the administration of Content and Language Supports for students taking a braille test. The paper administration request document can be found on the TEA's Coordinator Manual Resources webpage.
6. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.
7. Students for whom the LPAC recommends the use of this support for any reading or writing assessment may not be considered for exit at the end of the school year.