

## Extra Time (Same Day)

TEA approval is NOT required.



### Description of Designated Support

This designated support allows a student to have extra time until the end of the regularly scheduled school day to complete a state assessment.

### Assessments

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

- STAAR
- STAAR Spanish

### Student Eligibility Criteria

A student may use this designated support if that student

- routinely and effectively uses it during classroom instruction and classroom testing,
- is unable to effectively use any accessibility features or other designated supports 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 is a current EL and takes a STAAR test in English.
  - 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 has documented evidence of reading difficulties.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because that student has a disabling behavioral or emotional condition that affects attention or focus.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because that student 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 that student's typical structure and routine as possible.

NOTE: ELs taking STAAR Spanish may be eligible for extra time (same day) if they meet either of the last six bullets.

### 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) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student's consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an EL, 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 EL 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 D in the [Assessment Management System](#) for online administrations. This indicates that an allowable designated support was made available to the student.

### Special Instructions/Considerations

1. 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.
2. The appropriate team of people at the campus level must document eligibility for this designated support, but the documentation does not need to specify exactly how much extra time the student should be granted to complete the test. 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 that student has completed the test.
3. 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 [Security](#) section in these *District and Campus Coordinator Resources* for more information.



4. 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 from one testing environment to another.
5. Extra time testing sessions should start at the beginning of the school day and may go until the end of the regularly scheduled school day for all subjects. Extra time testing sessions must **NOT** extend beyond a typical seven-hour school day for any one student. Schools that do not have typical seven-hour schedules should contact the Texas Education Agency (TEA) for guidance.
6. Students for whom the LPAC recommends the use of this support for any English reading or English EOC assessments may not be reclassified at the end of the school year. In addition, LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services. However, English learners who are approved by a different committee to receive this support, based on reasons other than English language acquisition (such as a disability or documented academic or literacy difficulties), may be considered for reclassification at the end of the school year.