



TEA's Student Assessment Division Fall 2022

Supplemental Aids for STAAR: What's Allowed and What's Not?



Description of Designated Support

This designated support allows a student to use paper-based resources that assist in recalling information.

Assessments

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

- STAAR
- STAAR Spanish

Student Eligibility Criterion

A student may use this designated support if

- ☐ he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing

Note: Supplemental aids are intended for students who are approved to use them based on the decisions of an ARD committee, 504 committee, LPAC committee in conjunction with an ARD or 504 committee, RTI or student assistance team.

The RTI or student assistance teams that make the decisions are formed to address an individual student's consistent academic struggles. Supplemental aids should not be used by students who are not struggling academically and should not be provided as general support for all students.

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 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 applicable group above.

Authority for Decision and Required Documentation

- After state testing, the *STAAR Non-Embedded Supports* field must be Selected in the Non-Embedded Supports panel within TIDE.

TEA approval is NOT required



Non-Embedded Supports

Extra Day: None selected ▼

STAAR Non-Embedded Supports: None selected ▼

Reminder

- TEA does not review and approve supplemental aids. Districts must determine locally if a supplemental aid meets the guidelines stated in the TEA policy document for the Supplemental Aids accommodation.
- This PowerPoint provides guidance and examples to help district personnel make the appropriate decision for a student who is eligible to receive the supplemental aid(s). Both the accommodation policy and the PowerPoint can be found on TEA's [Accommodation Resources](#) webpage

Examples/Types

- **ONLY** the supplemental aids described in the Supplemental Aids policy document are allowed for eligible students.
- Examples of allowable supplemental aids with different formats are provided on the following slides. Other formats are allowed if they follow the description of the aid in the Supplemental Aids policy document.

Reminder

Blank Graphic Organizers

- Blank Graphic Organizers are visual and graphic teaching and learning tools that are specific to a student's needs and are appropriate to use on the day of testing in blank form.
- The blank supplemental aid helps a student organize particular types of information he/she has learned during instruction and **helps the student recall the information** on the day of testing.

are not the same as

Scratch Paper



- Scratch paper is an assistive tool (SEE the [2022-2023 Accessibility Features](#) policy document) that is also provided to a student in blank form. Unlike Blank Graphic Organizers, scratch paper has no specific instructional strategy associated with it.
- There are various types of Scratch Paper, e.g., regular blank white paper [no lines, with lines, etc.,], blank butcher paper, blank dry erase white boards, or any other medium like these examples that can be erased or destroyed.

All Subjects: Mnemonic Devices

A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym may be used.



PEMDAS

or

Please Excuse My Dear Aunt Sally



DMSB

or

Dad Mother Sister Brother



KPCOFGS

or

King Phillip Came Over For Good Spaghetti

All Subjects: Mnemonic Devices

The subject-specific words that the mnemonic device represents are **NOT** allowed.



Parentheses
Exponents
Multiplication
Division
Addition
Subtraction



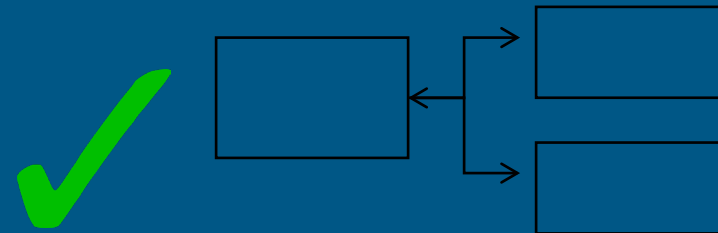
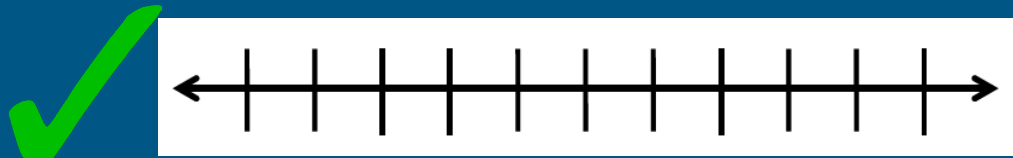
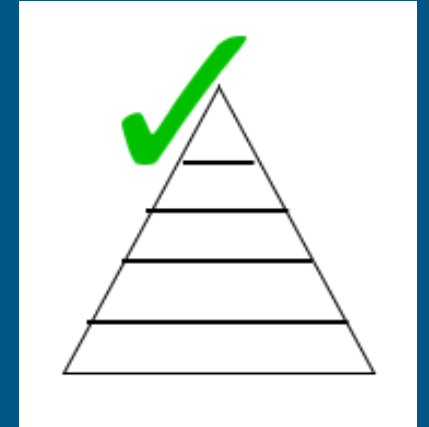
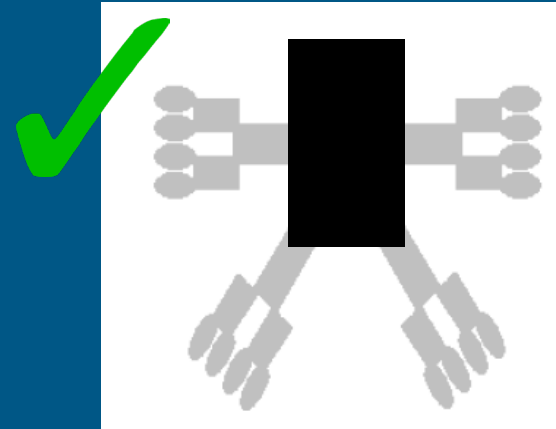
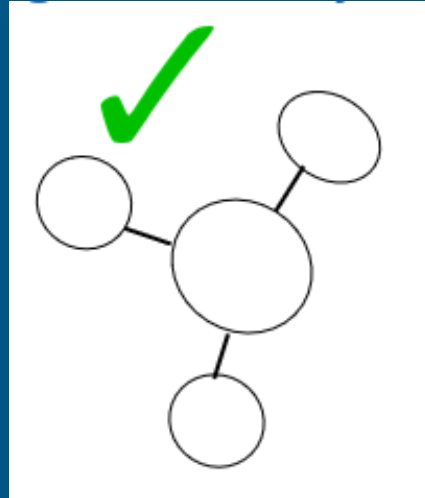
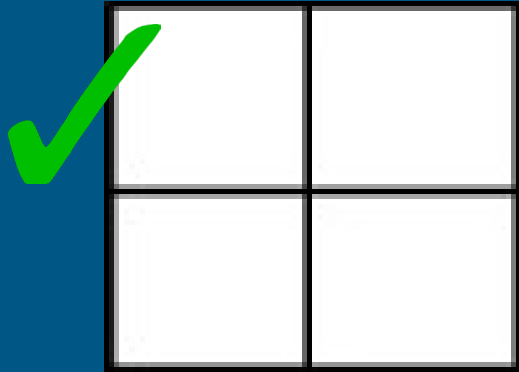
Divide
Multiply
Subtract
Bring down



El **Rey** es un **filósofo** de
much **clase** que **ordena** para
su **familia** **géneros** de buena **especie**.

All Subjects: Blank Graphic Organizers

- Blank graphic organizers may be used.

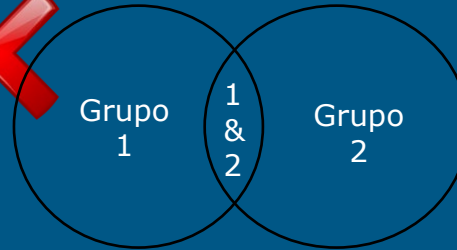
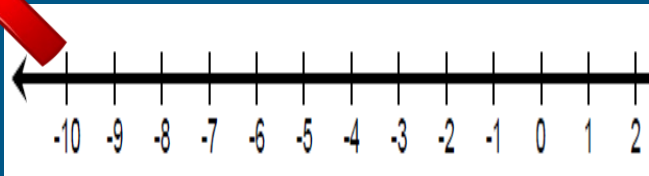


Mathematics: Number Charts v. Calculation Aids

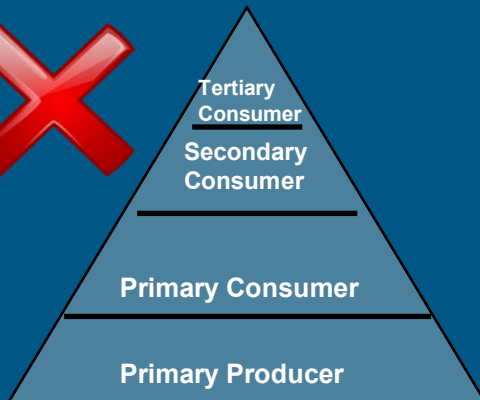
- A number chart with a sequence of numbers is allowable as a supplemental aid. However, number charts that identify and/or illustrate a calculation function (e.g., +, x) are **NOT** allowable as supplemental aids.
- A student **MUST** meet eligibility for the Calculation Aids policy to use these types of charts on an assessment. For more information, see the **Calculation Aids Policy** on the [Accommodation Resources](#) webpage or in the **District and Campus Coordinator Resources**.

All Subjects: Blank Graphic Organizers

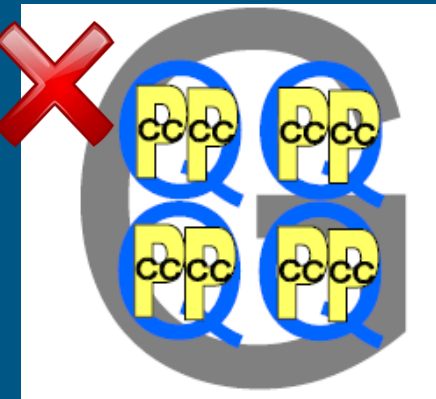
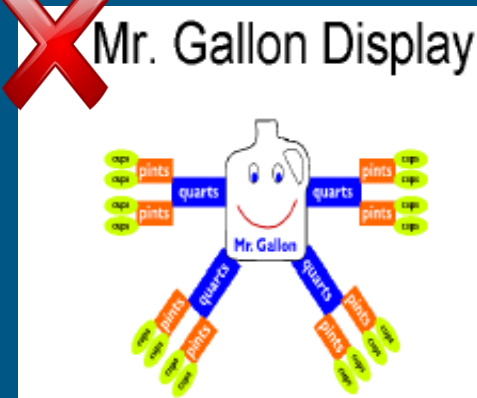
- Blank graphic organizers may **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.



K	W	L
What I know	What I want to know	What I learned



	T	t
T	TT	Tt
t	Tt	tt



Mathematics: Number Chart

- A number chart (e.g., 100 chart) may be used, however all number charts **MUST** be in sequential order, and the Number Chart must be grade-level appropriate (SEE the [Texas Essential Knowledge and Skills \[TEKS\]](#) for more information)



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Mathematics: Number Charts v. Calculation Aids

- Below are examples of charts that are considered **Calculation Aids**.



	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25



$1 \times 0 = 0$	$2 \times 0 = 0$
$1 \times 1 = 1$	$2 \times 1 = 2$
$1 \times 2 = 2$	$2 \times 2 = 4$
$1 \times 3 = 3$	$2 \times 3 = 6$
$1 \times 4 = 4$	$2 \times 4 = 8$
$1 \times 5 = 5$	$2 \times 5 = 10$
$1 \times 6 = 6$	$2 \times 6 = 12$
$1 \times 7 = 7$	$2 \times 7 = 14$
$1 \times 8 = 8$	$2 \times 8 = 16$
$1 \times 9 = 9$	$2 \times 9 = 18$



+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10



$1 + 1 = 2$
$2 + 2 = 4$
$3 + 3 = 6$
$4 + 4 = 8$
$5 + 5 = 10$
$6 + 6 = 12$
$7 + 7 = 14$
$8 + 8 = 16$
$9 + 9 = 18$
$10 + 10 = 20$

REMEMBER: Multiplication and addition charts are considered calculation aids.

Mathematics: Place Value Chart

- A grade-appropriate place value chart may be used. The chart may contain commas and decimals in the appropriate places; however, it may **NOT** contain place value labels (i.e., words) or numbers as specific examples.



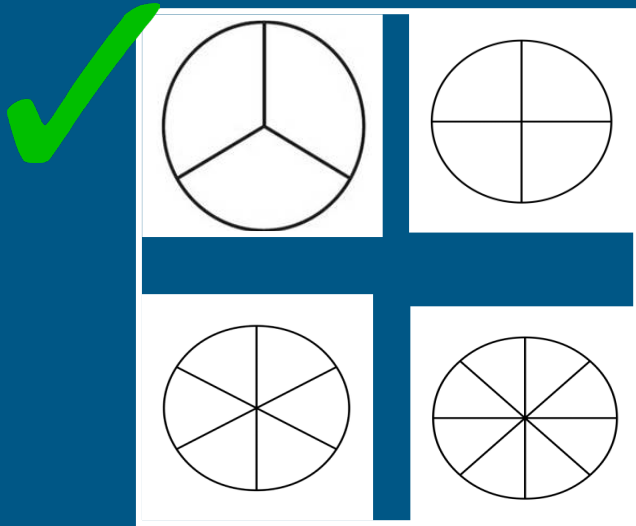
		,				.		



ten thousands	thousands	hundreds	tens	units	.	tenths	hundredths	thousandths
			7	1	.	2		

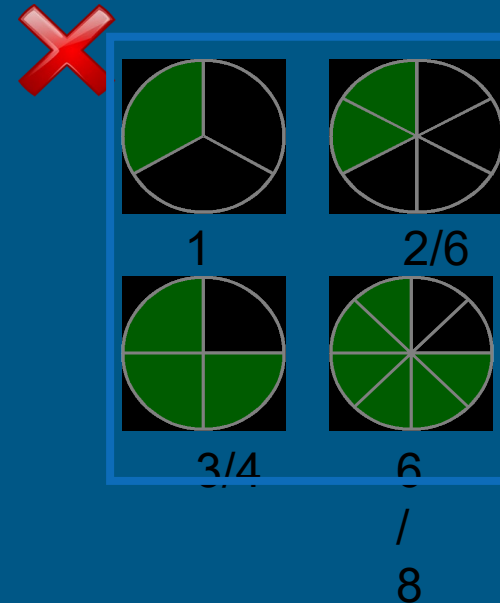
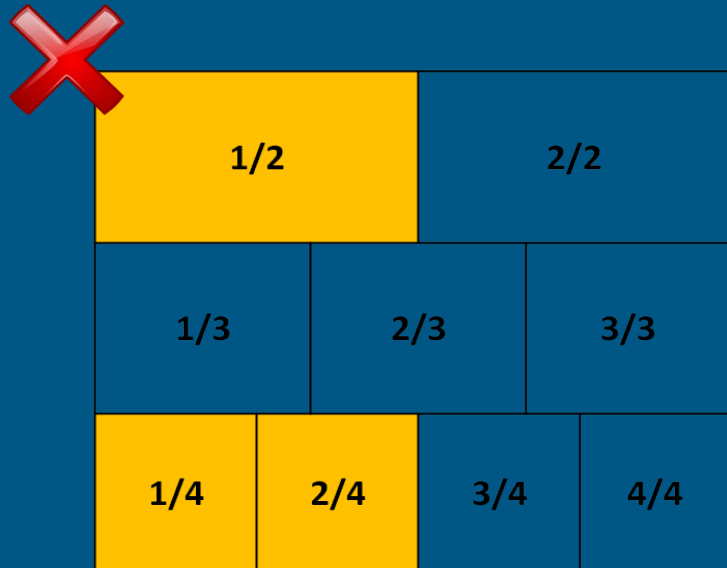
Mathematics: Pictorial Models of Fractions

- Pictorial models of fraction bars or fraction circles **MAY** be used.



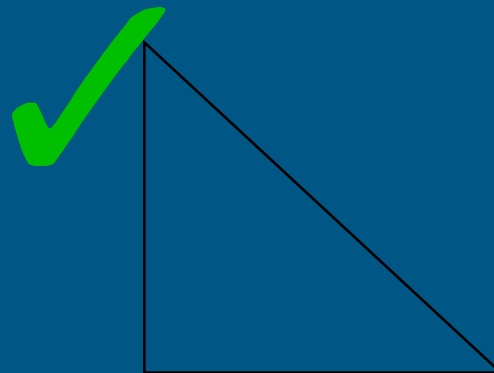
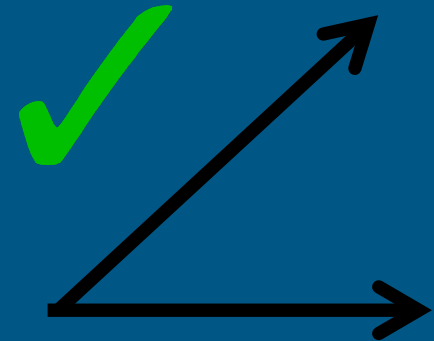
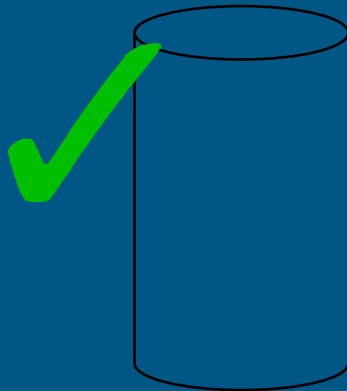
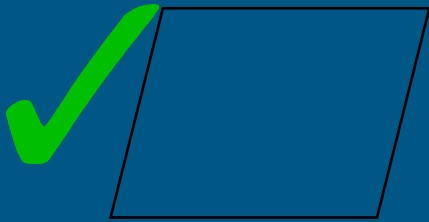
Mathematics: Pictorial Models of Fractions

- The models should **NOT** contain labels and they should **NOT** show equivalencies (e.g., $1/2 = 2/4 = 0.5 = 50\%$) or a cumulative sequence (e.g., $1/4, 2/4, 3/4, 4/4$).



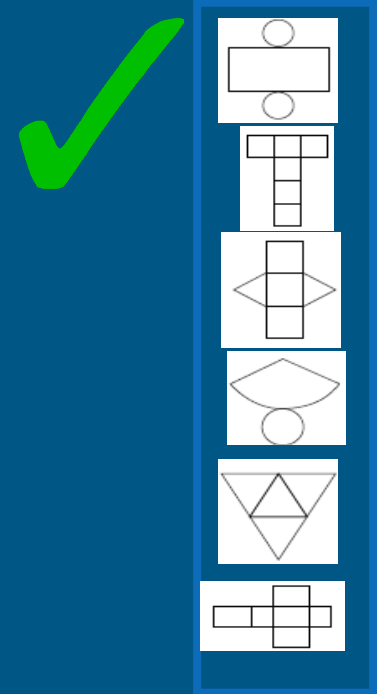
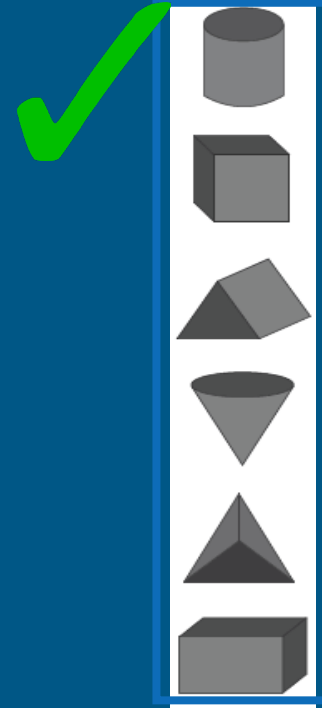
Mathematics: Pictorial Models of Geometric Figures

- Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate.



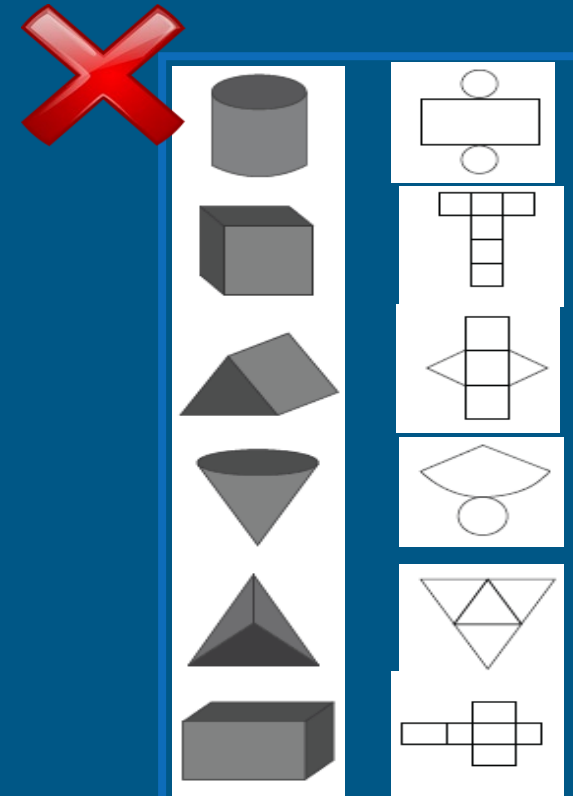
Mathematics: Pictorial Models of Geometric Figures

- A pictorial model of a geometric figure **MAY** be provided in either three-dimensional (3-D) forms **OR** two-dimensional (2-D) forms



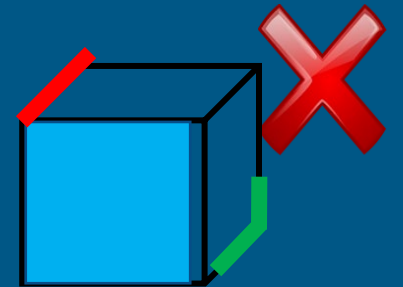
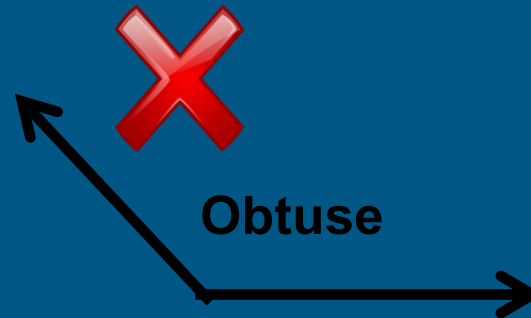
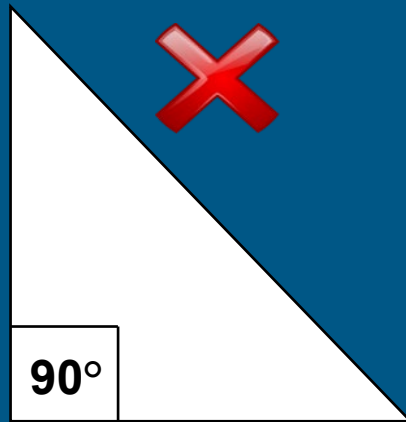
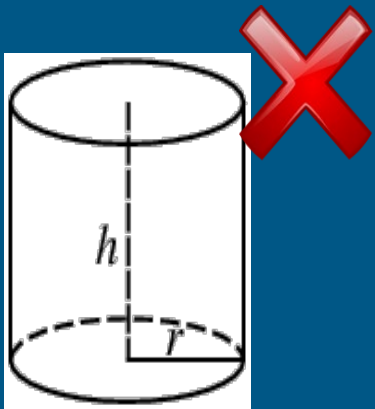
Mathematics: Pictorial Models of Geometric Figures

- A pictorial model of a geometric figure **MAY NOT** be provided in both three-dimensional (3-D) **AND** two-dimensional (2-D) forms either on the same page or a different page.



Mathematics: Pictorial Models of Geometric Figures

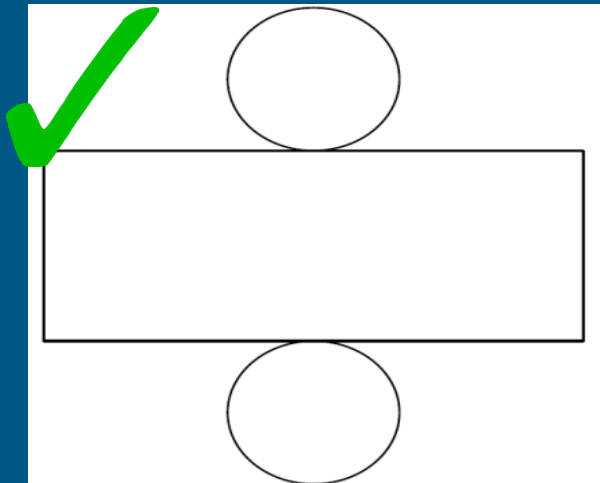
- The figures may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.



Mathematics: Pictorial Models of Geometric Figures

- Providing a pictorial model of a geometric figure in one form (e.g., net) and a manipulative of the same figure in another form (e.g., three-dimensional solid) is **NOT** allowed.

Pictorial Model





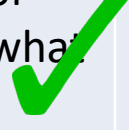



OR
(NOT both)


Manipulative




Written Composition & Constructed Response: Grammar & Mechanics Rules

Type/ Symbol	Rule	Example
Colon [:] 	Introduce a list of three or more items 	There are three things I want to do before I die: go on a cruise, go skydiving, and surf. 
Colon [:] 	Introduce an explanation (what follow “explains” or “answers” what precedes) 	You know what they say about real estate: Location is everything. 

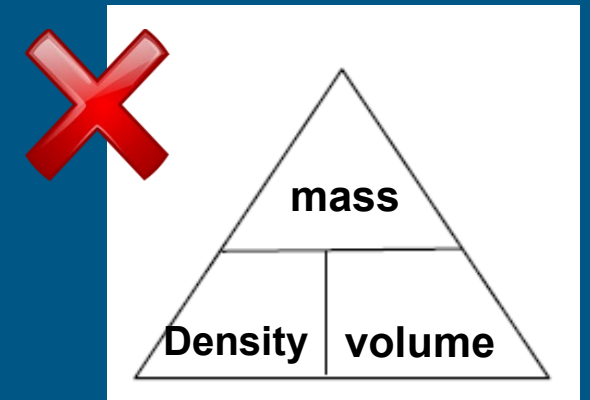
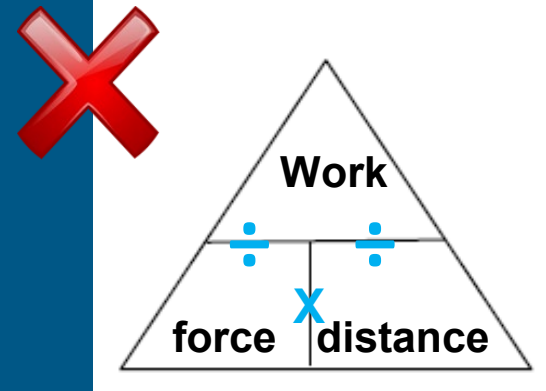
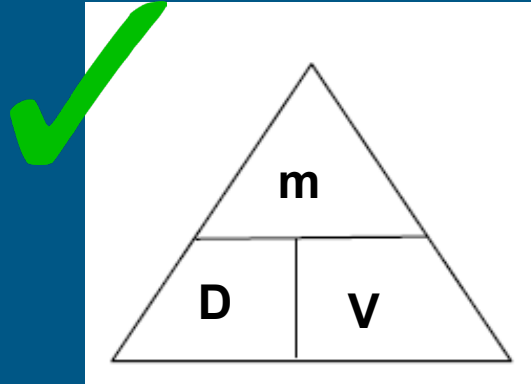
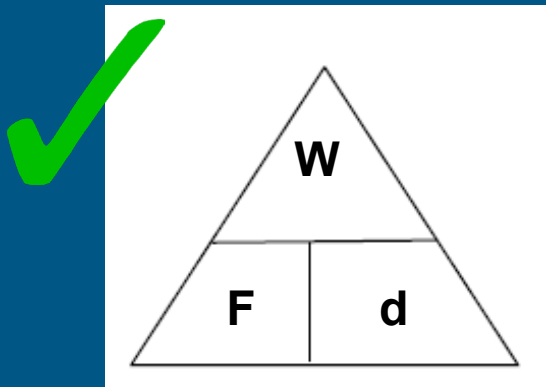
- A list of grade-appropriate grammar and mechanics rules may be used. The list may **NOT** contain any specific examples.

Things I Want to Remember: 

- Capitalization-
 - First word in a sentence
 - Names- person, city, state
 - Quote- first word at the beginning of a sentence in dialogue
 - ~~Example: “The girl is good at volleyball.”~~ 

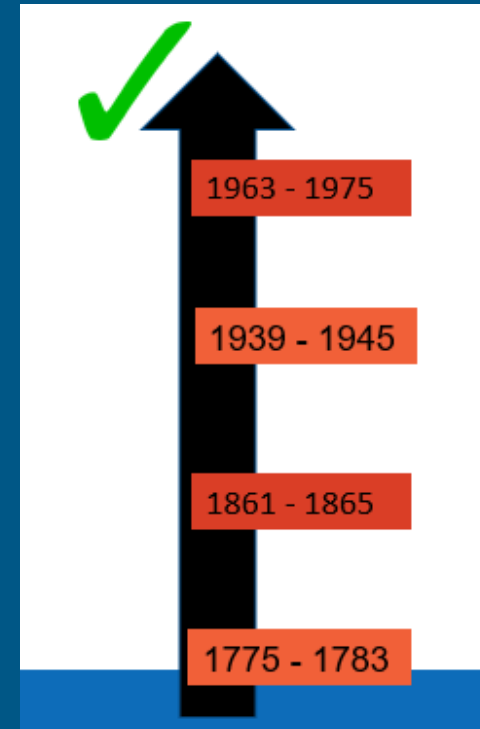
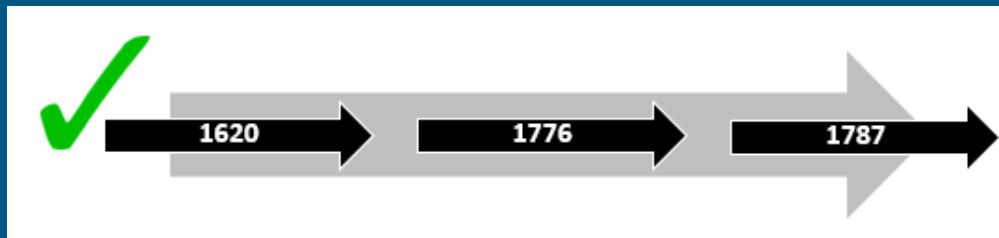
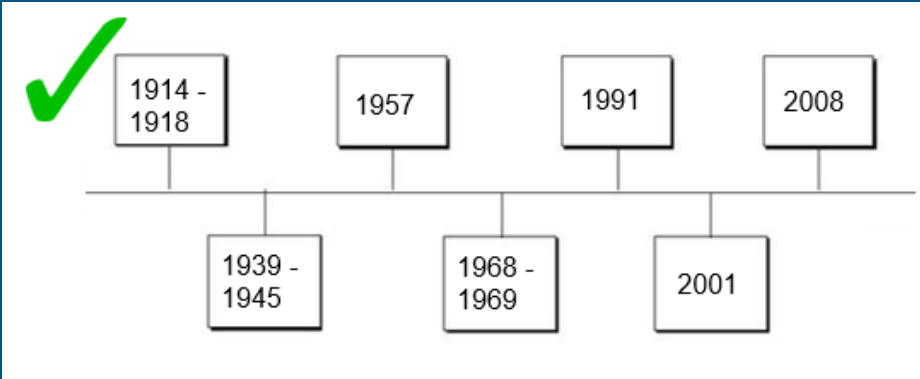
Science: Formula Triangles

- Formula triangles representing relationships between variables may be used. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can contain only the variables m, D, and V. Symbols for mathematical operations (e.g., \times , \div) are **NOT** allowed.



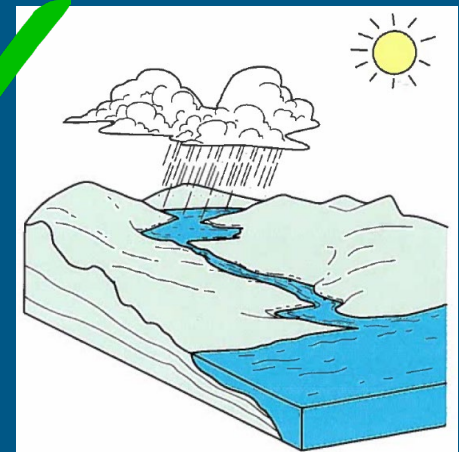
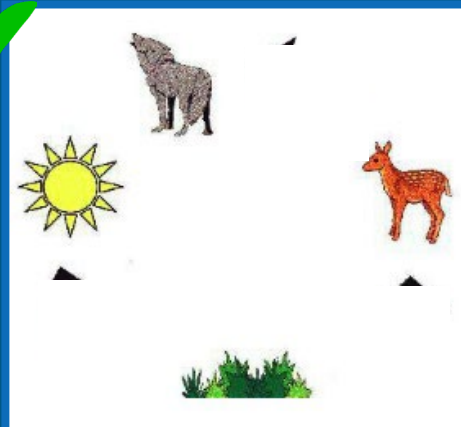
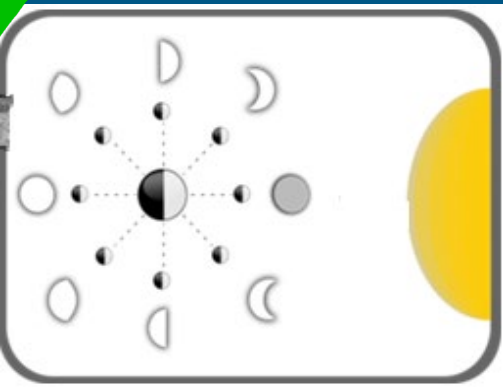
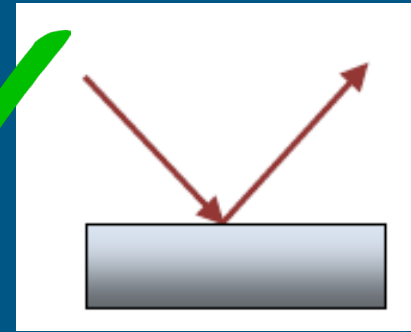
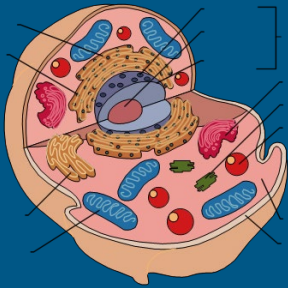
Social Studies: Timelines

- Timelines may be used if they contain **only** dates



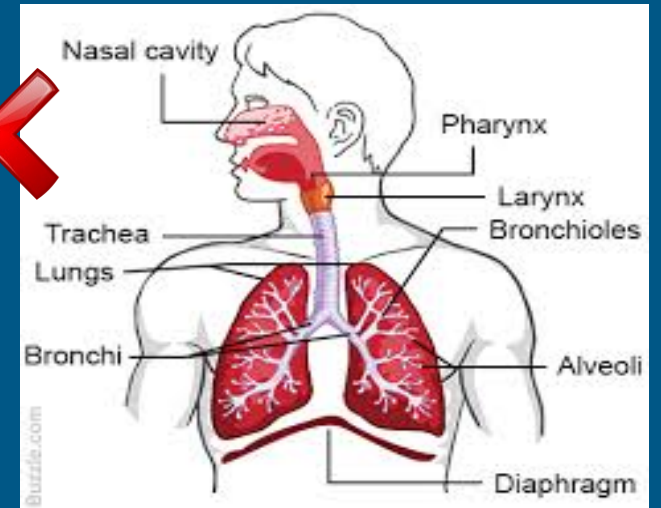
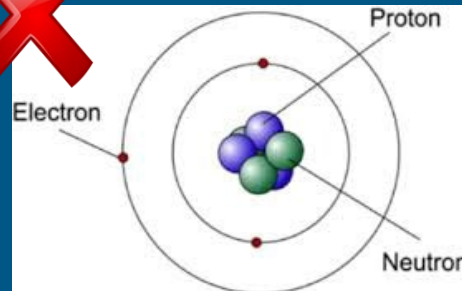
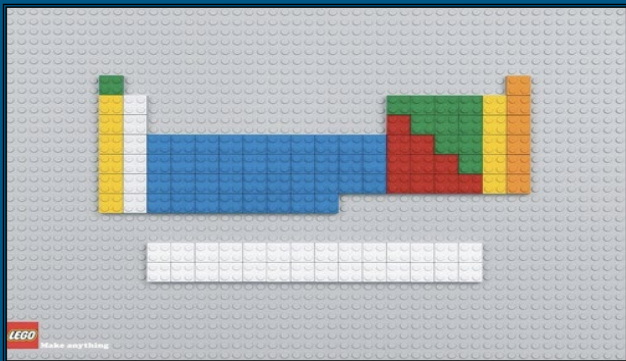
Science: Graphics

Graphics of scientific concepts may be used if the graphics do **NOT** provide a direct source of answers on the assessment



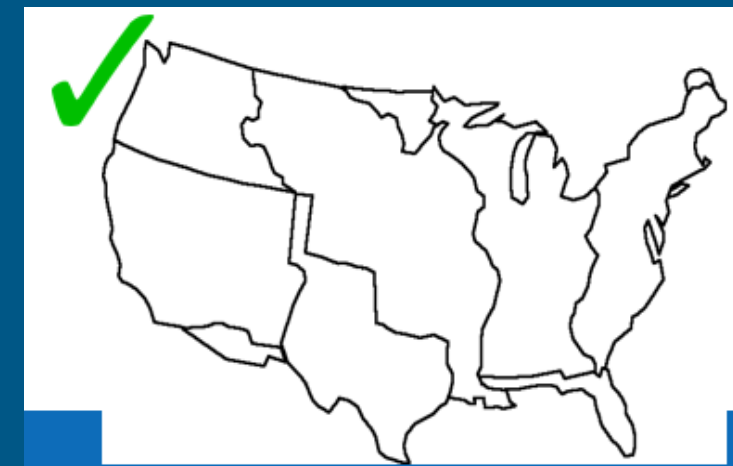
Science: Graphics

- The graphics may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.



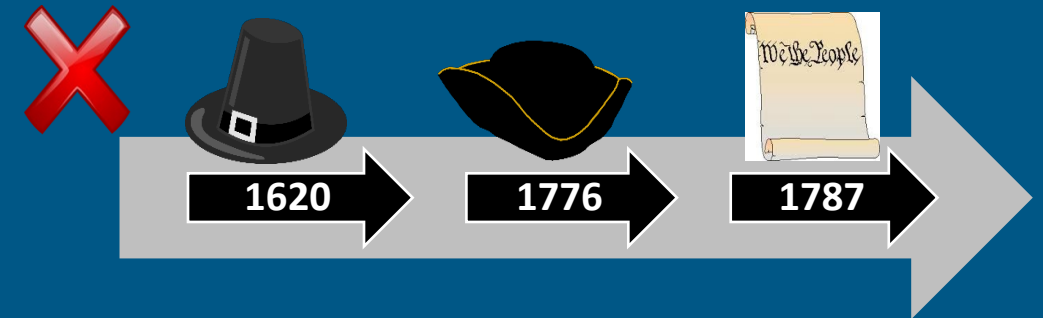
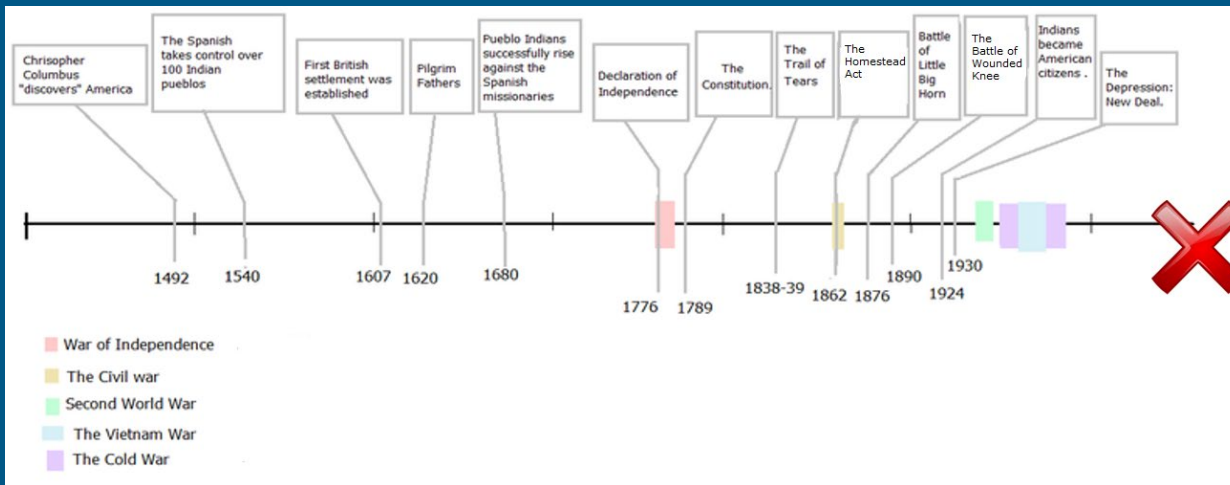
Social Studies: Blank Maps

- Blank maps may be used.
- Blank maps should **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.
- Unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion).
- A student could use **BOTH** physical and political world or U.S. blank maps.



Social Studies: Timelines

- Labeling (e.g., color, letters, numbers, pictures, words) the events connected with those dates in any way is **NOT** allowed.



Special Instructions/Considerations

1. A student who uses this designated support 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. Supplemental aids can be provided in the language that is most appropriate for the student.
3. Colors may be used in a supplemental aid to enhance readability or improve tracking but may **NOT** be used as a label.
4. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.

Special Instructions/Considerations

5. Using a supplemental aid as an accommodation during classroom instruction and classroom 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 supplemental aid provides and simply need assistance recalling the concepts.
6. Supplemental aids should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.
7. The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.

Special Instructions/Considerations

8. An instructional environment should be maintained during testing windows. It is not necessary to conceal or remove instructional or reference materials in the testing area, the classroom, or hallways unless they could assist a student with answering questions on the subject-area assessment being administered. This policy is different from the Supplemental Aids designated support policy, because supplemental aids are intended for students requiring individualized support and should be made available specifically to them.

Special Instructions/Considerations

9. The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the state assessment.
10. If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.

Disclaimer

- These slides have been prepared and approved by the Student Assessment Division of the Texas Education Agency.
- If any of the slides are changed for local use, or regional trainings, please remove any TEA logos. (You may need to edit the Master slide.)

TEA Resources and Contact Information

For More Information About Accessibility Policy go to:

[2022-2023 Accommodation Resources Webpage](#)
[District and Campus Coordinator Resources](#)

Contacts for the Office of School Programs:

Division of Student Assessment: 512-463-9536

Curriculum Standards and Student Support: 512-463-9581

Special Student Populations (Dyslexia, Special Education, ESL):
512-463-9414

[Student Assessment Help Desk](#)