

2021–2022 Accessibility Features

During administration of the State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, and the Texas English Language Proficiency Assessment System (TELPAS), certain accessibility features may be provided to students based on their needs.

In general, these procedures and materials are available to any student who regularly benefits from their use during instruction. A student cannot be required to use accessibility features during testing, and there is no need to document their use on the answer document or in the Test Information Distribution Engine (TIDE) for online test administrations.

District and campus testing coordinators are responsible for ensuring that test administrators understand how to implement these procedures and use these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, they must sign the appropriate section of the Oath of Test Security and Confidentiality.

The following list is an overview of the accessibility features provided:

- signing test administration directions using American Sign Language (ASL) for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner (EL)
- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)
- allowing a student to read the text aloud to facilitate comprehension (includes the use of a PVC pipe or recording device)
- reading aloud or signing the writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
 - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
 - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- providing assistive tools, which include:
 - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
 - colored overlays and the color settings for online tests
 - blank place markers and the line reader tool for online tests
 - magnifying devices and the zoom feature for online tests

- enlarged mouse pointer options for online tests
- various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
- amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
- allowing students to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, instrumental music [no lyrics] played through an individual student's headphones or earbuds)
- allowing individual test administration
- allowing small-group administrations with the following guidelines:
 - The number of students in a small group is determined based on individual student needs at the local level.
 - The number of students in a group should mirror, to the extent possible, classroom testing situations.
- reminding students to stay on task
- photocopying or enlarging the following non-secure test materials:
 - test administration directions
 - blank answer documents
 - state-supplied mathematics graph paper
 - state-supplied reference materials for grade 8 mathematics, science, and Algebra I (Mathematics reference materials for grades 3–7 contain rulers and may **NOT** be photocopied because the rulers could be distorted. However, reference materials without rulers can be printed from the Resources section of [TexasAssessment.gov](https://www.texasassessment.gov).)

Basic Transcribing

TEA approval is NOT required.



Description of Designated Support

This designated support allows a test administrator to transfer student responses onto an answer document or into the Test Delivery System (TDS) when a student is unable to accomplish this task independently.

Assessments

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

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Spanish
- Texas English Language Proficiency Assessment System (TELPAS)

Student Eligibility Criterion

A student may use this designated support if that student

- 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., Response to Intervention [RtI] team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student's consistent academic struggle in a specific area, even after intensive instruction and remediation.
- 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 individualized accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criterion and is documented in the student's individualized education program (IEP).
- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment

committee (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.

- After state testing, DS must be recorded in the ACCOMM. field on the STAAR answer document. This indicates that an allowable designated support was made available to the student. If a student will be using the speech-to-text (STT) online embedded support in TDS, this support must be selected in the TIDE prior to testing so STT is available on the test.

Examples/Types

The test administrator may carry out Basic Transcribing to transfer student responses onto the test booklet, answer document, or into TDS in these situations **only**:

- The student writes or circles responses in the test booklet for test questions.
- The student points to responses in the test booklet or on the computer screen for test questions.
- The student dictates or signs responses for test questions.
- The student writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for test questions or the writing prompt.
- The student uses STT technology to indicate responses for the writing prompt, including use of the online embedded support in TDS.
- The student dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does **NOT** apply to mathematics calculations or responses to the written composition).

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. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document or recorded into TDS.
3. A test administrator who transcribes for a student should be trained in all transcription procedures and understand the limits of the assistance being provided. The role of the test administrator is to record on the answer document or into TDS exactly what the student has indicated. The test administrator may not edit or alter student responses in any way and may not provide feedback regarding the correctness of the student's response. Transcription procedures include these special instructions and the general transcribing procedures found on the [Transcribing](#) page of the Complete Paper Administrations section of the [District and Campus Coordinator Resources](#).
4. Basic transcribing must be conducted by a trained test administrator who has signed an Oath of Test Security and Confidentiality. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
5. When transcribing a student's responses to griddable questions, the [General Instructions for Transcribing Griddable Questions Student Document](#) must be used by

the test administrator who transfers the student's responses onto the answer document or into TDS so that the student is aware of the maximum number of boxes available for an answer to a griddable question. Blank Transcribing Griddable Questions Student Documents are available online two weeks prior to testing in the General Resources section in TIDE. District or campus testing coordinators must print the applicable student documents prior to testing and destroy them after transcription is complete.

6. The test administrator must indicate to the student the space allowed for the written composition so that the composition will fit into the spaces provided when transcribed. There are 26 lines for each written composition. Twenty- six lines of handwritten text equals approximately 1,750 typed characters (not including spaces). An example of the lined page can be found on the Texas Education Agency's (TEA) [STAAR English I and II Resources](#) webpage. Students using STT for written compositions should allow for enough time to edit their intended responses prior to the end of the testing session. Students can practice using the online STT feature in the Practice Test Site.
7. The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment. However, if the test administrator transfers the student's final responses onto the answer document or into TDS *after* the testing period has ended, the student may not edit his or her response(s). It is recommended that the test administrator ensure that he or she can read and understand the student's intended responses prior to the student leaving the testing room.
8. For paper tests, the test administrator should write "Transcribed by (NAME) because student is eligible for this designated support" in the blank space on the answer document under the Test Booklet number. For online tests, there is no field in which to enter this information. Documentation should be kept at the local level. For TELPAS paper administrations for reading, the test administrator should write "Transcribed by (NAME) because student is eligible for this designated support" on the student's booklet.
9. For online tests, students using STT should be made aware that they will be given the full time allotted to complete the entire test. However, it is important that the student understands they must make all edits on the written composition within the time constraints of the assessment being administered. Students who choose to test online using the STT tool as an embedded support in TDS should practice using the tool in the [Student Practice Site](#) to become familiar with all features before a test administration.
10. For TELPAS grades 2-12, Basic Transcribing applies only to the online and paper reading test and the listening portion of the online listening and speaking test. For questions about the speaking portion of the online listening and speaking test, contact TEA's Student Assessment Division. This designated support does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.
11. Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this designated support. Any typed or handwritten responses that include student notes, answers to test questions, or responses to the

- writing prompts must be destroyed after testing. All voice recordings must be erased or destroyed after testing.
12. If a student needs assistance in physically manipulating test materials or equipment, refer to the [Manipulating Test Materials](#) policy.
 13. For information about the test administrator transcribing a student's dictated or signed responses to the writing questions, refer to the [Complex Transcribing](#) policy. For information about the test administrator recording a student's dictated mathematics scratch work, refer to the [Mathematics Scribe](#) policy.
 14. For information regarding the role of a test administrator who transcribes for a student who uses braille materials, screen reader support for refreshable braille displays, or large-print test materials, refer to the appropriate general instructions for administering braille assessments document and the [General Instructions for Administering Large-Print State Assessments](#) document, also located on TEA's [Accommodation Resources](#) webpage.
 15. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the [General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing](#) document, also located on TEA's Accommodation Resources webpage.
 16. Spellcheck, word predictor, and all other special features must be disabled when a student types responses to the writing prompts on a word processor, unless the student meets the eligibility criteria outlined in the [Spelling Assistance](#) policy.
 17. Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If TEA-allowed or TEA-approved, technology-based accommodations are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can also be found on TEA's Accommodation Resources webpage.
 18. For situations when a student experiences an unexpected or emergency situation (i.e., broken arms, broken glasses) immediately before the assessment, see the instructions for [Accommodations in Unexpected and Emergency Situations](#) which can also be found on the Accommodation Resources webpage for guidance.

Supporting Resources

- [Accommodation Resources](#)
- [Manipulating Test Materials](#)
- [Technology Use Guidelines](#)
- [Complex Transcribing](#)
- [Mathematics Scribe](#)
- [General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing](#)
- [Practice and Released Tests](#) (including STT tool)



- [Accommodations in Unexpected and Emergency Situations](#)
- [General Instructions for Administering Braille State Assessments](#)
- [General Instructions for Administering Large-Print State Assessments](#)
- [TELPAS Resources](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Braille/Refreshable Braille

TEA approval is NOT required.



Description of Designated Support

This designated support provides brailled test materials or screen reader support for refreshable braille displays to a student with a visual impairment (VI) who is unable to access printed test materials.

Assessments

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

- State of Texas Assessments of Academic Readiness (STAAR®) (all grades/subjects and courses for brailled test material)
- STAAR grades 3–8 reading, grade 8 social studies, English I, English II, and U.S. History (for screen reader support for refreshable braille displays)
- Texas English Language Proficiency Assessment System (TELPAS) reading (all grades for brailled test material)

Student Eligibility Criterion

A student may use this designated support if he or she

- routinely uses braille materials 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., Response to Intervention [RtI] team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student's consistent academic struggle in a specific area, even after intensive instruction and remediation.
- 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 individual accommodation plan (IAP).

- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criterion and is documented in the student's individualized education program (IEP).
- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (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.
- After state testing, BR must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. For students who test online with the refreshable braille accommodation, the Refreshable Braille Type should be indicated in the Test Attributes panel in the [Test Information Distribution Engine \(TIDE\)](#) prior to testing so that refreshable braille is available on the test.

Examples/Types

This designated support includes **only**:

- state-provided contracted and uncontracted braille test materials in Unified English Braille (UEB) in all STAAR grades/subjects and courses
- online screen reader support for refreshable braille displays in applicable STAAR grades 3–8 reading, English I, English II, and social studies assessments
- state-approved contracted and uncontracted braille test materials in UEB for TELPAS grades 2–12 reading

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. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document according to the procedures outlined in the [Basic Transcribing](#) and/or [Complex Transcribing](#) policies.
3. Specific information about administering braille tests is available in the appropriate general instructions for administering braille assessments document, located TEA's [Accommodation Resources](#) webpage. This document also contains specific information about administering STAAR braille tests to students who use online screen reader support for refreshable braille displays. Online screen reader support for refreshable braille displays will include visually hidden content presented to the screen reader and refreshable braille display only. If a student requires assistance with online screen reader support for refreshable braille displays, including how to access visually hidden content, refer to the JAWS help screen in Available Tools during an online administration. For students who use online screen reader support for refreshable braille displays, a paper version of a braille test booklet should be ordered through [TIDE](#). A student may refer to the braille booklet at any time, as needed.

4. For students who are taking STAAR using a refreshable braille display, the student will not be able to use the speech-to-text (STT) functionality. Districts should continue to use the same process for transcription that is being used in daily instruction in the classroom. For example, districts may use Dragon speech recognition software for the transcription of the student essay.
5. Specific braille instructions (SBIs) supplement the test administrator manuals. They are shipped with the individual braille kits prior to testing. **Test administrators must review these instructions prior to test day to ensure that the test is administered properly.** Testing irregularities could result if the SBIs are not used.
6. For students taking STAAR braille, including students using a refreshable braille display, who are also eligible to receive content and language supports, districts should complete the Accommodations Request Form in TIDE to order STAAR with Embedded Supports materials. Districts do not need to submit a request for the Texas Education Agency (TEA) to approve the STAAR with Embedded Supports. Test administrators will be provided with instructions regarding the administration of Content and Language Supports for students taking a braille test or using screen reader support for refreshable braille displays.

Supporting Resources

- [Accommodation Resources](#)
- [TELPAS Resources](#)
- [General Instructions for Administering Braille Versions of STAAR](#)
- [General Instructions for Administering Braille Versions of TELPAS Reading](#)
- [STAAR Practice Tests](#)
- [Texas Testing Support](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Calculation Aids

TEA approval is NOT required.



Description of Designated Support

This designated support provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods.

Assessments

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

- State of Texas Assessments of Academic Readiness (STAAR®) grades 3–7 mathematics
- STAAR grade 5 science
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

Student Eligibility Criteria

A student may use this designated support if he or she

- receives Section 504 or special education services,
- routinely, independently, and effectively uses it during classroom instruction and classroom testing, and
- meets at least one of the following requirements for the applicable grade.

Grades 3 and 4

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).

Grades 5 through 7

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).
- The student has a disability that affects mathematics calculations. Even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.

Authority for Decision and Required Documentation

- 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (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.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. For students who test online with a calculation aid, Basic TI calculator should be indicated in the *Test Attributes* panel in the [Test Information Distribution Engine \(TIDE\)](#) prior to testing so that the basic calculator is available on the test.

Examples/Types

This designated support may include **only**:

- basic (i.e., four-function) handheld calculator or calculator application, including large-key or speech-output
- basic Calculator available as an online embedded support on STAAR
- abacus or Cranmer modified abacus
- 0–9 addition grid without special numbers (e.g., even numbers) indicated
- grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated

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 use of a calculation aid as a designated support on STAAR should not replace the teaching of basic computation skills as outlined in the Texas Essential Knowledge and Skills (TEKS).
3. Calculators used by eligible students as a designated support must adhere to the "Additional Information About Calculators" section of the [STAAR Calculator Policy](#) in the *District and Campus Coordinator Resources*.
4. Calculators are a required part of standard test administration procedures for some state assessments. For more information, refer to the STAAR Calculator Policy in these *Coordinator Resources*. For these assessments, any calculation aid listed in the Examples/Types section may be provided, along with the required calculator, to a student who is receiving special education or Section 504 services.
5. For questions regarding the functions of a basic calculator, see the Basic Calculator tool in the Test Delivery System (TDS). The Basic Calculator is offered as an embedded support on STAAR in the grades and subjects listed in the "Assessments" section of this document.
6. Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If Texas Education Agency (TEA)-allowed or TEA-approved, technology-based accommodations are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can be found on TEA's [Accommodation Resources](#) webpage.

Supporting Resources

- [Accommodation Resources](#)
- [STAAR Calculator Policy](#)
- [Technology Use Guidelines](#)
- [STAAR Practice Tests](#)
- [Supplemental Aids designated support](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Content and Language Supports

TEA approval is NOT required.



Description of Designated Support

Content and language supports allow 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:

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Spanish

Student Eligibility Criteria

A student may use this designated support if

- instructional and assessment decisions are made by a Section 504 committee; admission, review, and dismissal (ARD) committee; or a language proficiency assessment committee (LPAC) for an English learner (EL) taking a test in English; and
- that student routinely, independently, and effectively uses the designated support during classroom instruction and classroom testing.

NOTE: ELs taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines eligibility.

Authority for Decision and Required Documentation

- For a student who is an EL and is testing in English, 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 individual accommodation plan (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 individualized education program (IEP).
- In the case of an EL with a disability, the decision is made by the applicable group 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 earlier.
- After state testing, there is no need for this designated support to be recorded on the paper answer document. For students who test online with content and language supports, Content and Language Supports must be indicated in the *Test Attributes* panel in the [Test Information Distribution Engine \(TIDE\)](#) prior to testing so that content and language supports are available on the test.

Examples/Types

This designated support is available **only** during an online administration as a pop-up, a rollover, prereading text, and supplementary material.

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 Texas Education Agency's (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.
3. 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. The request for a paper test booklet requires TEA approval and should include the rationale for any designated supports needed for the student. More information about requests for a paper administration can be found in the *District and Campus Coordinator Resources*.
 - a. For students taking STAAR braille, including students using a refreshable braille display, who are also eligible to receive content and language supports, districts should complete the Accommodation Request Form in TIDE to order STAAR with Embedded Supports materials. Districts do not need to submit a request for the Texas Education Agency (TEA) to approve the STAAR with Embedded Supports. Test administrators will be provided with instructions regarding the administration of Content and Language Supports for students taking a braille test or using screen reader support for refreshable braille displays.
4. Students for whom the LPAC recommends the use of this support for any English reading or English end-of-course (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 English as a second language (ESL) services.



However, ELs 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.

Supporting Resources

- [Accommodation Resources](#)
- [Special Administration of an Online Assessment](#)
- [Texas Testing Support](#)
- [Practice Test Site](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Extra Time (Same Day)

TEA approval is NOT required.



Description of Designated Support

This accommodation, or designated support, allows students to have extra time to complete a state assessment, giving them until the end of the regularly scheduled school day to finish.

Assessments

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

- State of Texas Assessments of Academic Readiness (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;
- cannot effectively use any accessibility features or other designated supports to address their needs; and
- meets at least one of the following criteria (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 English learner (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).
 - The student is identified with dyslexia or a related disorder per Texas Education Code, §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 any of the last seven bullets and if a committee other than the language proficiency assessment committee (LPAC) determines eligibility.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate campus-level team (e.g., Response to Intervention [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 an EL student testing in English, 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an EL with a disability, the decision is made by the applicable group 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 previously.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. For students who test online, the *Other Designated Supports* field should be updated under the *Non-Embedded Supports* panel in the [Test Information Distribution Engine \(TIDE\)](#).

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 test confidentiality.
2. The appropriate campus-level team 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 the test is completed.

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 [Test Security](#) section in the *District and Campus Coordinator Resources* for more information.
4. A student who receives extra time to complete the 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 grades/subjects and courses. Extra time testing sessions must **NOT** extend beyond a typical seven-hour school day. 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 designated support for any English reading or English end-of-course (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 English as a second language services. However, ELs who are approved by a different committee to receive this designated 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.
7. For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the instructions for [Accommodations in Unexpected or Emergency Situations](#) on the [Accommodation Resources](#) webpage for guidance.

Supporting Resources

- [Accommodation Resources](#)
- [Test Security Information](#)
- [Accommodations in Unexpected or Emergency Situations](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Individualized Structured Reminders

TEA approval is NOT required.



Description of Designated Support

This accommodation, or designated support, allows a test administrator to provide a student with 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:

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Spanish
- Texas English Language Proficiency Assessment System (TELPAS)

Student Eligibility Criterion

A student may use this designated support if that student

- routinely and effectively receives individualized structured reminders 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 campus-level team (e.g., Response to Intervention [RtI] team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student's consistent academic struggle in a specific area even after intensive instruction and remediation.
- 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criterion and is documented in the student's individualized education program (IEP).

- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (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 previously.
- After state testing, DS must be recorded in the ACCOMM. field on the STAAR answer document. This indicates that an allowable designated support was made available to the student. For students who test online, the *Other Designated Supports* field should be updated under the *Non-Embedded Supports* panel in the [Test Information Distribution Engine \(TIDE\)](#).

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; and
- 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 campus-level team needs to determine eligibility and document the decision in the appropriate paperwork.
2. Any type of administration in which the test administrator must view a secure state assessment requires that the test administrator sign a specific part of an Oath of Test Security and Confidentiality. 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 test confidentiality.
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. For TELPAS grades 2–12 assessments, individualized structured reminders apply only to the online and paper reading test and the online listening and speaking test. This designated support does not apply to any holistically rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.



Supporting Resources

- [District and Campus Coordinator Resources](#)
- [Accommodation Resources](#)
- [STAAR Educator Guide to Accessibility within the STAAR Program](#)
- [TELPAS Resources](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Large-Print

TEA approval is NOT required.



Description of Designated Support

This accommodation, or designated support, provides students with enlarged test materials when they cannot effectively access test materials in standard print size.

Assessments

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

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Spanish
- Texas English Proficiency Assessment System (TELPAS) reading (approved paper version only)

Student Eligibility Criteria

A student may use this designated support if that student

- routinely and effectively uses large-print materials, including textbooks, worksheets, etc., during classroom instruction and classroom testing; and
- meets at least one of the following criteria:
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a visual impairment).
 - The student cannot accurately track letter to letter, word to word, or line to line.
 - The student has a physical disability which necessitates the use of large-print materials.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate campus-level team (e.g., Response to Intervention [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 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (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 previously.
- To receive large-print materials, Large Print must be indicated in the *Test Attributes* panel in the [Test Information Distribution Engine \(TIDE\)](#) prior to testing.
- After state testing, LP must be recorded in the ACCOMM. field on the STAAR answer document. For TELPAS paper administrations, Large Print must be recorded in the *Test Attributes* panel in TIDE.

Examples/Types

This section is not applicable because the state provides large-print test materials.

Special Instructions/Considerations

1. The ordering process of large-print materials will be closely monitored to ensure that districts are ordering only for students who meet the eligibility criteria. In most cases, large-print test materials should be indicated only for a student with an impairment in vision.
2. Student responses on large-print tests must be transcribed onto an answer document according to the procedures outlined in the [Basic Transcribing](#) and [Complex Transcribing](#) policies. If this transcription is not performed, the student's test cannot be scored.
3. Specific information about large-print test materials, including the policy for students needing a test booklet in a larger print size than produced by the state, is available in the *General Instructions for Administering Large-Print State Assessments* document, located on the Texas Education Agency's (TEA) [Accommodation Resources](#) webpage.
4. Refer to the Font and Point Sizes Matrices located on TEA's [Accommodation Resources](#) webpage for point sizes and fonts used on all state assessments.
5. Technology-based accommodations for online test takers 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. The request for a large-print paper test booklet should include the rationale for any designated supports requiring TEA approval. The [special administration request form](#) can be found in the *District and Campus Coordinator Resources*.



6. For situations when a student experiences an unexpected or emergency situation (e.g., broken arms, broken glasses) immediately before an assessment, refer to the instructions for [Accommodations in Unexpected or Emergency Situations](#).

Supporting Resources

- [District and Campus Coordinator Resources](#)
- [Accommodation Resources](#)
- [General Instructions for Administering Large-Print State Assessments](#)
- [Complex Transcribing](#)
- [Basic Transcribing](#)
- [Special Administration of an Online Assessment](#)
- [Accommodations in Unexpected or Emergency Situations](#)
- [TELPAS Resources](#)
- [Font and Point Sizes Matrices for STAAR](#)
- [Font and Point Sizes Matrices for STAAR Alternate 2 and TELPAS](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Manipulating Test Materials

TEA approval is NOT required.



Description of Designated Support

This accommodation, or designated support, allows the test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently.

Assessments

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

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Spanish
- Texas English Language Proficiency Assessment System (TELPAS)

Student Eligibility Criterion

- A student may use this designated support if that student 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 campus-level team (e.g., Response to Intervention [RtI] team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student's consistent academic struggle in a specific area even after intensive instruction and remediation.
- 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criterion and is documented in the student's individualized education program (IEP).
- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment

committee (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 previously.

- After state testing, DS must be recorded in the ACCOMM. field on the STAAR answer document. This indicates that an allowable designated support was made available to the student. For students who test online, the *Other Designated Supports* field should be updated under the *Non-Embedded Supports* panel in the [Test Information Distribution Engine \(TIDE\)](#).

Examples/Types

This designated support includes but is not limited to

- turning test booklet pages per student directions;
- positioning the ruler per student directions;
- operating technology per student directions, such as using the mouse to navigate the pages and operate the tools in an online administration;
- highlighting per student directions; and
- positioning mathematics manipulatives per student directions.

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 test confidentiality.
2. The student must give specific directions about how the test administrator should manipulate test materials, online tools, and equipment. The test administrator may not provide feedback regarding the correctness of the student's directions.
3. Manipulating test materials must be performed by a trained test administrator who has signed an Oath of Test Security and Confidentiality. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
4. If students need their responses to test questions or the writing prompt transcribed onto an answer document or into the Test Delivery System (TDS), refer to the [Basic Transcribing](#) or [Complex Transcribing](#) policies.
5. For TELPAS grades 2–12 assessments, manipulating test materials apply only to the online and paper reading test and the online listening and speaking test. This designated support does not apply to any holistically rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.
6. For situations when a student experiences an unexpected or emergency situation (e.g., broken arms, broken glasses) immediately before an assessment, refer to the instructions for [Accommodations in Unexpected or Emergency Situations](#).

Supporting Resources

- [District and Campus Coordinator Resources](#)
- [Accommodation Resources](#)
- [Basic Transcribing](#)
- [Complex Transcribing](#)
- [Mathematics Manipulatives](#)
- [Accommodations in Unexpected or Emergency Situations](#)
- [TELPAS Resources](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Mathematics Manipulatives

TEA approval is NOT required.



Description of Designated Support

The mathematics manipulatives are concrete objects or pictures of concrete objects that a student can touch and move in order to visualize abstract concepts.

Assessments

For a student who meets the eligibility criteria, mathematics manipulatives may be used on:

- State of Texas Assessments of Academic Readiness (STAAR®) grades 3–8 mathematics and Algebra I
- STAAR Spanish grades 3–5 mathematics

Student Eligibility Criterion

A student may use the mathematics manipulatives if that student

- routinely, independently, and effectively uses them during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student who is not receiving special education or Section 504 services, the decision about whether to permit use of this designated support is made by the appropriate team of people at the campus level (e.g., Response to Intervention [RtI] team, student assistance team). The decision, which must be documented according to district policies, is made on the basis of 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 receiving Section 504 services, the decision is made by the Section 504 committee on the basis of eligibility criteria and is then documented in the student's individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee on the basis of eligibility criteria and is then documented in the student's individualized education program (IEP).
- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment

committee (LPAC). The decision must be documented both 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. This indicates that an allowable designated support was made available to the student. For students who test online, the *Other Designated Supports* field should be updated under the *Non-Embedded Supports* panel in the [Test Information Distribution Engine \(TIDE\)](#).

Examples/Types

The mathematics manipulatives designated support may include **only the following items**:

- Real or play money (both heads and tails)
- Clocks with or without numbers shown on the clock face; the clock should **NOT** have gears.
- Base-ten blocks
- Various types of counters (e.g., two-sided chips, blocks, numerals with printed or raised dots)
- 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 should **NOT** contain labels (e.g., labels that show individual fractions, equivalencies, or cumulative sequence).
- 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. Providing a pictorial model of a geometric figure in one form (e.g., net) and a supplement aid of the same figure in another form (e.g., three-dimensional solid) is **NOT** allowed.

Special Instructions/Considerations

Read the following information. If you have any questions, contact the Student Assessment Division at 512-463-9536 and ask to speak with your Accommodations Task Force representative.

1. A student who uses this designated support may complete the test in a setting that is separate from other students in order to eliminate distractions and ensure the confidentiality of the test.
2. Using mathematics manipulatives as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the Texas Essential Knowledge and Skills (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.

If you have any questions, contact the Student Assessment Division at 512-463-9536 and ask to speak with your ATF representative.

Supporting Resources

- [Accommodation Resources](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Oral/Signed Administration

TEA approval is NOT required.



Description of Designated Support

The oral/signed administration designated support allows test material to be read aloud or signed to a student. All references in this document to reading support during an oral administration also apply to signing during a signed administration. An online oral/signed administration is administered via text-to-speech (TTS) or American Sign Language (ASL) videos.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on the following paper and online tests:

- State of Texas Assessments of Academic Readiness (STAAR[®]) and STAAR Spanish mathematics, science, and social studies
 - ✓ Test questions, answer choices, and embedded supports may be read aloud.
 - ✓ Required reference materials (where applicable) and allowable designated supports may be read aloud.
- STAAR and STAAR Spanish reading
 - ✓ Test questions, answer choices, and embedded supports may be read aloud.
 - ✓ Revising selections, revising test questions and answer choices, and embedded supports may be read aloud.
 - ✓ Required reference materials (where applicable) and allowable designated supports may be read aloud.
 - X Reading selections, editing selections, and editing test questions and answer choices **CANNOT** be read aloud.
- STAAR English I and English II end-of-course (EOC)
 - ✓ Reading test questions and answer choices, revising selections, revising test questions and answer choices, and embedded supports may be read aloud.
 - ✓ Required reference materials and allowable designated supports may be read aloud.

X Reading selections, editing selections, and editing test questions and answer choices **CANNOT** be read aloud.

Student Eligibility Criteria

A student may use this designated support if that student

- routinely and effectively uses the designated support during classroom instruction and classroom testing, and
- meets at least one of the following criteria:
 - The student is a current English learner (EL) and takes a STAAR test in English.
 - The student is identified with dyslexia or a related disorder per Texas Education Code, §38.003.
 - The student has documented evidence of reading difficulties.

NOTE: ELs taking STAAR Spanish may be eligible for an oral administration if they meet either of the requirements noted in the last two bullets and if a committee other than the language proficiency assessment committee (LPAC) determines eligibility.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision about whether to permit an oral/signed administration is made by the appropriate team of people at the campus level (e.g., Response to Intervention [RtI] team, student assistance team). The decision must be documented according to district policies, should be based on the eligibility criteria, and should seek to address a student's consistent academic struggle in a specific area even after intensive instruction and remediation.
- For an EL student who is testing in English, the decision is made by the LPAC on the basis of 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 on the basis of eligibility criteria and is documented in the student's individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an EL with a disability, the decision is made by the applicable group in conjunction with the student's LPAC. The decision must be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, OA must be recorded in the ACCOMM. field on the student's answer document. For students who test online, either TTS or Auto-TTS must be indicated in the *Test Attributes* panel in the [Test Information Distribution Engine \(TIDE\)](#) before testing begins. This embedded support is automatically captured by enabling either of these



test attributes and indicates that an allowable designated support was made available to the student.

Examples/Types

Several types of oral administration are available. All guidelines for providing an oral administration apply to paper tests, braille tests, and online tests.

Oral Administration of STAAR and of STAAR Spanish Paper Tests and STAAR Braille Tests

The Oral Administration designated support should be provided only to an eligible student by a trained test administrator who has been trained in the procedures specific to oral administration. Guidelines for oral administration can be found in the *STAAR Oral and Signed Administrations Educator Guide*, which is posted on the [Accommodation Resources](#) webpage.

If conducting a signed administration for students who are deaf or hard of hearing, test administrators should also read the specific guidelines for signing test content that are included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing. This document is posted on Texas Education Agency's (TEA's) Accommodation Resources webpage.

Oral administration of a paper assessment can include one of two different levels of reading support for each eligible student. The test administrator may use one of the following approaches:

- read parts of the test questions and answer choices at student request, or
- read all test questions and answer choices in the order they are presented.

It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 committee, Rtl team, student assistance team) to determine eligibility and to document the level of reading support the student needs in the appropriate student paperwork. A student may request a change to the level of reading support provided during testing if this option is documented. Test administrators must be made aware of the level of reading support each student is to receive and whether the student is permitted to change the level of reading support during testing, based on documentation in the student's official record.

STAAR and STAAR Spanish Online Tests

For students taking an online assessment, text-to-speech (TTS) is offered as an online option for oral administration. The TTS tool allows an eligible student to receive one of two different levels of reading support while testing. As determined by the appropriate committee, the student may:

- select any eligible test question and answer choice to be read aloud using the TTS tool, or

- have all eligible parts of the test be automatically read aloud in the order they are presented.

American Sign Language (ASL) videos are offered as an online option for a signed administration. ASL videos allow a student to independently select and change the level of signing support during the test administration. It is important to note, however, that ASL videos are available only for test questions and revising passages in English, and are not offered on Spanish tests or for content and language supports (i.e., pop-ups and rollovers). In these instances, the test administrator may sign test content in the same way as they do for paper tests. More information can be found in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing, which are posted on TEA's Accommodation Resources webpage.

It is recommended that students complete the student practice tests prior to test administration. The practice tests are available on the [Practice Test Site](#). These resources allow students to become familiar with the functionality of online tests. Detailed information on how to set up and manage online test sessions is available in the [Test Delivery System \(TDS\) User Guide](#).

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a setting that is separate from other students in order to eliminate distractions and ensure the confidentiality of the test.
2. Any type of oral administration in which the test administrator must view a secure state assessment requires that the test administrator sign a specific part of an Oath of Test Security and Confidentiality. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
3. It is the responsibility of the district and campus to determine the most appropriate way to group students in order to provide a proper test administration.
4. When providing an oral administration to a student taking a braille test, including STAAR online with screen-reader support for refreshable braille displays, test administrators should refer to the appropriate general instructions for administering braille assessments which are posted on TEA's Accommodation Resources webpage.
5. Students for whom the LPAC recommends use of this support for any English reading or English end-of-course (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, ELs who are approved by a different committee to receive this support, for 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.
6. The revising passages and test questions in a paper test booklet for STAAR reading tests and writing sections of the English I and English II tests may be read aloud to eligible students. The revising sections of the test will be identified so that the test administrator



knows which sections they may read aloud. Test administrators may **NOT** read aloud any part of the editing on the reading test or editing sections of the English I and English II test.

7. For instructions on how to proceed in situations when a student experiences an unexpected or emergency situation (broken arms, broken glasses) immediately before an assessment, see [Accommodations in Unexpected or Emergency Situations](#).

Supporting Resources

- [District and Campus Coordinator Resources](#)
- [STAAR Oral and Signed Administrations Educator Guide](#)
- [General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing](#)
- [General Instructions for Administering Braille Versions of STAAR](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Spelling Assistance

TEA approval is NOT required.



Description of Designated Support

This accommodation, or designated support, provides various types of spelling assistance for a student with a disability.

Assessments

For a student who meets the eligibility criteria, this designated support, that is locally-approved, may be used on:

- State of Texas Assessments of Academic Readiness (STAAR®) English I and English II (written composition **ONLY**)
- Texas English Language Proficiency Assessment System (TELPAS) writing **ONLY** (authentic classroom writing activities)

Student Eligibility Criteria

A student may use this designated support if that student

receives Section 504 or special education services;
routinely, independently, and effectively uses it during classroom instruction and classroom testing; and
organizes and develops ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that the student cannot apply basic spelling rules or word patterns (e.g., prefixes, suffixes) to written responses.

Authority for Decision and Required Documentation

- 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).

- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (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 previously.
- After state testing, EE must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. For students who test online, Spelling Assistance must be enabled in the *Test Attributes* panel in the [Test Information Distribution Engine \(TIDE\)](#) before testing begins.

Examples/Types

This designated support may include **only**

- visual sound cards;
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced);
- spellcheck function on a word processor or as an online embedded support on STAAR;
- pocket spellchecker;
- word prediction software;
- text-to-speech (TTS) software or devices; and
- speech-to-text (STT) software, applications, or devices, including the use of the speech-to-text online embedded support in the Test Delivery System (TDS).

Special Instructions/Considerations

1. The use of spelling assistance as a designated support on STAAR should not replace the teaching of spelling skills as outlined in the Texas Essential Knowledge and Skills (TEKS).
2. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure test confidentiality.
3. Dictionaries are a required part of standard test administration procedures for some state assessments. For more information, refer to the [STAAR Dictionary Policy](#) on Texas Education Agency's (TEA's) [STAAR Resources](#) webpage. For these assessments, any spelling assistance listed in the "Examples/Types" section may be provided, along with the required dictionary, to a student who meets the eligibility criteria.
4. An online spelling assistance embedded support is available as a test attribute for students who routinely type responses using a spellcheck function during classroom instruction. Prior to participating in a STAAR online operational assessment using this test attribute, students and teachers should become familiar with the embedded supports and various tools that are provided in the online tests in order to determine appropriateness for a particular student's needs. For [STAAR online practice and released tests](#) refer to the [Practice Test Site](#). Information about setting up online test sessions for students who will be using this test attribute can be found in the [TIDE User Guide](#). If an eligible student uses a different type of spelling assistance during

instruction, do not register the student for this test attribute. This designated support is the only type of spelling assistance allowed during state assessments.

5. If students need their responses transcribed onto an answer document or into the online testing platform, refer to the [Basic Transcribing](#) policy.
6. For TELPAS, the writing samples included in the TELPAS grades 2–12 writing collections come from authentic classroom activities. Therefore, the same accommodations routinely used during classroom instruction for a student who meets the eligibility criteria for spelling assistance are acceptable or allowed for the writing samples used in a TELPAS writing collection. Note that the samples chosen to be included in a TELPAS writing collection must still adhere to the guidelines listed in the [TELPAS Rater Manual](#). There is no need to record the accommodation in TIDE.
7. Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If a student uses TEA-allowed or TEA-approved, technology-based accommodations during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can be found on the [Accommodation Resources](#) webpage.

Supporting Resources

- [Accommodations Resources](#)
- [Accessibility Features](#)
- [TELPAS Resources](#)
- [STAAR Practice Tests](#)
- [Texas Testing Support](#)
- [Test Information Distribution Engine \(TIDE\) User Guide](#)
- [Reading/Language Arts \(RLA\) TEKS](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Supplemental Aids

TEA approval is NOT required.



Description of Designated Support

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

Assessments

For a student who meets the eligibility criterion, this locally-approved designated support may be used on:

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Spanish

Student Eligibility Criterion

A student may use this designated support if that student

- routinely, independently, 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., Response to Intervention [RtI] team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student's consistent academic struggle in a specific area, even after intensive instruction and remediation.
- 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criterion and is documented in the student's individualized education program (IEP).
- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's LPAC. The decision is to be

documented by the language proficiency assessment committee (LPAC) in the student's permanent record file and by the other applicable group, as described.

- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. For students testing online, the *Other Designated Supports* field should be updated under the *Non-Embedded Supports* panel in the [Test Information Distribution Engine \(TIDE\)](#) before testing begins.

Examples/Types

Only the paper-based supplemental aids listed are allowed on the state assessment. Examples of allowable and non-allowable supplemental aids are available in a training presentation on the Texas Education Agency's (TEA's) [Accommodation Resources](#) webpage.

All Subjects

<p>Mnemonic Devices</p>	<p>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. The subject-specific words that the mnemonic represents are NOT allowed. For example, the acronym "PEMDAS" or the phrase "Please Excuse My Dear Aunt Sally" may be used in mathematics to help a student recall the correct order of operations. However, the subject-specific words "Parentheses, Exponents, Multiplication, Division, Addition, Subtraction," as well as the mathematical symbols associated with the words, are not allowed. In English Language Arts, the acronym FANBOYS may be used to help a student recall the names of different coordinating conjunctions, but not the names of each of the conjunctions. This is not allowed. In social studies, the acronym "HOMES" may be used to help a student recall the names of the Great Lakes, but the names of the lakes are not allowed. In science, the acronym "ROY G. BIV" may be used to help a student recall the colors of the rainbow, but the actual colors or color words are not allowed.</p>
<p>Blank Graphic Organizers</p>	<p>Blank graphic organizers may be used. Blank graphic organizers may NOT contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.</p>

Mathematics

Mathematics Charts	<ol style="list-style-type: none"> 1. A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is NOT allowed. 2. 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.
Graphics	<ol style="list-style-type: none"> 1. Pictorial models of fraction bars or fraction circles may be used. The models should NOT contain labels (e.g., labels that show individual fractions or equivalencies). 2. Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate. In addition, a pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form, but NOT in both forms. The figures may NOT contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. 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.

Reading/Language Arts

STAAR English I and English II (written compositions ONLY)

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

Graphics	<ol style="list-style-type: none"> 1. Graphics of scientific concepts may be used. The graphics may NOT contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. 2. 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 include only 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.
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Social Studies

Graphics	<ol style="list-style-type: none"> 1. Blank maps may be used. Blank maps may NOT contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, 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 can use both physical and political world or U.S. maps. 2. Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is NOT allowed.
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Special Instructions/Considerations

1. 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 Texas Essential Knowledge and Skills (TEKS). The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.
2. 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.
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. 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.
5. 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.
6. Supplemental aids can be provided in the language that is most appropriate for the student.
7. Colors may be used in a supplemental aid to enhance readability or improve tracking but may **NOT** be used as a label.
8. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.
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.
11. For situations when a student experiences an unexpected or emergency situation (e.g., broken arms, broken glasses) immediately before the assessment, see the instructions for Accommodations in Unexpected and Emergency Situations document on the [Accommodation Resources](#) webpage for guidance.

Supporting Resources

- [Accommodation Resources](#)
- [Accessibility Features](#)
- [Accommodations in Unexpected and Emergency Situations](#)
- [TELPAS Resources](#)
- [STAAR Practice Tests](#)
- [Texas Testing Support](#)
- [Allowable Supplemental Aids Presentation](#)
- [TEKS](#)

For assistance with test administration functions for all Texas assessments, contact the Texas Testing Support line at 833-601-8821.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Complex Transcribing

TEA approval IS required.



Description of Designated Support

This designated support allows a test administrator to record a student's dictated or signed responses to the writing prompts onto an answer document or into the online testing platform when a student with a disability is unable to accomplish this task independently.

NOTE: The test administrator who is responsible for providing this designated support is an individual who has been thoroughly trained. The test administrator knows what is allowable and what is prohibited.

Assessments

For a student who meets the eligibility criteria, this designated support, which requires Texas Education Agency (TEA) approval, may be used on the following:

- State of Texas Assessments of Academic Readiness (STAAR®) English I and English II (written composition **ONLY**)

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- routinely and effectively uses this designated support during classroom instruction and classroom testing;
- is unable to effectively use Basic Transcribing to address this need; and
- meets at least one of the following:
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
 - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the Test Delivery System (TDS).

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision to provide a student with supplemental accommodations is made by the appropriate team of people at the campus level (e.g., Response to Intervention [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 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (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.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. For students testing online, the *Other Designated Supports* field should be updated under the *Non-Embedded Supports* panel in the [Test Information Distribution Engine \(TIDE\)](#) before testing begins.

Examples/Types

The test administrator may carry out Complex Transcribing **only** when the student dictates or signs his or her responses to the writing prompts for the test administrator to transcribe. This includes transcribing the student's prewriting, if applicable.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.
2. 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.
3. Complex Transcribing is a designated support intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form. TEA will provide specific guidelines about how to transcribe the student's responses to the writing prompts, including how to indicate the student's spelling, punctuation, and

capitalization, with any approved Accommodation Request Form. A test administrator who transcribes for a student must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.

4. Complex transcribing must be done by a trained test administrator who has signed a specific part of an Oath of Test Security and Confidentiality. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
5. If a student needs assistance physically manipulating test materials or equipment, refer to the [Manipulating Test Materials](#) policy.
6. For information regarding the role of a test administrator who transcribes for a student who uses braille or large-print test materials, refer to the appropriate general instructions for administering braille assessments document and the General Instructions for Administering Large-Print State Assessments document located on TEA's [Accommodation Resources](#) webpage.
7. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of [Hearing](#) document, located on TEA's Accommodation Resources webpage.
8. For Texas English Language Proficiency Assessment System (TELPAS) grades 2–12 writing, an Accommodation Request Form does not need to be submitted for a student who meets the eligibility criteria for Complex Transcribing. Since the writing samples included in a TELPAS writing collection come from authentic classroom activities, the same accommodations, or designated supports, routinely used during classroom instruction are acceptable for the writing samples used in a TELPAS writing collection. Note that the samples chosen to be included in a TELPAS writing collection must still adhere to the guidelines listed in the [TELPAS Rater Manual](#). [The Complex Transcribing Guidelines for TELPAS](#) found on the [Accommodation Resources](#) webpage should be followed when using this designated support. There is no need to record the accommodation code in the Test Information Distribution Engine (TIDE).
9. For situations when a student experiences an unexpected or emergency situation (i.e., broken arm, broken glasses) immediately before the assessment, see the instructions for Accommodations in Unexpected and Emergency Situations on the [Accommodation Resources](#) webpage for guidance.

Supporting Resources:

- [Accommodation Resources](#)
- [Accommodation Request Process PDF](#)
- [Accessibility Features](#)
- [Complex Transcribing Guidelines](#)
- [Complex Transcribing for TELPAS Writing Guidelines](#)
- [TELPAS Resources](#)
- [Accommodations in Unexpected or Emergency Situations](#)
- [STAAR Practice Tests](#)



- [Texas Testing Support](#)
- [Test Security](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Extra Day

TEA approval IS required.



Description of Designated Support

This designated support allows a student with a disability an extra day to complete a state assessment.

Assessments

For a student who meets the eligibility criteria, this designated support, which requires Texas Education Agency (TEA) approval, may be used on:

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Spanish
- Texas English Language Proficiency Assessment System (TELPAS)

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- routinely and effectively uses this designated support during classroom instruction and classroom testing;
- is unable to effectively use any of the accessibility features (e.g., tools to minimize distractions, individual administration, reminders to stay on task) or locally- approved designated supports (e.g., Extra time, Individualized Structured Reminders) to address this need; and
- meets at least one of the following:
 - The student has a severe impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
 - The student has a hearing impairment.
 - The student has a severe physical disability or medical condition that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina.
 - The student has a severe behaviorally or emotionally disabling condition, the manifestation of which makes him or her unable to continue working for a prolonged period of time or during certain times of the day.

- The student is identified with an autism spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral or emotional reactions (i.e. perseveration, physical harm to self or others, a breakdown of self-control from over-stimulation or too much input) that cannot be appropriately managed without an additional day of testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision to provide a student with supplemental accommodations is made by the appropriate team of people at the campus level (e.g., Response to Intervention (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 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an English learner (EL) with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (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.
- After state testing, XD must be recorded in the ACCOMM. field on the STAAR answer document. This indicates that an allowable designated support was made available to the student. For students testing online, Extra Day must be indicated under the *Non-Embedded Supports* panel in the [Test Information Distribution Engine \(TIDE\)](#) before testing begins.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.
2. 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.
3. Receiving an extra day to complete the test is a designated support intended for an extremely small group of students with disabilities who have a TEA- approved Accommodation Request Form. Students will be permitted to test only over two regularly scheduled, consecutive school days. Each day of testing must not extend

beyond seven hours. TEA will provide additional guidance specific to scheduling Extra Day administrations with any approved Accommodation Request Form.

4. For students who take the braille test and require an extra day, refer to the appropriate general instructions for administering braille assessments document on the [Accommodations Resources](#) webpage. TEA approval is not required.
5. For TELPAS grades 2–12, the Extra Day accommodation applies only to the online and paper reading test and the online listening and speaking test. This designated support does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.
6. For situations when a student experiences an unexpected or emergency situation (i.e., broken arms, broken glasses) immediately before the assessment, see the instructions for Accommodations in Unexpected and Emergency Situations on the [Accommodation Resources](#) webpage for guidance.

Supporting Resources

- [Accommodation Resources](#)
- [Accommodation Request Process PDF](#)
- [Accessibility Features](#)
- [TELPAS Resources](#)
- [STAAR Practice Tests](#)
- [Texas Testing Support](#)
- [Accommodations in Unexpected or Emergency Situations](#)
- [Test Security](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Mathematics Scribe

TEA approval IS required.



Description of Designated Support

The Mathematics Scribe designated support allows a test administrator to record a student's dictated mathematics scratch work and computations when a disabling condition prevents the student from accomplishing this task independently.

NOTE: The test administrator responsible for providing this designated support is an individual who has been thoroughly trained and knows what is allowed and what is prohibited.

Assessments

Students who meet the eligibility criteria for this Texas Education Agency (TEA)-approved designated support may use it on:

- State of Texas Assessments of Academic Readiness (STAAR®) grades 3–8 mathematics and Algebra I
- STAAR grades 5 and 8 science and Biology
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- routinely and effectively uses this designated support during classroom instruction and classroom testing;
- is unable to effectively use any accessibility features (e.g., various sizes or types of scratch paper/another workspace) or locally-approved designated supports (e.g., calculation aid) to address this need; and
- meets at least one of the following criteria:
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
 - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording scratch work and computations.

- The student has a developmental disability that is included on the autism spectrum.

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., Response to Intervention [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 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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- For an English learner (EL) with a disability, the appropriate committee makes the decision in conjunction with the student's language proficiency assessment committee (LPAC). The decision must be documented in the student's permanent record file by the LPAC and any other applicable committee, as described previously.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. For students testing online, the *Other Designated Supports* field should be updated under the *Non-Embedded Supports* panel in the [Test Information Distribution Engine \(TIDE\)](#) before testing begins.

Examples/Types

The test administrator may write the student's dictated scratch work and computations on scratch paper, a chalkboard, a whiteboard, or the allocated space in the student's test booklet. In addition, the test administrator may record intermediate steps when a student uses a calculation aid as an allowed designated support or a required part of the test administration procedures.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, an updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.

2. 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.
3. The Mathematics Scribe designated support is intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form.
4. TEA will provide specific guidelines on how to implement this designated support along with any approved Accommodation Request Form. The role of the test administrator who provides the Mathematics Scribe accommodation is to record the student's dictated scratch work and computations exactly as the student indicates (e.g., verbally stated number-by-number, mathematics symbols, space-by-space). A test administrator who serves as a mathematics scribe must be trained in these guidelines to understand the boundaries of the assistance being provided.
5. The test administrator who provides the Mathematics Scribe designated support must be a trained test administrator who has signed a specific part of an Oath of Test Security and Confidentiality. It is prohibited for the test administrator to respond to test questions, make notes about test questions, and discuss the content of the test at any time.
6. If a student needs assistance physically manipulating test materials or equipment, refer to the designated support [Manipulating Test Materials](#) policy.
7. For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the instructions for Accommodations in Unexpected and Emergency Situations on the [Accommodation Resources](#) webpage for guidance.

Supporting Resources

- [Accommodation Resources](#)
- [Accommodation Request Process](#)
- [Accessibility Features](#)
- [General Instructions for Transcribing the Griddable Questions Student Document](#)
- [TELPAS Resources](#)
- [STAAR Practice Tests](#)
- [Texas Testing Support](#)
- [Math TEKS](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.

Other

TEA approval IS required.



Description of Designated Support

Designated supports that fall into the Other category are for students with unique needs not addressed explicitly with any accessibility features or designated supports located on TEA's [Accommodation Resources](#) webpage. These designated supports are not intended to provide additional supplemental aids not listed as allowed or for students who fail to meet established eligibility criteria for designated supports.

Assessments

Depending on the request, Other designated supports may be used on:

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Spanish
- Texas English Language Proficiency Assessment System (TELPAS)

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- routinely, independently, and effectively (if applicable) receives this designated support during classroom instruction and classroom testing, and
- is unable to effectively use any accessibility features or designated supports to address this need.

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., Response to Intervention [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 an English learner (EL), the decision is made by the language proficiency assessment committee (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 individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- For an EL with a disability, the appropriate committee makes the decision in conjunction with the student's LPAC. The decision must be documented in the student's permanent record file by the LPAC and any other applicable committee, as described previously.
- After state testing, DS must be recorded in the ACCOMM. field on the STAAR answer document. This indicates that an allowable designated support was made available to the student. For students who test online, the *Other Designated Supports* field should be updated under the *Non-Embedded Supports* panel in the [Test Information Distribution Engine \(TIDE\)](#). Special instructions sent with an approval may indicate additional information that should be recorded.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, an updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.
2. Depending on the designated support, a student may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
3. TEA may provide additional procedures specific to the requested designated support if approved.
4. For students who require test materials in a font size larger than the state-supplied large-print test materials, refer to the General Instructions for Administering Large-Print State Assessments document and the Font and Point Size Matrices for STAAR, STAAR Spanish, and TELPAS documents, located on the Accommodation Resources webpage. Some students may need double-sided test materials photocopied into single-sided sheets
 - because they have a physical disability that prevents them from effectively manipulating test materials printed on both sides of the paper or turning the pages in a test booklet,
 - because they have a disability that necessitates test materials be presented in a printed format other than a test booklet,

- to prevent behavioral outbursts or other severe behaviors that could interfere with completion of the test.

In these rare cases, an Accommodation Request Form for Other should be submitted to TEA.

5. Any Other accommodation must be submitted using an Accommodation Request Form. The Other designated support must have a detailed rationale that explains the need, reason, and effectiveness of the requested accommodation. All Other requests are categorized as pending TEA approval upon submission.
6. For situations when a student experiences an unexpected or emergency situation immediately before an assessment and all locally-approved designated supports do not meet the student's needs, refer to the instructions for Accommodations in Unexpected or Emergency Situations.

Supporting Resources

- [District and Campus Coordinator Resources](#)
- [Accommodation Resources](#)
- [Accommodations Request Form](#)
- [General Instructions for Administering Large-Print State Assessments](#)
- [Font and Point Sizes Matrices for STAAR](#)
- [Font and Point Sizes Matrices for STAAR Alternate 2 and TELPAS](#)

For assistance with test administration functions for all Texas assessments, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

If you have any questions, contact the Student Assessment Division at 512-463-9536, and ask to speak with your Accommodations Task Force representative.