



Individualized Structured Reminders

Description of Designated Support

This designated support allows a test administrator to provide a student 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 designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criterion

A student may use this designated support if he or she

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

Authority for Decision and Required Documentation

- 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 criterion and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criterion 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 criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an 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, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

This designated support includes but is not limited to

- paperclips or adhesive notes used to divide the 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 pre-established 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, test administrator verbally reminds student to continue working) are accessibility features available to any student who needs them. When a student requires more individualized structured reminders, the appropriate team of people at the campus level need to determine eligibility and document the decision in the appropriate paperwork.
2. Any type of 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 document. 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. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
4. 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.
5. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.