

TEA approval is NOT required.

7.3.2 Basic Transcribing



7.3.2.1 Assessments

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

- STAAR, including STAAR Spanish
- TELPAS

7.3.2.2 Description of Designated Support

For online testing, this designated support allows responses to be entered into the Test Delivery System (TDS) when a student has a disabling condition that prevents the student from independently entering responses through keyboarding or the use of a mouse.

For paper testing, this designated support allows a student's responses to be copied into the student's test booklet when the student has a disabling condition that prevents the student from recording responses independently.

7.3.2.3 Student Eligibility Criteria

A student may use this designated support if that student has a disabling condition and:

- routinely and effectively uses speech-to-text (STT) software during classroom instruction and classroom testing, or
- routinely and effectively has original responses to classroom instructional and testing materials transcribed.

7.3.2.4 Authority for Decision and Required Documentation

- The *Speech-To-Text* field should be updated under the *Test Attributes* panel in TIDE prior to testing so the designated support is made available in TDS.
- For students who require a test administrator to enter their responses, the *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated in the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team 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 criterion and 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 emergent bilingual (EB) student with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (LPAC) and documented in the student's permanent record file and IAP or IEP.

7.3.2.5 Examples and Types

The test administrator may carry out Basic Transcribing to transfer student responses into the test booklet or into TDS **only in the following situations**:

- The student indicates his or her answer choice selection on the computer screen by pointing or using assistive technology (e.g., eye gaze software).
- The student uses STT technology to answer constructed-response items (including use of the online embedded support in TDS).
- The student dictates or signs responses to test questions, including text entry questions. For information about the test administrator transcribing a student's dictated or signed responses to constructed-response items, refer to the [Complex Transcribing \(see page 216\)](#) policy. For information about the test administrator recording a student's dictated mathematics scratch work, refer to the [Mathematics Scribe \(see page 209\)](#) policy.
- The student writes responses to test questions on another medium (e.g., scratch paper, dry erase board) or types responses on a word processor.
- 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 to constructed responses).

7.3.2.6 Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- The student's attributes in TIDE must first be set to indicate "speech-to-text" in order for this support to be accessed in the practice environment.
- A test administrator who transcribes for a student must be trained in these guidelines and sign an Oath of Test Security and Confidentiality. The role of the test administrator is to record exactly what the student has indicated in his or her original response. The transcriber 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 for paper administrations found in the [Directions for Entering Student Responses in DEI \(see page 682\)](#) page of the *DEI User Guide*.
- The test administrator must indicate to the student the space allowed for the constructed-response items so that the response will fit into the spaces provided when transcribed online. For STAAR, the extended constructed-response item character-count limit of 2,300 characters equates to approximately 46 lines on paper. Short constructed-response text boxes allow for 475 characters, which is approximately 10 lines on paper. For TELPAS, constructed-response items have a character-count limit of 1,000 and sentence rewrite items have a character-count limit of 100.
- Students must be given the full time allotted to complete the test. Students are allowed to review the transcription and make any edits within the time window of the assessment. However, students may not edit their responses after the test period has ended and test administrators have transferred the final responses online. The test administrator must ensure that he or she can read and understand the student's intended responses before the student leaves the testing room.

- To become familiar with the functionality of online tests, students should practice using the tools in the [Practice Test Site](#)⁹⁴ before taking online operational assessments. The student's attributes in TIDE must first be set to indicate "speech-to-text" in order for this support to be accessed in the practice environment.
- Documentation of this support should be kept at the local level. For paper administrations of STAAR or TELPAS reading, the test administrator should write, "Transcribed by (NAME) because student is eligible for this designated support" on the student's test booklet. There is no field in which to enter this information online.
- For TELPAS grades 2–12, Basic Transcribing applies only to the paper reading test, the online reading and writing test, and the listening portion of the online listening and speaking test. STT applies only to the constructed-response items for writing. For questions about the speaking portion of the online listening and speaking test, contact the TEA 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.
- 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 constructed-response questions must be destroyed after testing. All voice recordings must be erased or destroyed after testing.
- A student who needs assistance only in physically manipulating test materials or equipment is not necessarily eligible for this designated support. Refer to the [Manipulating Test Materials](#) (see page 152) policy.
- 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 test administration instructions.
- For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the [STAAR Paper Test Administration Information](#)⁹⁵.
- Spell check, word predictor, and all other special features must be disabled when a student types responses to constructed-response questions on a word processor unless the student meets the eligibility criteria outlined in the [Spelling Assistance](#) (see page 198) policy.
- Districts are required to have procedures in place to prevent use of personal cell phones and electronic devices during test administrations. If 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 the [Technology Guidelines](#) (see page 230) cannot be used during a state assessment.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arms, broken glasses) immediately before the assessment, refer to the [Accommodations in Unexpected or Emergency Situations](#) (see page 228) policy.

If you have any questions, contact the Student Assessment Help Desk at (512) 463-9536.

7.3.3 Braille and Refreshable Braille



7.3.3.1 Assessments

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

- STAAR all grades/subjects and courses (for brailled test material)
- STAAR grades 3–8 reading language arts, grade 8 social studies, English I, English II, and U.S. History (for screen reader support for refreshable braille displays)
- TELPAS grades 2–12 reading (for brailled test material)

7.3.3.2 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).

7.3.3.3 Student Eligibility Criteria

A student may use this designated support if the student routinely uses braille materials or screen readers during classroom instruction and classroom testing.

7.3.3.4 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 at the campus level (e.g., RtI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility 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 EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

7.3.3.5 Examples and 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 STAAR RLA and social studies assessments, and
- state-approved contracted and uncontracted braille test materials in UEB for TELPAS grades 2–12 reading.

7.3.3.6 Special Instructions and Considerations

- All student responses for paper braille tests must be transcribed into the Data Entry Interface (DEI) to be scored.
- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- Student responses cannot be scored unless they are recorded according to the procedures outlined in the [Basic Transcribing](#) (see page 137) and/or [Complex Transcribing](#) (see page 216) policies.
- General information about administering braille tests is available in the applicable [STAAR Test Administration Information](#)⁹⁷ or [TELPAS Paper and Holistic Test Administration Information](#)⁹⁸.
- Online screen reader support for refreshable braille displays includes 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 *Job Access with Speech (JAWS)* help screen in *Available Tools* during an online administration.

Note: For students using online screen reader support for refreshable braille displays who also require a braille paper test, district testing personnel must contact Texas Testing Support at (833) 601-8821 to order paper copies of test booklets.

- A student taking STAAR using a refreshable braille display will not be able to use the STT feature. District personnel should continue to use the same process for transcription used in daily instruction in the classroom. For example, district personnel may use Dragon speech recognition software to transcribe the student essay.
- Secure test instructions for administering braille tests are shipped with the individual braille test booklets prior to testing. **Test administrators must review these instructions prior to test day to ensure that the test is administered properly.**
- For students taking paper STAAR braille who are also eligible to receive content and language supports, including students using a refreshable braille display, district testing personnel should set the *STAAR & TELPAS Paper Test Format* test mode field of TIDE to “Braille Contracted w/Regular Print Embedded Support” or “Braille Uncontracted w/Regular Print Embedded Support” to receive STAAR with Embedded Supports materials in addition to paper braille test materials. 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.

If you have any questions, contact the Student Assessment Help Desk at (512) 463-9536.

TEA approval is NOT required.

7.3.4 Calculation Aids



7.3.4.1 Assessments

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

- STAAR grades 3–7 mathematics
- STAAR grade 5 science
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

7.3.4.2 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.

7.3.4.3 Student Eligibility Criteria

A student may use this designated support if the student:

- routinely, independently, and effectively uses this designated support during classroom instruction and classroom testing;
- receives Section 504 or special education services; 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 the student 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 a visual impairment that prevents him or her from seeing the numbers he or she has 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 a visual impairment that prevents him or her from seeing the numbers he or she has 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.

7.3.4.4 Authority for Decision and Required Documentation

- The *Basic TI Calculator* field should be updated under the *Test Attributes* panel in TIDE prior to testing online so the designated support is made available in TDS.
- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that a non-embedded calculation aid was made available to the student.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an emergent bilingual (EB) student with a disability, the decision is made by the applicable committee, in conjunction with the LPAC, and the decision is documented in the student's permanent record file and IAP or IEP.

7.3.4.5 Examples and Types

This designated support may include **only** the following:

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

7.3.4.6 Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- The use of this designated support on STAAR should not replace the teaching of basic computation skills as outlined in the Texas Essential Knowledge and Skills (TEKS).
- For questions regarding the functions of a basic calculator, see the Basic Calculator tool in TDS. The Basic Calculator is offered as an embedded support on STAAR grade 8 science.
- Calculators used by eligible students as a designated support must adhere to the [STAAR Calculator Policy](#) (see page 54).
- Students may have more than one calculation device during the assessment.
- Calculators are required as part of standard test administration procedures for some state assessments. For such assessments, any calculation aid listed in the Examples and Types section may be provided, along with the required calculator, to a student who is receiving special education or Section 504 services.
- For a student taking a special paper administration, a handheld calculator must be provided.
- Districts are required to have procedures in place to prevent use of personal cell phones and electronic devices during test administrations. If 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 the [Technology Guidelines](#) (see page 230) cannot be used during a state assessment.

If you have any questions, contact the Student Assessment Help Desk at (512) 463-9536.

7.3.5

TEA approval is NOT required.

Content and Language Support



7.3.5.1 Assessments

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

- STAAR, including STAAR Spanish

7.3.5.2 Description of Designated Support

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

7.3.5.3 Student Eligibility Criteria

A student may use this designated support **only** if:

- that student routinely, independently, and effectively uses this designated support during classroom instruction and classroom testing; and
- 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 emergent bilingual (EB) student taking a test in English.

NOTE: An EB student taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines the student to be eligible.

7.3.5.4 Authority for Decision and Required Documentation

- The *Content and Language Supports* field should be updated under the *Test Attributes* panel in TIDE prior to testing so the designated support is made available in TDS.
- For an EB student who tests 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 EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

7.3.5.5 Examples and Types

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

7.3.5.6 Special Instructions and Considerations

- Refer to the [STAAR Accessibility Educator Guide](#)¹⁰¹ for more specific information about online features and supports.
- To become familiar with the functionality of online tests, students should practice using the tools in the [Practice Test Site](#)¹⁰² before online operational assessments.
- Technology-based accommodations enable most students to test online. However, in rare instances, a student may be eligible for the administration of a paper test due to an inability to access the test and/or accommodations on a computer. The need for paper test materials with embedded supports must be indicated in TIDE.
- For students taking STAAR braille who are also eligible to receive content and language supports, including students using a refreshable braille display, the eligibility criteria for a paper test administration with embedded supports does not need to be met. Test administrators will be provided with instructions regarding the administration of this designated support for students taking a braille test or using screen reader support for refreshable braille displays.
- Any student for whom the LPAC recommends the use of this support for any reading language arts (RLA) assessments may not be reclassified at the end of the school year. In addition, LPACs may not recommend designated supports for an EB student whose parents have denied bilingual or English as a second language (ESL) services. However, EB students 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.

If you have any questions, contact the Student Assessment Help Desk at (512) 463-9536.



7.3.6 Individualized Structured Reminders

7.3.6.1 Assessments

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

- STAAR, including STAAR Spanish
- TELPAS

7.3.6.2 Description of Designated Support

This designated support allows a test administrator to provide a student with individualized structured reminders to stay on task during a test administration beyond what is required or allowed for any student during standard administration procedures.

7.3.6.3 Student Eligibility Criteria

A student may use this designated support if the student routinely and effectively receives individualized structured reminders during classroom instruction and classroom testing.

7.3.6.4 Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate campus-level team (e.g., 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 EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

7.3.6.5 Examples and Types

This designated support includes but is not limited to:

- 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 preestablished times during the test;
- index cards that have handwritten or color-coded reminders to continue working; and
- paper clips or adhesive notes used to divide paper test booklets into sections.

7.3.6.6 Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- 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.
- Because these reminders are meant to be individualized to the needs of a particular student, it is not appropriate for a reminder that is not already an accessibility feature to be provided to all students in a testing area. Providing supports to students who do not meet the eligibility criteria is considered a testing irregularity.
- 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 test content at any time are prohibited.
- Some students might need assistance with certain reminders (e.g., inserting paper clips for paper tests, setting the timer). This type of assistance is allowable; however, it is preferable that the student, rather than the test administrator, direct or control the use of the reminder when possible.
- For TELPAS grades 2–12 assessments, individualized structured reminders apply only to the paper reading test, the online reading and writing 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.

If you have any questions, contact the Student Assessment Help Desk at (512) 463-9536.

TEA approval is NOT required.

7.3.7 Large Print



7.3.7.1 Assessments

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

- STAAR, including STAAR Spanish
- TELPAS reading (paper version only)

7.3.7.2 Description of Designated Support

This designated support provides a student with enlarged paper test materials when the student cannot effectively access test materials in standard print size.

7.3.7.3 Student Eligibility Criteria

A student may use this designated support if the student:

- routinely and effectively uses large-print materials, including textbooks, worksheets, etc., during classroom instruction and classroom testing in place of digital materials because the tools available to enlarge text and images online do not provide adequate support; and
- meets at least **one** of the following three criteria:
 - the student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a vision impairment);
 - the student cannot accurately track letter to letter, word to word, or line to line; or
 - the student has a physical disability which necessitates the use of large-print materials.

7.3.7.4 Authority for Decision and Required Documentation

- To receive large-print materials, "Paper" must be indicated in the *Test Mode* field and "Large Print" must be indicated in the *STAAR & TELPAS Paper Test Format* fields in TIDE prior to the deadline for indicating a special paper or holistic administration in the Calendar of Events.
- For TELPAS paper administrations, "Paper" must be indicated in the *Test Mode* field and "Large Print" must be indicated in the *STAAR & TELPAS Paper Test Format* field in TIDE prior to the deadline for indicating a special paper or holistic administration in the Calendar of Events. TELPAS reading paper materials must be ordered during the additional order window by selecting the quantity of test booklets needed under the *TELPAS and TELPAS Alternate, Paper Orders* administration task in TIDE.
- 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 EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

7.3.7.5 Examples and Types

This designated support is limited to the large-print test materials provided by the state.

7.3.7.6 Special Instructions and Considerations

- 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.
- Student responses on large-print tests must be entered into the Data Entry Interface (DEI). If a student's responses are not entered into DEI, the student's test cannot be scored.
- Specific information about large-print test materials, including the policy for students who require test materials in a font size larger than the state-supplied large-print test materials, is found in the applicable [STAAR Paper Test Administration Information](#)¹⁰⁵ or [TELPAS Paper and Holistic Test Administration Information](#)¹⁰⁶.
- Refer to the Font and Point Sizes Matrices for point sizes and fonts used on all state assessments.
- Technology-based accommodations for online test takers enable most students to test online. However, in rare instances, a student may be administered a paper test. For a student eligible for a special paper administration, "Paper" must be indicated in the *Test Mode* field and a specific paper format must be selected from the *Paper Test Format* field in TIDE.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the [Accommodations in Unexpected or Emergency Situations](#) (see page 228) policy.

If you have any questions, contact the Student Assessment Help Desk at (512) 463-9536.

7.3.8 Manipulating Test Materials

TEA approval is NOT required.



7.3.8.1 Assessments

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

- STAAR, including STAAR Spanish
- TELPAS

7.3.8.2 Description of Designated Support

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

7.3.8.3 Student Eligibility Criteria

A student may use this designated support if the student:

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

7.3.8.4 Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate campus-level team (e.g., 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 IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

7.3.8.5 Examples and Types

This designated support includes but is not limited to:

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

7.3.8.6 Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure test confidentiality.
- The student must give specific directions about how the test administrator should manipulate online tools, test materials, and equipment. The test administrator may not provide feedback regarding the correctness of the student's directions.
- Manipulating test materials must be performed by a trained test administrator who has signed an [Oath of Test Security and Confidentiality \(see page 121\)](#). Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- If students need their constructed responses transcribed, refer to the [Basic Transcribing \(see page 137\)](#) or [Complex Transcribing \(see page 216\)](#) policies.
- For TELPAS grades 2–12 assessments, this support applies only to the paper reading test, the online reading and writing 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.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before an assessment, refer to the Accommodations in Unexpected or Emergency Situations policy.

If you have any questions, contact the Student Assessment Help Desk at (512) 463-9536.

7.3.9 Mathematics Manipulatives



7.3.9.1 Assessments

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

- STAAR grades 3–8 mathematics and Algebra I
- STAAR Spanish grades 3–5 mathematics

7.3.9.2 Description of Designated Support

This designated support allows a student to use concrete objects or pictures of concrete objects that the student can touch and move to visualize abstract concepts.

7.3.9.3 Student Eligibility Criteria

A student may use the mathematics manipulatives if that student:

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

7.3.9.4 Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team at the campus level (e.g., RtI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student's consistent academic struggle in a specific area, even after intensive instruction and remediation.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on eligibility criteria and documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on eligibility criteria and documented in the student's IEP.
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

7.3.9.5 Examples and 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-10 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 sequences).
- 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.

7.3.9.6 Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a setting that is separate from other students in order to eliminate distractions and ensure the confidentiality of the test.
- 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.
- 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 Help Desk at (512) 463-9536.



7.3.10 Oral and Signed Administration

7.3.10.2 Assessments

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

STAAR and STAAR Spanish	Test Questions	Answer Choices	Content and Language Supports	Required Reference Materials (where applicable)	Allowable Designated Supports
Mathematics	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓
Social Studies	✓	✓	✓	✓	✓

STAAR and STAAR Spanish	Test Questions	Answer Choices	Content and Language Supports	Required Reference Materials (where applicable)	Allowable Designated Supports	Direction Lines	Passages
Revising*	✓	✓	✓	✓	✓	✓	✓
Editing				✓	✓	✓	
Reading	✓	✓	✓	✓	✓	✓	

*For signed administration and American Sign Language (ASL) videos, refer to the Signed Administration and ASL Videos topic under Examples and Types.

7.3.10.3 Description of Designated Support

This 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 oral interpretation (e.g., lipreading) and signing during a signed administration. An online oral or signed administration is administered via text-to-speech (TTS) or ASL videos.

7.3.10.4 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 emergent bilingual (EB) student and takes a State of Texas Assessments of Academic Readiness (STAAR®) test in English,
- the student is identified with dyslexia or a related disorder per Texas Education Code §38.003, or
- the student has documented evidence of reading difficulties.

NOTE: An EB student taking STAAR Spanish may be eligible for an oral administration if the student meets either of the requirements noted in the last two bullets and if a committee other than the language proficiency assessment committee (LPAC) determines the student to be eligible.

7.3.10.5 Authority for Decision and Required Documentation

- Either the *Text-To-Speech* or *Auto Text-To-Speech* field should be updated under the *Test Attributes* panel in the Test Information Distribution Engine (TIDE) prior to testing so the designated support is made available in the Test Delivery System (TDS).
- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that an oral administration was provided to a student testing on paper.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team 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 EB student who is testing in English, the decision is made by the LPAC based on 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 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 EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

7.3.10.6 Examples and Types

Several types of oral administration are available. All guidelines for providing an oral administration apply to online, paper, and braille administrations. To become familiar with the functionality of online tests, students should practice using the tools in the [Practice Test Site](#)¹¹⁰. 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, RtI team, student assistance team) to determine eligibility and to document the level of reading support the student needs in the appropriate student paperwork.

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

The Oral Administration designated support should be provided only to an eligible student by a test administrator who has been trained in the procedures specific to oral administration. 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.

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, 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 or all eligible test questions (including constructed-response questions) and answer choices to be read aloud using the TTS tool, or
- have all eligible parts of the test be automatically read aloud by the auto-TTS tool in the order they are presented.

Test administrators must be made aware of the level of reading support each student is to receive so that they may confirm that the appropriate level of reading support was set prior to testing and provided based on documentation in the student's official record.

Signed Administration and ASL Videos

Before conducting a signed administration for students who are deaf or hard of hearing, test administrators should 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](#) (see page 194).

ASL videos are offered as an online option for a signed administration, allowing the student to independently select and change the level of signing support during 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). To provide appropriate support, the test administrator may sign test content in the same way as is done for paper tests and in the communication mode the student is most familiar with.

7.3.10.7 Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a setting that is separate from other students in order to eliminate distractions and ensure the confidentiality of the test.
- 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](#). (see page 121) Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- 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.
- 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 braille secure test instructions shipped with the braille materials.
- Students for whom the LPAC recommends use of this support for any reading language arts (RLA) assessments may not be reclassified at the end of the school year. In addition, LPACs may not recommend designated supports for an EB student whose parents have denied bilingual or English as a second language (ESL) services. However, EB students 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.
- The revising passages and test questions in a paper test booklet for STAAR RLA tests may be read aloud to eligible students. The revising sections of the test will be identified with footers in the paper test booklet and cover sheets in the braille test booklets so that the test administrator knows which sections they may read aloud. Test administrators may **NOT** read aloud any part of the editing section (passages nor test questions) on the RLA tests.
- Reference materials and dictionary entries embedded in the online testing platform are not read aloud by TTS; however, a test administrator trained in Oral Administration procedures may read these aloud at the student's request.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the [Accommodations in Unexpected or Emergency Situations](#) (see page 228) policy.

If you have any questions, contact the Student Assessment Help Desk at (512) 463-9536.

7.3.11 Spelling Assistance



7.3.11.1 Assessments

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

- STAAR
 - grades 3–8 RLA, English I, and English II
 - grades 3–5 Spanish RLA
 - grades 5 and 8 science and Biology
 - grade 5 Spanish science
 - grade 8 social studies and U.S. History

7.3.11.2 Description of Designated Support

This designated support provides various types of spelling assistance for students with disabilities.

7.3.11.3 Student Eligibility Criteria

A student may use this designated support if the student:

- routinely, independently, and effectively uses this designated support during classroom instruction and classroom testing;
- receives Section 504 or special education services; 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.

7.3.11.4 Authority for Decision and Required Documentation

- For students who require access to the online embedded spell check tool, the *Spell Check* field should be updated under the *Test Attributes* panel in TIDE prior to testing so the designated support is made available in TDS.
- For students who require access to the online embedded word prediction tool, the *Word Prediction:Co Writer* field should be updated under the *Test Attributes* panel in TIDE prior to testing so the designated support is made available in TDS.
- For students taking a special paper administration of an online assessment or who test online but access spelling assistance support outside of the testing platform (e.g., frequently misspelled word list, visual sound cards, etc.), the *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that a non-embedded spelling assistance support was made available to the student.
- 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 emergent bilingual (EB) student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

7.3.11.5 Examples and Types

This designated support may include **only**:

- visual sound cards;
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced);
- spell check function on a word processor or as an online embedded support on STAAR that can be accessed via permissive mode, a secondary device, or by using the embedded tool in TDS;
- pocket spellchecker;
- word prediction software that can be accessed via permissive mode, a secondary device, or by using the embedded tool in TDS; and
- STT software, applications, or devices, including the use of the STT online embedded support in TDS.

7.3.11.6 Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure test confidentiality.
- 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).
- Dictionaries are a required part of standard test administration procedures for some state assessments. For more information, refer to the [STAAR Dictionary Policy](#) (see page 55). For these assessments, any spelling assistance listed in the "Examples and Types" section may be provided, along with the required dictionary, to a student who is determined to be eligible.
- To become familiar with the functionality of online tests, students should practice using the tools in the [Practice Test Site](#)¹¹⁵ before online operational assessments. Teachers should also familiarize themselves with the tool to ensure its appropriateness for each student.
- For students eligible for speech-to-text, the student's attributes in TIDE must first be set to indicate STT for this support to be accessed in the practice environment. The student must log in using his or her TSDS.
- If an eligible student does not use the embedded spell check or word prediction during testing, do not register the student for the embedded spell check or word prediction test attribute in TIDE. Spelling assistance for state assessments is limited to the types listed in this policy document. If the student uses a non-embedded spell check or word prediction software or other approved spelling assistance support, this should be indicated in the *STAAR Non-Embedded Supports* field in the *Non-Embedded Supports* panel in TIDE.
- Students with a visual impairment who also require spelling assistance for constructed response questions may access TTS software via permissive mode or secondary device.
- If students need their responses entered into the online testing platform by a trained staff member, refer to the [Basic Transcribing](#) (see page 137) policy.
- 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-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 the [Technology Guidelines](#) (see page 230) cannot be used during a state assessment.

TEA approval is NOT required.

7.3.12 Supplemental Aids



7.3.12.1 Assessments

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

- STAAR, including STAAR Spanish
- TELPAS (blank graphic organizers only)

7.3.12.2 Description of Designated Support

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

7.3.12.3 Student Eligibility Criteria

A student may use this designated support if the student

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

7.3.12.4 Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team at the campus level (e.g., RtI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student's consistent academic struggle in a specific area, even after intensive instruction and remediation.
- For a student 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 EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

7.3.12.5 Examples and Types

Only the paper-based supplemental aids listed are allowed on the state assessment. The descriptions of each type are meant to guide districts in determining their appropriateness for the student and compliance with testing policy.

Note: TEA does not review, revise, or approve locally created supplemental aids.

ALL STAAR SUBJECTS and TELPAS TESTS

Mnemonic Devices	A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym may be used. 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 the names of the conjunctions themselves are 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.
Blank Graphic Organizers	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. Images of blank graphic organizers that are visible to all students must be covered or removed from the testing environment prior to testing.

Mathematics

Mathematics Charts	<ul style="list-style-type: none">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.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	<ul style="list-style-type: none">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).Grade- or course-appropriate pictorial models of one-, two-, and three-dimensional geometric figures may be used. However, the models may only be provided in two- or three- dimensional forms, not both. 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

Extended Constructed Responses ONLY

Grammar and Mechanics	<ul style="list-style-type: none">A list of grade-appropriate grammar and mechanics rules may be used. The list may NOT contain any specific examples.The test administrator must collect the list from the student once the student moves on to any other section of the test.
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Science

Graphics	<ul style="list-style-type: none">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.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	<ul style="list-style-type: none">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.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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7.3.12.6 Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- Use of this designated support 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) and the English Language Proficiency Standards (ELPS). The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.
- Supplemental aids should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students with the exact same set of supplemental aids.
- 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.
- A student's use of this designated support does not necessarily impact the instructional environment. Remember that the only instructional materials in a testing area that should be concealed or removed are those materials separate from the supplemental aids designated here that could assist a student with answering questions on the subject-area assessment being administered.
- Supplemental aids can be provided in the language that is most appropriate for the student.
- 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, which may be more cumbersome than helpful when used during the state assessment.
- If a student writes on the supplemental aid during the test administration, the supplemental aid must be destroyed after testing.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the [Accommodations in Unexpected or Emergency Situations \(see page 228\)](#) policy.

If you have any questions, contact the Student Assessment Help Desk at (512) 463-9536.



7.4.2 Extra Day

7.4.2.1 Assessments

A student who meets the eligibility criteria for this TEA-approved designated support may use it on:

- STAAR, including STAAR Spanish
- TELPAS

7.4.2.2 Description of Designated Support

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

7.4.2.3 Student Eligibility Criteria

Submit an Accommodation Request Form to Texas Education Agency (TEA) if the student:

- routinely and effectively uses this designated support during classroom instruction and classroom testing;
- is unable to use the make-up policy to complete the test;
- 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., Individualized Structured Reminders) to address this need; and
- meets at least one of the following criteria:
 - 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; or
 - 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 overstimulation or too much input) that cannot be appropriately managed without an additional day of testing.

7.4.2.4 Authority for Decision and Required Documentation

- The *Extra Day* field must be updated in the *Non-Embedded Supports* panel in Test Information Distribution Engine (TIDE) prior to testing to indicate this support was made available to the student.
- 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).
- In the case of an emergent bilingual (EB) student 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 documented in the student's permanent record file and IAP or IEP.

7.4.2.5 Special Instruction and Considerations

- Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests **MAY 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 their district's Accommodations Task Force representative.
- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- This designated support is 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.
- For students who take the braille test and require an extra day, refer to the test administration instructions. TEA approval is **NOT** required.
- For TELPAS grades 2–12, the Extra Day accommodation applies only to the online and paper reading test, the online reading and writing 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.
- For situations when a student may not be able to complete a test in one day due to a potential medically related issue, refer to the make-up instructions in these *Coordinator Resources*.
- For situations when a student experiences an unexpected or emergency situation (i.e., broken arms, broken glasses) immediately before the assessment, see the [Accommodations in Unexpected or Emergency Situations \(see page 228\)](#) policy.

7.4.3 Mathematics Scribe



7.4.3.1 Assessments

A student who meets the eligibility criteria for this TEA-approved designated support may use it on:

- 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

7.4.3.2 Description of Designated Support

This designated support allows a test administrator to record a student's dictated mathematics scratch work and computations when the student cannot accomplish this task independently.

7.4.3.3 Student Eligibility Criteria

Submit an Accommodation Request Form to Texas Education Agency (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 or 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; or
 - the student has a developmental disability that is included on the autism spectrum.

7.4.3.4 Authority for Decision and Required Documentation

- The STAAR *Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in Test Information Distribution Engine (TIDE) prior to testing to indicate this support was made available to the student.
- 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).
- In the case of an emergent bilingual (EB) student with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (LPAC) and documented in the student's permanent record file and IAP or IEP.

7.4.3.5 Examples and 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.

7.4.3.6 Special Instructions and Considerations

- Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests **MAY 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 their district's Accommodations Task Force representative.
- 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.
- This designated support is intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form.
- 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 this designated support 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). Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- The test administrator who provides this designated support must be trained in these guidelines to understand the boundaries of the assistance being provided and be a trained test administrator who has signed a specific part of an [Oath of Test Security and Confidentiality](#) (see page 121).
- If a student needs assistance physically manipulating test materials or equipment, refer to the [Manipulating Test Materials](#) (see page 152) policy.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the [Accommodations in Unexpected or Emergency Situations](#) (see page 228) policy.

TEA approval IS required.

7.4.4 Other



7.4.4.1 Assessments

Depending on the request, a student who meets the eligibility criteria for this TEA-approved designated support may use it on:

- STAAR, including STAAR Spanish
- TELPAS

7.4.4.2 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 another designated support. Other 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.

7.4.4.3 Student Eligibility Criteria

Submit an Accommodation Request Form to Texas Education Agency (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.

7.4.4.4 Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in Test Information Distribution Engine (TIDE) prior to testing to indicate that a support was approved and made available to the student. Special instructions sent with an approval may indicate additional information that should be recorded.
- 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 emergent bilingual (EB) student, 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 EB student with a disability, the appropriate committee makes the decision in conjunction with the student's LPAC. The decision is documented in the student's permanent record file and IAP or IEP.

7.4.4.5 Special Instructions and Considerations

- Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests **MAY 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 their district's Accommodations Task Force representative.
- Depending on the designated support, a student may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- TEA may provide additional procedures specific to the requested designated support if approved.
- For students who require test materials in a font size larger than the state-supplied large-print test materials, refer to the test administration instructions and the Font and Point Size Matrices for STAAR, STAAR Alternate 2, and TELPAS. 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; or
 - 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.

- Any Other accommodation must be submitted using an Accommodation Request Form. The Other accommodation 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.
- 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 [Accommodations in Unexpected or Emergency Situations](#) (see page 228) policy.

For questions about this or any other designated support requiring TEA approval, contact the Student Assessment Division at (512) 463-9536 and ask to speak with your district's Accommodations Task Force representative. You may also contact the [Student Assessment Division Help Desk](#)¹²⁴.

7.4.5 Complex Transcribing



7.4.5.1 Assessments

A student who meets the eligibility criteria for this TEA-approved designated support may use it on:

- any STAAR RLA, science, or social studies test question that requires a written response
- any STAAR Spanish RLA or science test question that requires a written response
- any TELPAS writing test question that requires a written response

NOTE: Assistance provided for mathematics text entry or equation editor questions is part of the Mathematics Scribe accommodation. Refer to the [Mathematics Scribe \(see page 209\)](#) policy document for more information.

7.4.5.2 Description of Designated Support

This designated support allows a test administrator to record a student's dictated or signed responses to constructed-response questions in the Test Delivery System (TDS) when a student with a disability is unable to accomplish this task independently.

7.4.5.3 Student Eligibility Criteria

Submit an Accommodation Request Form to Texas Education Agency (TEA) if the student routinely and effectively uses this designated support during classroom instruction and classroom testing, is unable to effectively use the Basic Transcribing accommodation 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; or
- the student has a disabling condition that prevents him or her from independently and effectively recording responses on the lined pages of a paper test booklet or in the space provided in TDS.

7.4.5.4 Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in Test Information Distribution Engine (TIDE) after testing to indicate that this support was made available to the student.
- 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).
- In the case of an emergent bilingual (EB) student with a disability, the decision is made by the applicable group in conjunction with the student's language proficiency assessment committee (LPAC) and documented in the student's permanent record file and IAP or IEP.

7.4.5.5 Examples and Types

The test administrator may carry out this designated support only when the student dictates or signs his or her responses to the eligible test questions, including the student's prewriting.

7.4.5.6 Special Instructions and Considerations

- Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests **MAY 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 their district's Accommodations Task Force representative.
- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- This designated support is intended for an extremely small group of students with disabilities. TEA will provide specific guidelines about how to transcribe the student's responses to the constructed-response items, 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 and sign a specific part of an [Oath of Test Security and Confidentiality](#) (see page 121).
- Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- If a student needs assistance physically manipulating test materials or equipment, refer to the [Manipulating Test Materials](#) (see page 152) policy.
- 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 test administration instructions.
- For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the test administration instructions.
- For online TELPAS grades 2–12 writing, an Accommodation Request Form must be submitted for a student who meets the eligibility criteria for Complex Transcribing and this non-embedded support must be indicated in TIDE.
- For TELPAS, students who are eligible for a special administration for grades 2–12 writing must be holistically rated. An Accommodation Request Form does not need to be submitted, and Complex Transcribing does not need to be indicated in TIDE.
- 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 this designated support is to record the student's dictated work exactly as the student indicates. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the [Accommodations in Unexpected or Emergency Situations](#) (see page 228) policy.

Visually impaired students who are unable to use braille to capture written responses may need additional assistance beyond what is allowed by this designated support. In such a case, or for any other questions related to this designated support, contact the Student Assessment Division at (512) 463-9536 and ask to speak with your district's Accommodations Task Force representative. You may also contact the [Student Assessment Division Help Desk](#)¹²⁶.