

Accommodations

District and Campus Coordinator Resources

Exported on 03/11/2024

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The Texas Education Agency (TEA) defines accommodations as changes to materials or procedures that enable students to participate meaningfully in learning and testing. Accommodation policies may apply to any student taking the State of Texas Assessments of Academic Readiness (STAAR[®]) or the Texas English Language Proficiency Assessment System (TELPAS) depending on his or her needs and whether the student meets the eligibility criteria, as applicable. These policies are divided into three main categories:

- accessibility features
- locally-approved designated supports
- designated supports requiring TEA approval

¹ <https://apps.appf.re/YyPGya>

1 In this Section

- [Accessibility Features](#) (see page 10)
- [Locally-Approved Designated Supports](#) (see page 20)
- [Designated Supports Requiring TEA Approval](#) (see page 90)
- [Accommodations in Unexpected or Emergency Situations](#) (see page 114)

2 Accessibility Features



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Accessibility features are procedures and materials that should be made available on state assessments to students who regularly use them during classroom instruction. A student cannot be required to use accessibility features during testing, and there is no need to document their use in the Test Information Distribution Engine (TIDE) for test administrations. Accessibility features are available for use on the following assessments:

- STAAR, including STAAR Spanish
- TELPAS

Accessibility features with the type of support, description, and examples of what practices are allowed and not allowed are listed in the table below. The examples provided are not meant to represent an exhaustive list.

Type of Support	Accessibility Feature	Description	Allowed Examples	Not Allowed Examples
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² <https://apps.appf.re/YyPGya>

<p>Assistive Tools: Learning and Cognition Supports</p>	<p>Reading the Test Aloud</p>	<p>All students who use this accessibility feature are allowed to read the test aloud to themselves to facilitate comprehension.</p> <p>Only students taking STAAR grade 3 mathematics may receive reading assistance.</p>	<ul style="list-style-type: none"> • A student uses a whisper phone to read the test aloud to himself during an administration. • A student records herself reading the test material aloud. The recording is deleted after a test administration. • For grade 3 students participating in STAAR mathematics online, a student may have a word, phrase, or sentence in a test question or answer choice read aloud via text-to-speech (TTS). Students in need of this support should be identified prior to the administration so they can become familiar with this tool. TTS should be enabled in TIDE prior to the administration of the test but may be enabled at student request during testing. • For grade 3 students participating in a paper administration of STAAR mathematics, a test administrator trained in oral administration 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. 	<ul style="list-style-type: none"> • A student in a testing room with other students reads the test loud enough to distract other testers in the room. • A test administrator provides reading assistance to a grade 3 student testing online by viewing the math test content on the screen. • A test administrator who is not trained in oral administration provides reading assistance to a grade 3 student testing math on paper.
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	<p>Blank Scratch Paper</p>	<p>Any blank medium that can be erased or destroyed may be used as blank scratch paper. If the medium has been manipulated to encourage the use of a specific strategy, then it does not fit the category of scratch paper and would instead be considered a blank graphic organizer (see page 85).</p>	<ul style="list-style-type: none"> • A student uses a blank dry erase board during a test administration to draw, write, and perform calculations. • A student uses patty paper, blank note cards (lined or unlined), or sticky notes during a mathematics test administration. • A student uses standard lined paper during an RLA test administration or standard graph paper during a mathematics test administration. • A student uses blank scratch paper during a TELPAS administration. • A student uses a packet of 10 stapled blank pages during a test administration. 	<ul style="list-style-type: none"> • A student uses paper with prenumbered boxes. • A student uses paper that is sectioned off into boxes or other shapes, such as a blank graphic organizer. • A student uses paper that has symbols, color indicators, or words on it.
	<p>Embedded Sticky Notes Tool</p>	<p>The embedded sticky notes tool allows a student to add notes about a test question in the online test. A sticky note is accessed from the question where it was created.</p>	<p>A student leaves a test question unanswered and uses the sticky notes tool to make notes about the question for later use.</p>	<p>A student uses the sticky notes tool for notes that he wants to access on later test questions.</p>
	<p>Embedded Notepad Tool</p>	<p>The notepad tool allows a student to write notes that can be accessed from any page in the online test.</p>	<p>A student uses the notepad tool to write down things she wants to remember throughout the test.</p>	<p>A student uses the notepad tool to write her constructed response but does not transfer the response to the actual item.</p>

<p>Assistive Technology: Hearing Supports</p>	<p>Amplification Devices</p>	<p>Devices that amplify sounds to louder levels</p>	<ul style="list-style-type: none"> • A student with autism who does not do well with headphones uses external speakers for text-to-speech (TTS) during a test administration. • A student with hearing aids that do not work with headphones uses external speakers for TTS during a test administration. • A student uses Bluetooth hearing aids that pair with the computer to amplify the TTS during a test administration. • A frequency modulated (FM) system is used to amplify TTS during a test administration. 	<p>A student who uses external speakers to amplify TTS is in a testing room with other students.</p>
<p>Assistive Technology: Visual Supports</p>	<p>Color Settings</p>	<p>Color settings for online tests and colored overlays for paper tests are used by some students to improve the processing of visual information.</p>	<ul style="list-style-type: none"> • A student uses the color settings dropdown menu in the online test to change the color of the screen and text. • A student uses a colored overlay during a paper test administration. 	<p>A student uses a colored overlay that has boxes, text, or symbols on it.</p>

Line Reader	The line reader tool for online tests and blank place markers for paper tests focus attention on one line at a time and assist with tracking while reading.	<ul style="list-style-type: none"> • A student uses the line reader tool to highlight a line of text she is reading during an online test administration. • A student uses a blank place marker to track what she is reading during a paper test administration. 	A student uses a ruler or other straight edge with markings or symbols to track paragraph lines on a paper test.
Zoom Feature	The zoom feature for online tests and magnifying devices for paper tests enlarge the test content.	<ul style="list-style-type: none"> • A student uses the zoom in or zoom out buttons in the online test to enlarge or reduce the size of the screen. • A student uses a magnifier during a paper test administration. 	A student is given a magnifier that he has never before used in class.
Highlighters and Colored Pencils	Highlighters, colored pencils, or any other tool that can help focus attention on text may be used.	<ul style="list-style-type: none"> • A student uses the highlighter tool during an online test administration. • A student uses a highlighter or colored pencil during a paper test administration. 	A student who does not normally use highlighters in class is told to use them for specific testing strategies.
Large Mouse Pointer	The large mouse pointer feature allows a student to choose from 11 different size and color options for the online test.	A student chooses an extra-large green mouse pointer on the Choose Settings screen before starting an online test.	A student who does not need visual supports is required to use a large mouse pointer.

	<p>Projection Devices</p>	<p>Projection devices enlarge the test content.</p>	<ul style="list-style-type: none"> • A computer is connected to a larger monitor or television with an HDMI cable so a student can see the test. • A closed-circuit television (CCTV) is used during a paper administration. • A student receiving an individual administration has his or her test projected onto a wall or screen to enlarge the test. 	<p>A student’s test is enlarged using a projection device in a testing room with other students.</p>
<p>Assistive Technology: Focus and Attention Supports</p>	<p>Tools to Minimize Distractions or Maintain Focus</p>	<p>Tools that minimize distractions or help a student maintain focus are allowed during a test administration as long as test security is maintained.</p>	<ul style="list-style-type: none"> • A student uses a stress ball or fidget device during a test administration. • A student uses noise-reducing headphones during a test administration. • A student places his phone or other device on his desk to listen to instrumental music, ambient sounds, or white noise using headphones or Bluetooth earbuds. Because the phone is on the student's desk, the test administrator is able to monitor phone use. Note: It is recommended that the audio be downloaded to the device prior to testing so the device may be locked in a mode that does not 	<ul style="list-style-type: none"> • A student uses her phone to listen to music, but the school does not verify that she is listening to only instrumental music. • A test administrator plays instrumental music to the entire testing room. • A student uses her phone to listen to instrumental music but also uses the phone to text, take pictures, or search the internet.

			risk compromising test security ³ .	
Assistive Technology: Applications	Permissive Mode	Permissive Mode allows a student to use non-embedded assistive technology to complete tests in the Secure Browser application.	A student who meets the eligibility criteria for spelling assistance chooses to use a predictive text application he uses during classroom assignments during a test administration, instead of the embedded word-prediction tool.	<ul style="list-style-type: none"> • A student with Permissive Mode turned on uses an internet browser to access supports. • A student with permissive mode turned on uses word-prediction software during the TELPAS test.
	Use of an Electronic Device to Monitor a Health Condition	A student's electronic device may be used to monitor a health condition. Test security must be maintained.	During a test administration, a student places her mobile phone on her desk to monitor her glucose levels through an app on the phone. Because the phone is on the student's desk, the test administrator is able to monitor phone use.	A student is allowed to keep his mobile phone in his backpack and take it out periodically to monitor his glucose levels through an app. Because the phone is not continuously accessible, the test administrator is not able to monitor phone use.
Language Supports	Signing Test Directions	Test directions for an online or paper administration can be signed to a student who is deaf or hard of hearing.	Upon request, a trained test administrator signs the test directions to a student who is deaf.	A teacher who is not trained in administration procedures signs the test directions to a student who is deaf.

³ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212784/Test+Security>

<p>Translating Test Directions</p>	<p>Test directions can be translated into the native language of an emergent bilingual (EB) student.</p>	<ul style="list-style-type: none"> • A test administrator orally translates the test directions into Spanish for an EB student during the test administration. • A campus testing coordinator uses a translation program or app to access a written translation of the directions into another language before a test administration so that the translation can be verified as accurate. • A school district allows personnel or a member of the student’s family to translate the test directions into the targeted language before a test administration and distributes the translations to the campuses where needed. 	<ul style="list-style-type: none"> • The test directions are translated for a student who is proficient in English. • A teacher who is not trained in administration procedures orally translates the directions into Spanish for an EB student during the test administration.
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	<p>Bilingual Dictionary</p>	<p>The use of a bilingual dictionary is allowed for STAAR mathematics, science, and social studies assessments. Bilingual dictionaries used in these cases should include only word-to-word translations.</p> <p>Note: For information regarding the use of bilingual dictionaries on the STAAR reading language arts (RLA) assessments, please refer to the STAAR Dictionary Policy⁴.</p>	<p>A student uses a hard copy word-to-word bilingual dictionary during a mathematics, science, or social studies assessment.</p>	<ul style="list-style-type: none"> • A student uses a bilingual dictionary that contains pictures during a mathematics, science, or social studies assessment. • A student uses a bilingual dictionary with definitions and examples during a mathematics, science, or social studies assessment. • A student uses a bilingual dictionary app on a tablet during a mathematics, science, or social studies assessment. • A student uses a bilingual dictionary during any part of the TELPAS assessment.
<p>Setting Supports</p>	<p>Individual Test Administration</p>	<p>A student receives an individual test administration with a test administrator.</p>	<ul style="list-style-type: none"> • An individual student is provided a one-on-one administration with a trained test administrator to minimize distractions for that student. • An individual student who uses a projection device is paired with one test administrator in a separate setting to minimize distractions to other students. 	<p>An individual student sits at a desk in the front of a full testing room so that a test administrator can help the student as needed.</p>

⁴ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793211414/STAAR+Dictionary+Policy>

	Small Group Administration	Students are tested in small groups that mirror classroom testing situations based on individual student needs.	Students who regularly receive small group administrations in the classroom are given the STAAR or TELPAS test together in a separate session away from the other students in the class. The total number of students in this group is less than the number of students in their regular classroom setting for that subject.	<ul style="list-style-type: none"> • Students who are regularly tested in a small group of 7 students during classroom testing are put in a group of 20 students for the STAAR administration. • Students are tested in a group that is larger than their regular class size for that subject.
Timing Supports	Reminding Students to Stay on Task	The test administrator may remind students to stay on task during a test administration.	A test administrator reminds a student who is staring off into the distance to get back to work on the test.	<ul style="list-style-type: none"> • A test administrator helps a student with a test question that the student is stuck on so that he can help the student move on. • A student uses a timer or other tool reserved for the Individualized Structured Reminders designated support without being eligible for that support. • A test administrator prohibits or discourages a student from submitting his or her test until a specific amount of time has passed.

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 accessibility features may need to complete the assessment 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 test administrator to view secure test content, the test administrator must complete a specific part of a test security oath.

For more information about accessibility for STAAR, refer to the [STAAR Accessibility Educator Guide](#)⁵.

⁵ <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/test-administration-resources>

3 Locally-Approved Designated Supports



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3.1 On this Page

- [Basic Transcribing](#) (see page 21)
- [Braille and Refreshable Braille](#) (see page 24)
- [Calculation Aids](#) (see page 27)
- [Content and Language Supports](#) (see page 29)
- [Individualized Structured Reminders](#) (see page 31)
- [Large Print](#) (see page 34)
- [Manipulating Test Materials](#) (see page 36)
- [Mathematics Manipulatives](#) (see page 38)
- [Oral and Signed Administration](#) (see page 40)
- [Spelling Assistance](#) (see page 82)
- [Supplemental Aids](#) (see page 85)

Locally-approved designated supports do not require TEA approval for students who meet eligibility criteria. Each policy document includes a description of the designated support, the assessment the support applies to, eligibility criteria, and other information. Locally-approved designated supports include the following:

- Basic Transcribing
- Braille and Refreshable Braille
- Calculation Aids
- Content and Language Supports
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral and Signed Administration
- Spelling Assistance
- Supplemental Aids

For more information about designated supports for STAAR, refer to the [STAAR Accessibility Educator Guide](#)⁷.

⁶ <https://apps.appf.re/YyPGya>

⁷ <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/test-administration-resources>

3.2 Basic Transcribing

TEA approval is NOT required.



HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)⁸.

3.2.1 Assessments

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

- STAAR, including STAAR Spanish
- TELPAS

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.

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.

⁸ <https://apps.appf.re/YyPGya>

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.

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 \(see page 100\)](#) policy. For information about the test administrator recording a student's dictated mathematics scratch work, refer to the [Mathematics Scribe \(see page 93\)](#) 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).

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](#)⁹ 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](#)¹⁰ 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,

⁹ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2881814545/Entering+Student+Responses+into+DEI+Directions>

¹⁰ <https://txpt.cambiumtds.com/student>

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 \(see page 36\)](#) 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](#)¹¹.
- 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 \(see page 82\)](#) 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](#)¹² 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 \(see page 114\)](#) policy.

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

3.3 Braille and Refreshable Braille

TEA approval is NOT required.



HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)¹³.

¹¹ <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/test-administration-resources>

¹² <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793213055/Technology+Guidelines+for+the+Texas+Assessment+Program>

¹³ <https://apps.appf.re/YyPGya>

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)

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).

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.

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., Rtl 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.

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.

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 \(see page 21\)](#) and/or [Complex Transcribing \(see page 100\)](#) policies.
- General information about administering braille tests is available in the applicable [STAAR Test Administration Information](#)¹⁴ or [TELPAS Paper and Holistic Test Administration Information](#)¹⁵.
- 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.

¹⁴ <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/test-administration-resources>

¹⁵ <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/test-administration-resources>

3.4 Calculation Aids

TEA approval is NOT required.



HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)¹⁶.

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

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.

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

¹⁶ <https://apps.appf.re/YyPGya>

- 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.

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.

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.

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](#)¹⁷.
- 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](#)¹⁸ cannot be used during a state assessment.

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

3.5 Content and Language Supports

TEA approval is NOT required.



HTML Macro for Confluence Cloud does not support the email rendering mode.

¹⁷ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793211397/STAAR+Calculator+Policy>

¹⁸ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793213055/Technology+Guidelines+for+the+Texas+Assessment+Program>

If you're experiencing issues please see our [Troubleshooting Guide](#)¹⁹.

3.5.1 Assessments

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

- STAAR, including STAAR Spanish

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.

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.

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.

¹⁹ <https://apps.appf.re/YyPGya>

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.

3.5.6 Special Instructions and Considerations

- Refer to the *STAAR Accessibility Educator Guide*²⁰ 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*²¹ 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.

3.6 Individualized Structured Reminders

TEA approval is NOT required.



²⁰ <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/test-administration-resources>

²¹ <https://txpt.cambiumtds.com/student>



HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)²².

3.6.1 Assessments

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

- STAAR, including STAAR Spanish
- TELPAS

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.

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.

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.

²² <https://apps.appf.re/YyPGya>

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.

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.

3.7 Large Print

TEA approval is NOT required.



HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)²³.

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)

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.

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.

²³ <https://apps.appf.re/YyPGya>

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.

3.7.5 Examples and Types

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

3.7.6 Special Instructions and Considerations

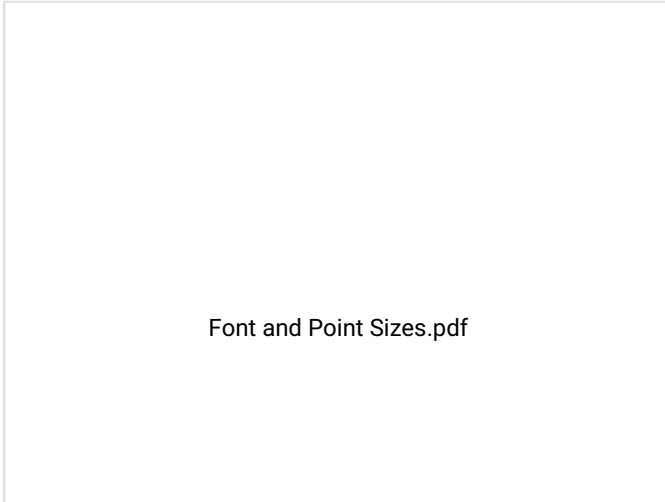
- The ordering process of large-print materials will be closely monitored to ensure that districts are ordering only for students who meet the eligibility criteria. In most cases, large-print test materials should be indicated only for a student with an impairment in vision.
- Student responses on large-print 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](#)²⁴ or [TELPAS Paper and Holistic Test Administration Information](#)²⁵.
- 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.

²⁴ <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/test-administration-resources>

²⁵ <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/test-administration-resources>

- 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 114) policy.

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




(see page 34)

3.8 Manipulating Test Materials

TEA approval is NOT required.



 HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)²⁶.

3.8.1 Assessments

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

- STAAR, including STAAR Spanish
- TELPAS

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.

²⁶ <https://apps.appf.re/YyPGya>

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.

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., Rtl 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.

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.

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](#)²⁷. 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 21) or [Complex Transcribing](#) (see page 100) 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.

3.9 Mathematics Manipulatives

TEA approval is NOT required.



HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)²⁸.

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

²⁷ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212967/Security+Forms>

²⁸ <https://apps.appf.re/YyPGya>

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.

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.

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., Rtl 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.

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.

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.

3.10 Oral and Signed Administration

TEA approval is **NOT** required.



3.10.1 In this Section

- [Guidelines for Reading Aloud Various Types of Test Questions](#) (see page 44)
- [Read Aloud Examples](#) (see page 68)
- [General Instructions for Administering State Assessments to Students Who Are Deaf or Hard of Hearing](#) (see page 78)



HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)²⁹.

²⁹ <https://apps.appf.re/YyPGya>

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.

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.

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.

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.

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](#)³⁰. 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.

³⁰ <https://txpt.cambiumtds.com/student>

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 78).

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.

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](#).³¹ 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

³¹ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212967/Security+Forms>

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 114) policy.

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

3.10.8 Guidelines for Reading Aloud Various Types of Test Questions

The guidelines below are for test administrators who are providing an oral administration of a STAAR paper test. The guidelines reflect content tested on STAAR from various grade levels and subject areas; however, not every type of test question is addressed. Test administrators may generalize from these guidelines when reading aloud other types of test questions.

Additional guidelines for signing test content to a student who is deaf or hard of hearing are provided in the [General Instructions for Administering State Assessments to Students Who Are Deaf or Hard of Hearing](#) (see page 78) section of these *Coordinator Resources*.

3.10.8.1 On this Page

3.10.8.2 Guidelines for Mathematics Questions

3.10.8.2.1 Abbreviations

- Most abbreviations should be read aloud as the word or words they represent, in either singular or plural form, as appropriate.
 - Fri.* should be read aloud as **Friday**.
 - 0.5 cm* should be read aloud as **zero point five centimeters**.
- Initialisms and acronyms should be read aloud according to customary usage. Supplying the words represented by the letters is **NOT** allowed.
 - SAS postulate* should be read aloud as **S-A-S postulate**.
 - 2:00 p.m.* should be read aloud as **two P-M**.
 - NASA* should be read aloud as **nasa**.

3.10.8.2.2 Algebraic Expressions/Equations

- The variables in algebraic expressions and equations in test questions, answer choices, or reference materials should be read aloud as the letters, but not the words, they represent. In addition, mathematical operations should be read aloud if the symbol is present.

$V = \pi r^2 h$ should be read aloud as **V equals pi r squared h.**

$c \cdot d = k$ should be read aloud as **c times d equals k.**

3.10.8.2.3 Other Equations

- Most equations should be read aloud in the same way as they are read aloud in the classroom.

$3 + 17 = 20$ should be read aloud as **three plus seventeen equals twenty.**

$m \angle ABC = m \angle CBD$ should be read aloud as **the measure of angle A-B-C equals the measure of angle C-B-D.**

- Exceptions to this guideline exist when reading the equation could aid the student in finding the correct answer (e.g., in an arithmetic sequence).

$x = 1, 2, 3, \dots$ should be read aloud as **x equals the values shown.**

3.10.8.2.4 Geometric Symbols

- Geometric symbols should be read aloud in the same way as they are read aloud in the classroom.

$m \angle LMN$ should be read aloud as **the measure of angle L-M-N.**

\widehat{ABC} should be read aloud as **arc A-B-C.**

$\triangle D'E'F'$ should be read aloud as **triangle D-prime-E-prime-F-prime.**

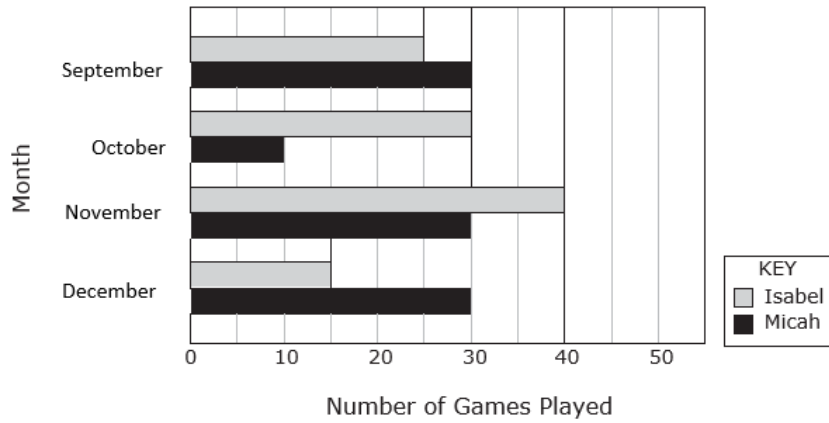
πr^2 should be read aloud as **pi r squared.**

\overline{AB} should be read aloud as **line segment A-B.**

3.10.8.2.5 Graphics

- Most words and numbers in graphics should be read aloud. However, interpreting the graphic is **NOT** allowed.

3.10.8.2.5.1 Bar Graphs

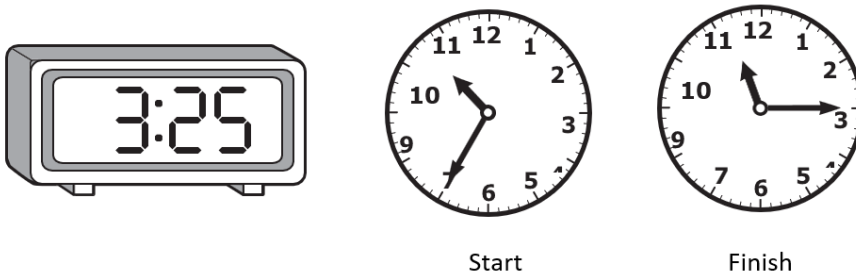


Titles and labels **MAY** be read aloud.

Numbers on axes **MAY NOT** be read aloud.

Words in the key **MAY** be read aloud.

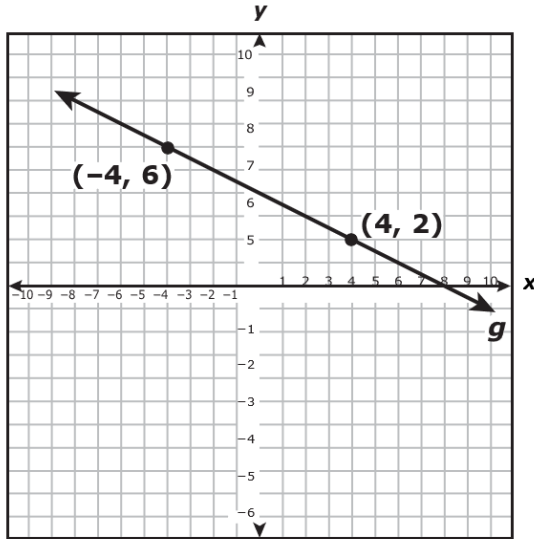
3.10.8.2.5.2 Clock Faces



Clock faces (digital or analog) **MAY NOT** be read aloud.

Labels **MAY** be read aloud.

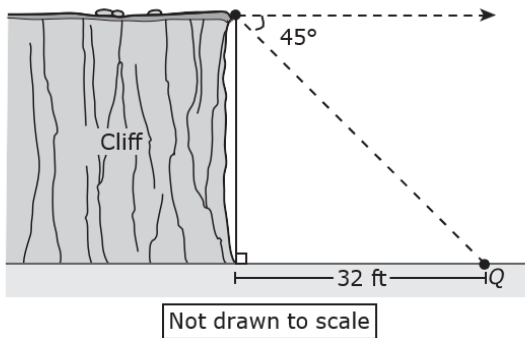
3.10.8.2.5.3 Coordinate Grids/Graphs



Point, line, and axis labels **MAY** be read aloud.

Numbers on axis lines **MAY NOT** be read aloud.

3.10.8.2.5.4 Diagrams



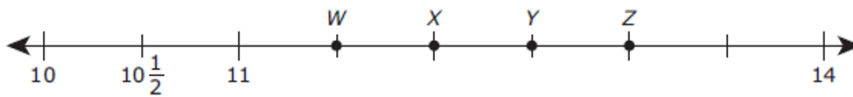
Labels, numbers, and boxed text **MAY** be read aloud.

3.10.8.2.5.5 Money



← Words and numbers on images of money **MAY NOT** be read aloud.

3.10.8.2.5.6 Number Lines



← Letters and numbers **MAY** be read aloud.

3.10.8.2.5.7 Pictographs

Matters Being Tested

Liquid	
Solid	
Gas	

← Titles and categories **MAY** be read aloud.

← Symbols **MAY** be read aloud as **symbol**. They **MAY NOT** be described or interpreted.

Each represents 5 samples.

3.10.8.2.6 Number Lists

- Most number lists within a line of text or within answer choices may be read aloud. Exceptions to this guideline exist when reading the number list could aid the student in finding the correct answer (e.g., ordering numbers). In these cases, the number list should be read aloud as individual digits.

3.10.8.2.7 Numerical Expressions

- Most numerical expressions should be read aloud the same way as they are read aloud in the classroom—as words or phrases rather than as individual digits.

483 should be read aloud as **four hundred eighty-three**.

-16 should be read aloud as **negative sixteen**.

$30 - 16$ should be read aloud as **thirty minus sixteen**.

$\sqrt{2}$ should be read aloud as **the square root of two**.

- Exceptions to this guideline exist when reading the numerical expression could aid the student in finding the correct answer (e.g., identifying place value). In these cases, the numerical expressions should be read aloud as individual digits.

What is another way to write 268? should be read aloud as **What is another way to write two-six-eight?**

3.10.8.2.7.1 Dashes

- When a dash appears between two numbers, it should be read aloud as best fits the context (e.g. **to** or **through**).

3.10.8.2.7.2 Dates

- Numbers appearing in dates should be read aloud as phrases rather than individual digits.

June 16, 1978, should be read aloud as **June sixteenth nineteen seventy-eight**.

3.10.8.2.7.3 Decimals

- Decimals in numbers should be read aloud as **point**.

3.5 m should be read aloud as **three point five meters**.

0.178 should be read aloud as **zero point one seven eight**.

3.10.8.2.7.4 Exponents

- Exponents to the second or third power should be read aloud as **squared** or **cubed**. If the power is greater than 3, the exponent should be read aloud as **to the n th power**.

3 m^2 should be read aloud as **three meters squared**.

y^5 should be read aloud as **y to the fifth power**.

3.10.8.2.7.5 Fractions

- In general, fractions should be read aloud as **[expression] over [expression]**.

$\frac{3}{7}$ should be read aloud as **three over seven**.

$\frac{3x - 5}{7}$ should be read aloud as **three x minus five over seven**.

$3\frac{1}{4}$ should be read aloud as **three and one over four**.

3.10.8.2.7.6 Functional Notation

- When a function symbol such as $f()$ appears, it should be read aloud as **f of...**
 $f(x)$ should be read aloud as **f of x**.
 $g(-2)$ should be read aloud as **g of negative two**.

3.10.8.2.7.7 Money

- Most monetary expressions should be read aloud in terms of the appropriate denominations.
 $\$0.57$ should be read aloud as **fifty-seven cents**.
 $\$2.50$ should be read aloud as **two dollars and fifty cents**.
- Exceptions to this guideline exist when reading the monetary expression could aid the student in finding the correct answer (e.g., identifying the value of money). In these cases, the monetary expressions should be read aloud as individual digits.
 $\$14.50$ should be read as **one four point five zero dollars**.

3.10.8.2.7.8 Ordered Pairs

- In an ordered pair, the coordinates should be read aloud as individual numbers without the parentheses or comma.
 $(-2, 1)$ should be read aloud as **negative two [pause] one**.

3.10.8.2.7.9 Parentheses and Brackets

- Parentheses and brackets in numerical expressions may **NOT** be read aloud; however, it is appropriate to pause for these symbols.
 $8 - (3 \times 2)$ should be read aloud as **eight minus [pause] three times two**.

3.10.8.2.7.10 Ratios

- A ratio symbol (:) should be read aloud as **to**.
 $1:2$ should be read aloud as **one to two**.
 $3:5:9$ should be read aloud as **three to five to nine**.

3.10.8.2.7.11 Set Notation and Interval Notation

- Set notation may **NOT** be read aloud; however, individual numbers and variables within the notation may be read aloud.

$\{y \mid -4 < y < 4\}$ may be read as **y [pause] negative four symbol y symbol four**.

- Interval notation may **NOT** be read aloud; however, individual numbers within the notation may be read aloud.

$(-6, 2)$ and $(-2, 10)$ may be read as **negative six, two, and negative two, ten**.

3.10.8.2.7.12 Subscripts

- Subscripts used with variables should be read aloud as numbers.

$x_1 + x_2$ should be read aloud as **x one plus x two**.

3.10.8.2.7.13 Symbols

- Mathematical symbols should be read aloud as the word or words they commonly represent, except in cases where that may aid the student in finding the correct answer. The following table shows how some common symbols should be read aloud.

Symbol	Read aloud as...
+	plus
-	minus
×	times
÷	divided by
=	equals
$\sqrt{\quad}$	the square root of
~	is similar to
≈	is approximately equal to

\cong	is congruent to
$^{\circ}$	degrees
$\%$	percent, percentage, or percentile (depending on context)
∞	infinity
$ $	the absolute value of
$<$	symbol
$>$	symbol
\leq	symbol
\geq	symbol

3.10.8.3 Guidelines for Reading Language Arts Questions

It is important to note that **reading** passages **MAY NOT** be read aloud. In addition, no part of any **editing** passage, test question, or answer choice in the writing section may be read aloud to a student.

The guidelines in this section should be followed when reading aloud reading test questions, including constructed-response questions and answer choices, and when reading aloud revising passages, test questions, and answer choices.

3.10.8.3.1 Abbreviations

- Most abbreviations should be read aloud as the word or words they represent, in either singular or plural form, as appropriate.
 - Mr.* should be read aloud as **mister**.
 - e.g.* should be read aloud as **for example**.
 - Adv* should be read aloud as **adverb**.
- Initialisms and acronyms should be read aloud according to customary usage. Supplying the words represented by the letters is **NOT** allowed.
 - U.S.* should be read aloud as **U-S**.
 - 2:30 p.m.* should be read aloud as **two thirty P-M**.
 - NASA* should be read aloud as **nasa**.

3.10.8.3.2 Numbers

- Most numbers should be read aloud in the same way as they are read aloud in the classroom.
35°F should be read aloud as **thirty-five degrees Fahrenheit**.
\$2.50 should be read aloud as **two dollars and fifty cents**.
- Numbers appearing in dates should be read aloud as phrases rather than individual digits.
June 16, 1978, should be read aloud as **June sixteenth nineteen seventy-eight**.
- The numbers in dictionary entries are read as **one, two**, etc., with no special emphasis.

3.10.8.3.3 Direction Lines and Prereading Text

- Although reading passages and editing passages may **NOT** be read aloud, all direction lines that accompany reading and editing passages should be read aloud. Revising introductory paragraphs may also be read aloud. Students who receive oral administration support and content and language support will have a preread paragraph before a reading passage or editing passage. This text should be read aloud to the student.
- Direction lines in all sections may be read aloud.
Read the passage and choose the best answer to each question. Then mark the answer in your booklet.
- The introductory sentences for revising passages may be read aloud.
Layla wrote this story about a boy who had to babysit his younger cousin. Read Layla’s paper and look for revisions she needs to make. Then answer the questions that follow.[\[SM1\]](#) (see page 44)
- The introductory sentences for editing passages may **NOT** be read aloud.
Ming-Ha has written this essay about a memorable experience she had with her grandmother. Read Ming-Ha’s essay and look for any corrections that she needs to make. When you finish reading, answer the questions that follow.
- The introductory sentences for reading passages may **NOT** be read aloud.
In the following excerpt, the narrator, Opal, visits a pet store to buy something for her dog, Winn-Dixie.
- Reading constructed response questions may be read aloud; however, the passage associated with the question may not.
Read the article “Back in Time: The National Road.” Based on the information in the article, write a response to the following:
Explain why travelers enjoy using the National Road today.
Write a well-organized essay that uses specific evidence from the article to support your answer.
Remember to –
 - clearly state your thesis
 - organize your writing

develop your ideas in detail

use evidence from the selection in your response

use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can –

review the selection

plan your response

write your response

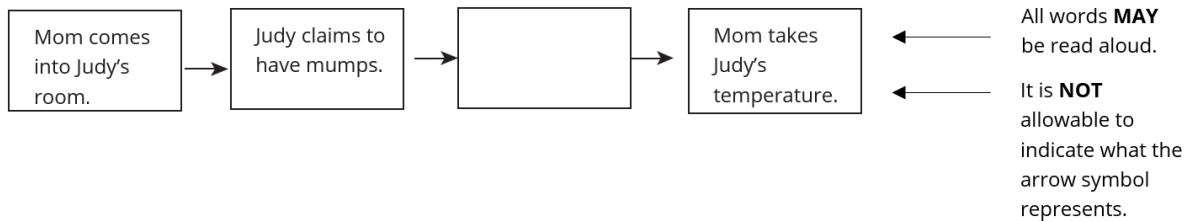
revise and edit your response

Write your response in the box provided.

3.10.8.3.4 Graphics

- Most words and numbers in graphics may be read aloud; however, interpreting the graphic is **NOT** allowed.

3.10.8.3.4.1 Diagrams



3.10.8.3.4.2 Story Maps

Story Map	
Title:	<u>THE NEW ZOO</u>
Who:	<u>George</u>
	<u>Liza</u>
	<u>The children's mother.</u>
Where:	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>

← Headings and other words **MAY** be read aloud.

3.10.8.3.5 Verbatim Text

- Questions and answer choices that include text taken verbatim from a reading passage (e.g., quotations, captions, stage directions) should be read aloud in their entirety. Italicized text should be given no special emphasis; however, words in boldface should be read aloud with emphasis.
- For writing, text should be read aloud in its entirety for revising passages. This includes introductory paragraphs, test questions, and answer choices. While reading the passage, voice inflection must be kept neutral. Italicized text should be given no special emphasis; however, words in boldface should be read aloud with emphasis. Numbers before sentences in the revising passage are not read aloud.

Reading examples:

MIKE: [*Nods eagerly.*] My dad was taking me to Ranger Scouts last night, and the traffic was bad.

[*Carl gives him an annoyed look.*]



All words should be read aloud.

Brody grinned because he knew that the team—which he had actually led—had successfully completed its task.



All words should be read aloud.

Revising example:

Investigating the Sneeze

(1) It has happened to everyone. (2) You begin to feel a strange, itchy sensation in your nose, and before you know it . . . *aaaa-CHOO!* (3) You have sneezed. (4) Sneezing is an interesting process.



Numbers **MAY NOT** be read aloud.

3.10.8.4 Guidelines for Science Questions

3.10.8.4.1 Abbreviations

- Most abbreviations should be read aloud as the word or words they represent, in either singular or plural form, as appropriate.
 - Dec.* should be read aloud as **December**.
 - MHz* should be read aloud as **megahertz**.
 - 5°C* should be read aloud as **five degrees Celsius**.
 - g/cm³* should be read aloud as **grams per centimeters cubed**.
- Initialisms and acronyms should be read aloud according to customary usage. Supplying the words represented by the letters is **NOT** allowed.
 - U.S.* should be read aloud as **U-S**.
 - AIDS* should be read aloud as **aids**.

3.10.8.4.2 Equations and Scientific Expressions

- Most equations, formulas, and scientific expressions should be read aloud in the same way as they are read aloud in the classroom.

3.10.8.4.2.1 Capital and Lowercase Letters

- Capital and lowercase letters in chemical formulas should be read aloud without distinction.
HCl should be read aloud as **H-C-L**.
- Capital and lowercase letters in genotypes should be read aloud with distinction as shown.
Genotype Rr should be read aloud as **genotype big-R little-r**.

3.10.8.4.2.2 Chemical Elements and Compounds

- Symbols for elements and formulas for compounds should be read aloud as letters and numbers without distinctions or breaks. They may **NOT** be read aloud as the names of the elements or compounds.
Ag should be read aloud as **A-G**.
C₆H₁₂O₆ should be read aloud as **C-six-H-twelve-O-six**.

3.10.8.4.2.3 Chemical Equations

- Chemical equations should be read aloud as letters and numbers. Phase indicators such as (*aq*) should be read aloud as letters. The plus symbol should be read aloud as **plus**. The arrow symbol should be read aloud as either **arrow** or **symbol**.
 $\text{Al}_2(\text{SO}_4)_3(\text{aq}) + 3\text{Ca}(\text{OH})_2(\text{aq}) \rightarrow 3\text{CaSO}_4(\text{s}) + 2\text{Al}(\text{OH})_3(\text{s})$ should be read aloud as **A-L-two-S-O-four-three-A-Q-plus-three-C-A-O-H-two-A-Q-symbol-three-C-A-S-O-four-S-plus-two-A-L-O-H-three-S**.

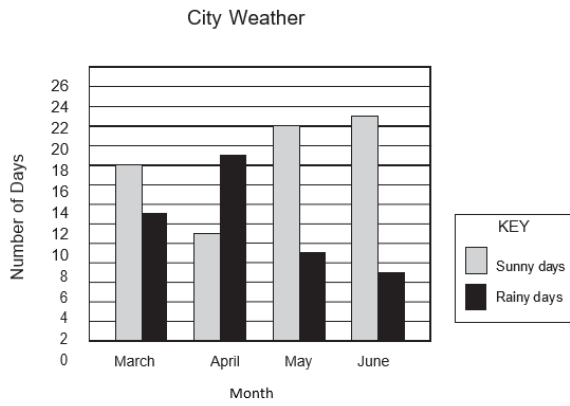
3.10.8.4.2.4 Scientific Names

- Scientific (genus/species) names should be read aloud exactly as written.
Salmonella enterica should be read aloud as **Salmonella enterica**.
S. enterica should be read aloud as **S-enterica**.

3.10.8.4.3 Graphics

- Most words and numbers in graphics should be read aloud; however, interpreting the graphic is **NOT** allowed.

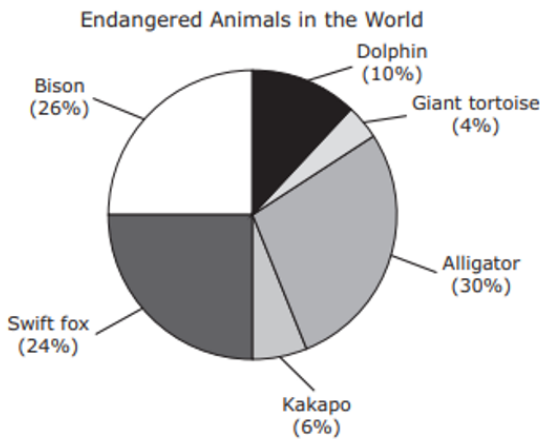
3.10.8.4.3.1 Bar Graphs



← Titles and labels **MAY** be read aloud. Numbers on axes **MAY NOT** be read aloud.

← Words in the key **MAY** be read aloud.

3.10.8.4.3.2 Circle Graphs



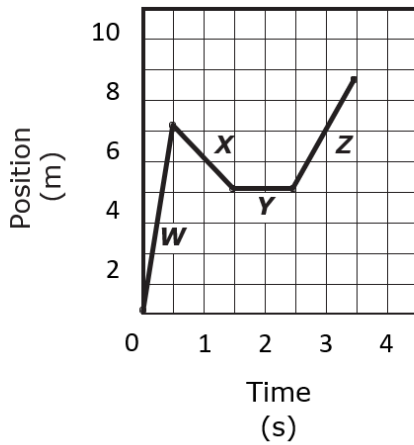
← Titles, labels, and percents **MAY** be read aloud.

3.10.8.4.3.3 Codon Charts

		Second Letter				
		U	C	A	G	
First Letter	U	Phenylalanine	Serine	Tyrosine	Cysteine	U
		Phenylalanine	Serine	Tyrosine	Cysteine	C
		Leucine	Serine	(STOP)	(STOP)	A
		Leucine	Serine	(STOP)	Tryptophan	G
	C	Leucine	Proline	Histidine	Arginine	U
		Leucine	Proline	Histidine	Arginine	C
		Leucine	Proline	Glutamine	Arginine	A
		Leucine	Proline	Glutamine	Arginine	G
	A	Isoleucine	Threonine	Asparagine	Serine	U
		Isoleucine	Threonine	Asparagine	Serine	C
		Isoleucine	Threonine	Lysine	Arginine	A
		Methionine (START)	Threonine	Lysine	Arginine	G
G	Valine	Alanine	Aspartate	Glycine	U	
	Valine	Alanine	Aspartate	Glycine	C	
	Valine	Alanine	Glutamate	Glycine	A	
	Valine	Alanine	Glutamate	Glycine	G	

← Letters and words **MAY** be read aloud.

3.10.8.4.3.4 Coordinate Grids/Graphs

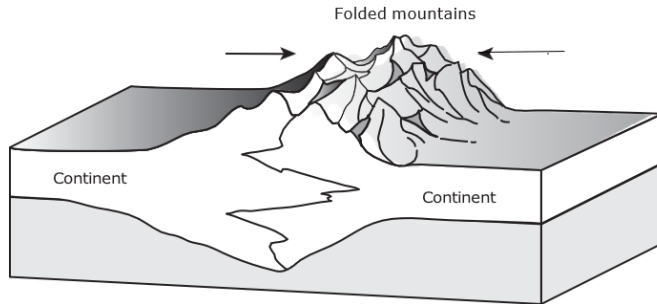


← Letters and words **MAY** be read aloud.

← Numbers on axis lines **MAY NOT** be read aloud.

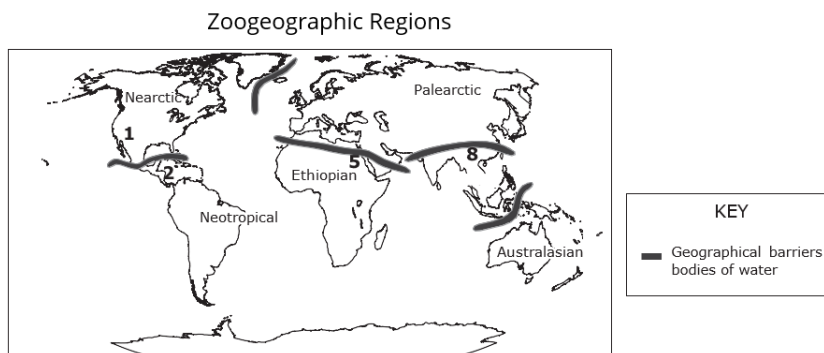
← Letters and words **MAY** be read aloud.

3.10.8.4.3.5 Diagrams



← It is **NOT** allowable to indicate what the arrow symbol represents.

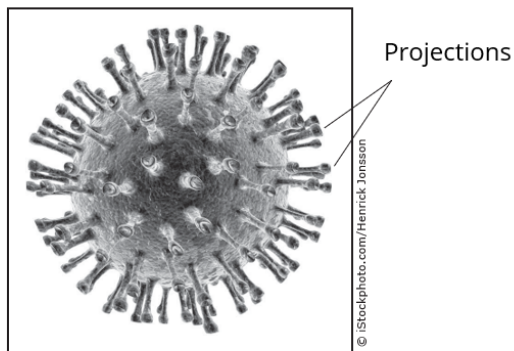
3.10.8.4.3.6 Maps



← Titles, labels, and numbers **MAY** be read aloud.

← Word in key **MAY** be read aloud.

3.10.8.4.3.7 Photographs With Labels



← Labels **MAY** be read aloud.

3.10.8.4.3.8 Tables

Toy Cars

Toy Car	Mass (kg)	Acceleration (m/s ²)
1	0.19	2.0
2	0.15	3.0
3	0.25	1.5
4	0.21	2.5

← Titles, headings, and numbers **MAY** be read aloud.

← Abbreviations should be read aloud as the words they represent.

3.10.8.4.4 Numerical Expressions

- Numerical expressions should be read aloud in the same way as they are read aloud in the classroom –as words or phrases rather than as individual digits.

3.10.8.4.4.1 Dashes

- When a dash appears between two numbers, it should be read aloud as best fits the context (e.g. **to** or **through**).

3.10.8.4.4.2 Dates

- Numbers appearing in dates should be read aloud as phrases rather than individual digits.
June 16, 1978, should be read aloud as **June sixteenth nineteen seventy-eight**.

3.10.8.4.4.3 Decimals

- Decimals in numbers should be read aloud as **point**.
3.5 m should be read aloud as **three point five meters**.

3.10.8.4.4.4 Degrees

- The degree symbol (°) should be read aloud as **degrees**, and numbers with the symbol should be read aloud in the same way as they are read aloud in the classroom.
35°C should be read aloud as **thirty-five degrees Celsius**.

3.10.8.4.4.5 Exponents

- Exponents to the second or third power should be read aloud as **squared** or **cubed**. If the power is greater than 3, the exponent should be read aloud as **to the *n*th power**.

3 m/s^2 should be read aloud as **three meters per second squared**.

4.1×10^5 should be read aloud as **four point one times ten to the fifth power**.

3.10.8.4.4.6 Percents

- The percent symbol (%) should be read aloud as **percent**, and numerals with the symbol should be read aloud in the same way as they are read aloud in the classroom.

48% should be read aloud as **forty-eight percent**.

7.5% should be read aloud as **seven point five percent**.

0.23% should be read aloud as **zero point two three percent**.

3.10.8.4.4.7 Roman Numerals

- Roman numerals should be read aloud as the numbers they represent.

Statements I and II should be read aloud as **statements one and two**.

3.10.8.5 Guidelines for Social Studies Questions

3.10.8.5.1 Abbreviations

- Most abbreviations should be read aloud as the word or words they represent, in either singular or plural form, as appropriate.

Dr. should be read aloud as **doctor**.

c. 1450 should be read aloud as **circa fourteen fifty**.

Marbury v. Madison should be read aloud as **Marbury versus Madison**.

- Initialisms and acronyms should be read aloud according to customary usage. Supplying the words represented by the letters is **NOT** allowed.

U.S. should be read aloud as **U-S**.

NAFTA should be read aloud as **nafta**.

NATO should be read aloud as **nato**.

NAACP should be read aloud as **N-double A-C-P**.

3.10.8.5.2 Dates

- *B.C.* and *A.D.*, or similar designations that appear in a date, should be read aloud as letters.
500 b.c. should be read aloud as **five hundred B-C**.
- Numbers appearing in dates should be read aloud as phrases rather than individual digits.
June 16, 1978, should be read aloud as **June sixteenth nineteen seventy-eight**.
- Dashes appearing between two dates should be read aloud as **to** or **through** depending on the context.
1960–1968 should be read aloud as **nineteen sixty to nineteen sixty-eight** or as **nineteen sixty through nineteen sixty-eight**.

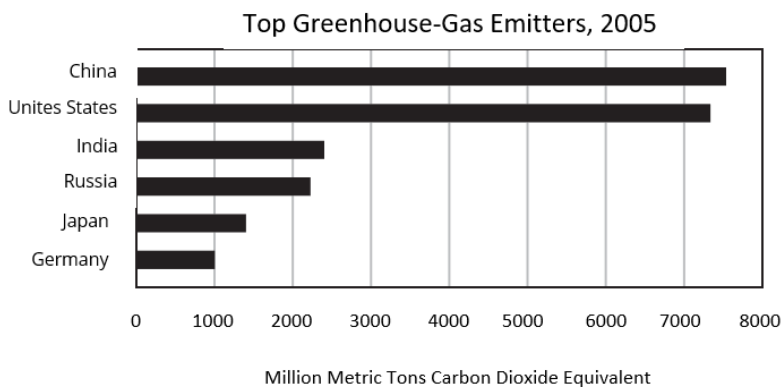
3.10.8.5.3 Decimals

- Decimals in numbers should be read aloud as **point**.
3.5 million people should be read aloud as **three point five million people**.

3.10.8.5.4 Graphics

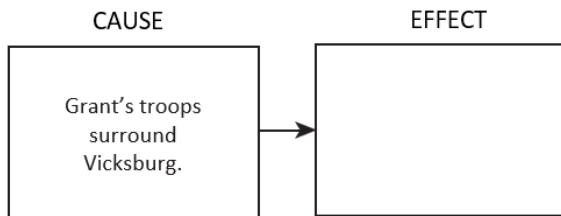
- Most words and numbers in graphics should be read aloud; however, interpreting the graphic is **NOT** allowed.

3.10.8.5.4.1 Bar Graphs



← Titles and labels **MAY** be read aloud. Numbers on the axis **MAY NOT** be read aloud.

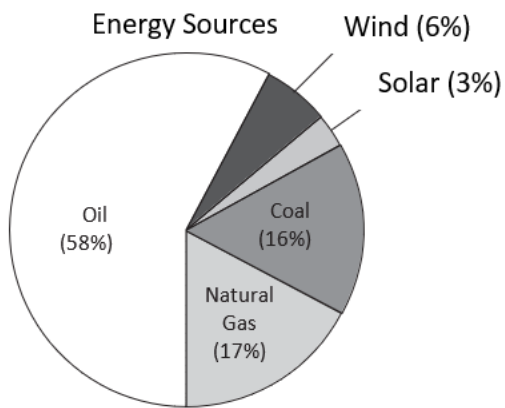
3.10.8.5.4.2 Cause/Effect



← Headings and other words **MAY** be read aloud.

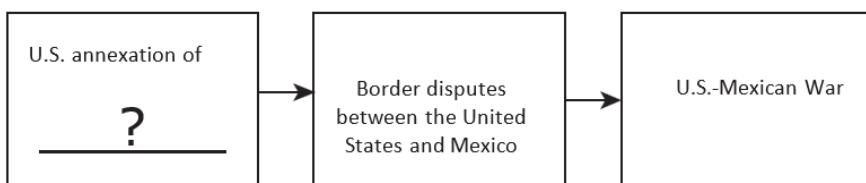
← It is **NOT** allowable to indicate what the arrow symbol represents.

3.10.8.5.4.3 Circle Graphs



← Titles, labels and percents **MAY** be read aloud.

3.10.8.5.4.4 Diagrams

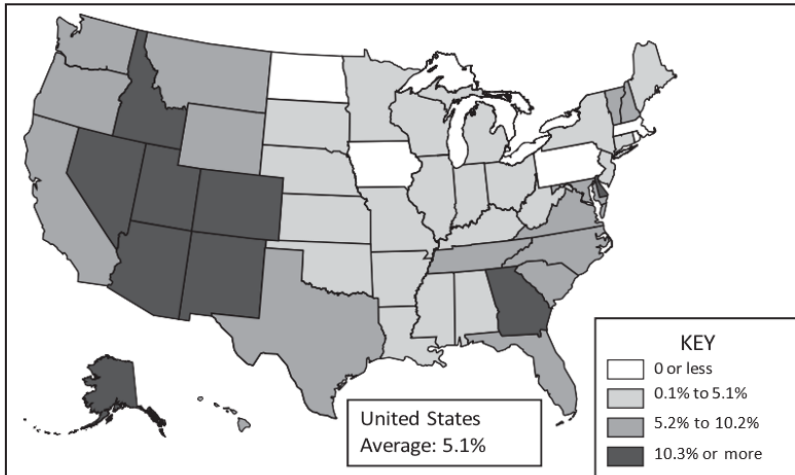


← All words **MAY** be read aloud.

← It is **NOT** allowable to indicate what the arrow symbol represents.

3.10.8.5.4.5 Maps

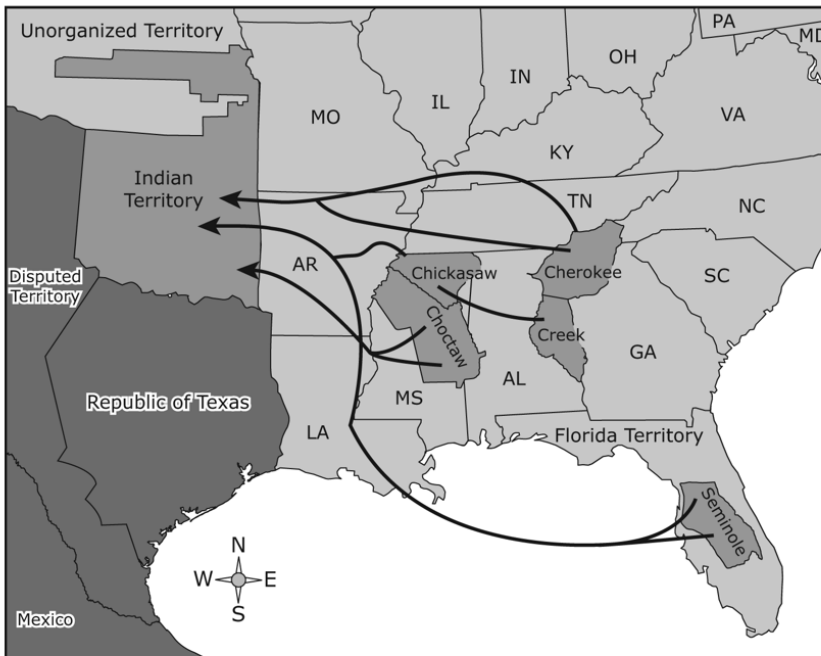
Growth Rate of the Population
Age 65 and Older by State, 2000–2005



← Titles, labels, and numbers **MAY** be read aloud.

← Words in the key **MAY** be read aloud.

Relocation of American Indians in the 1830s



← Titles, labels, and numbers **MAY** be read aloud.

← Letters on the compass rose should be read aloud only as letters.

3.10.8.5.4.6 Photographs, Political Cartoons, and Other Illustrations



← Words **MAY** be read aloud.



← Words and numbers **MAY** be read aloud.

3.10.8.5.4.7 Tables

1860 Census Results for Selected States

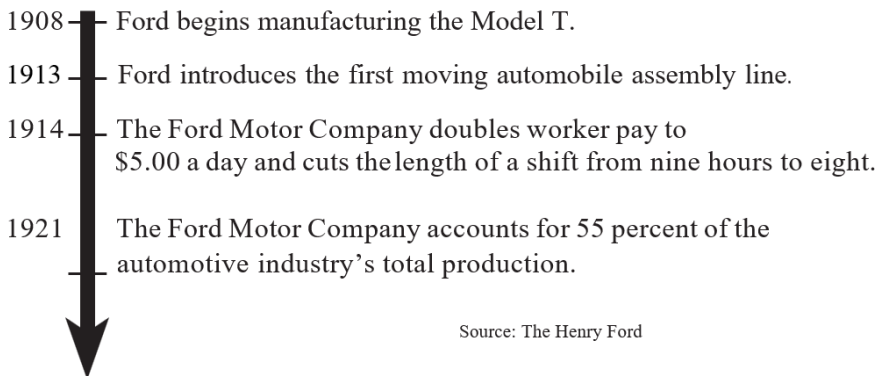
State	Total Population	Total Number of Slaves	Slaves as a Percentage of Population
Alabama	964,201	435,080	45%
Georgia	1,057,286	462,198	44%
Kentucky	1,155,084	225,483	20%
Maryland	687,049	87,189	13%
Mississippi	791,305	436,631	55%
Virginia	1,596,318	490,865	31%

Source: U.S. Census Bureau

Titles, headings, and numbers **MAY** be read aloud.

3.10.8.5.4.8 Timelines

Selected Events in the History of Ford Motor Company



Source: The Henry Ford

Titles, headings, and numbers **MAY** be read aloud.

It is **NOT** allowable to indicate what the arrow symbol represents.

3.10.8.5.5 Percents

- The percent symbol (%) should be read aloud as **percent**, and numerals with the symbol should be read aloud the same way as they are read aloud in the classroom.

48% should be read aloud as **forty-eight percent**.

7.5% should be read aloud as **seven point five percent**.

0.23% should be read aloud as **zero point two three percent**.

3.10.8.5.6 Roman Numerals

- Roman numerals should be read aloud as the numbers they represent.

World War II should be read aloud as **World War Two**.

3.10.8.5.7 Text Boxes

- Items that feature a text box (e.g., a quotation, an excerpt) are read aloud in their entirety. The attribution line is read aloud, but the website and date accessed **MAY NOT** be read aloud.

Black Codes was a name given to laws passed by southern governments established during the presidency of Andrew Johnson. These laws imposed severe restrictions on freed men, such as prohibiting their right to vote, forbidding them to sit on juries, and limiting their right to testify against white men. They were also forbidden from carrying weapons in public places and working in certain occupations.

—National Archives and Records Administration,
<http://www.archives.gov> (accessed July 14, 2010)

← All words and numbers **MAY** be read aloud.

← Website and data accessed **MAY NOT** be read aloud.

3.10.9 Read Aloud Examples

The examples below are for test administrators who are providing an oral administration of a STAAR paper test. The examples reflect content tested on STAAR from various grade levels and subject areas. Test administrators may generalize from these examples when reading aloud other types of test questions.

3.10.9.1 Examples of Multiple-Choice Questions

This section provides examples for test administrators on how to read aloud multiple-choice questions to students during an oral administration of a STAAR paper test.

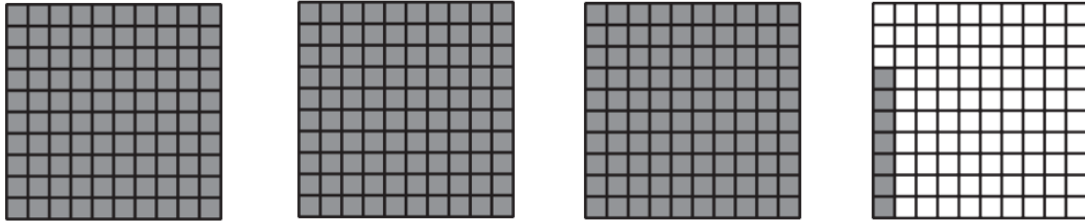
3.10.9.1.1 On this Page

3.10.9.1.2 Mathematics

- The test administrator may read any text in the test question and answer choices aloud.

In the example below, the test administrator would say **The model below is shaded to represent three and seven over hundred. Which decimal does the model represent? A, three point zero zero seven. B, three point seven. C, three point zero seven. D, zero point three seven.**

The model below is shaded to represent $3\frac{7}{100}$.



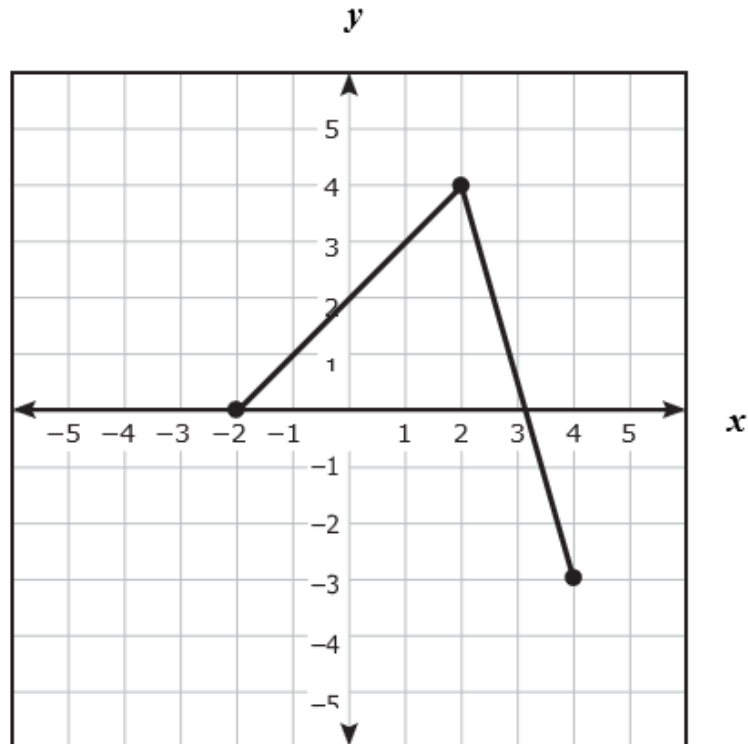
Which decimal does the model represent?

- A 3.007
- B 3.7
- C 3.07
- D 0.37

- The test administrator may read aloud the question and the labels in the coordinate grid. However, the test administrator must follow the guidelines in this document when reading aloud the answer choices. Only individual numbers and variables within the notation may be read aloud if the student requests this assistance. The test administrator may **NOT** read aloud each answer choice in its entirety.

In this example, the test administrator would say **What is the range of the function graphed on the grid?**

What is the range of the function graphed on the grid?



- A $\{x \mid x = -2, 2, 4\}$
- B $\{y \mid -3 \leq y \leq 4\}$
- C $\{x \mid -2 \leq x \leq 4\}$
- D $\{y \mid y = -3, 0, 4\}$


- The test administrator may read any text in the test question and the answer choices; however, the triangle and circle should be read aloud as **symbol**.

In the example below, the test administrator would read aloud the first equation as **symbol plus symbol equals 11**.

In the equations below, each  represents the same number.

$$\bigcirc + \triangle = 11$$

$$\triangle \times \triangle = 9$$

What is the value of  ?

- A 3
- B 2
- C 8
- D 9

3.10.9.1.3 Reading Language Arts

- The test administrator may read any text in the test question or answer choices aloud, including the boxed text pulled directly from the reading passage.

In this example, the test administrator would say **Read lines 44 and 45 from the poem.**

Read lines 44 and 45 from the poem.

Instead, I hear winds whisper:
Free land! You made a choice.

The poet uses personification in these lines to show that the winds —

- A** are important to frontier life
- B** seem to taunt the speaker
- C** serve as a symbol of the speaker’s anger
- D** blow gently and quietly on the frontier

3.10.9.1.4 Science

- The test administrator may read any text in the question aloud, including the ‘Record’ directions.

In this example, the test administrator would read the chemical equation aloud as **C three H eight plus five O two symbol three C-O two plus four H two O.**

It is **NOT** allowable to indicate what the arrow represents.



How many different elements are involved in the reaction shown above?

Record your answer on your test booklet. Be sure to use the correct place value.

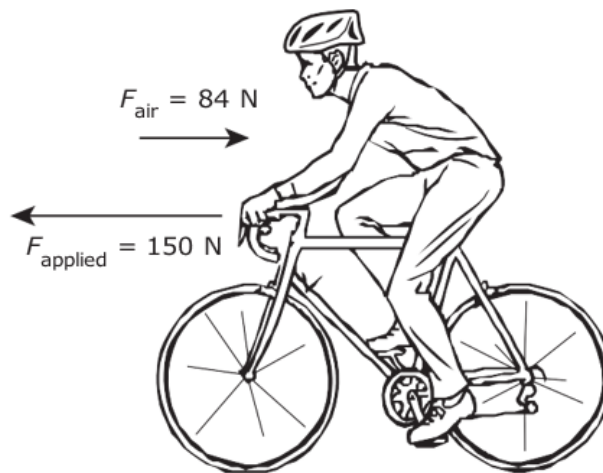
- The test administrator may read the first sentence aloud in its entirety. For the graphic, the test administrator should say something similar to **Take a few moments to look at the graphic and tell me whether you would like anything read aloud. Then let me know when you are ready to go on.**

If needed, the test administrator could read the information in the graphic aloud as, **F air equals eighty-four N.**

The test administrator may read the text under the graphic and in the answer choices aloud; however, the test administrator must follow the guidelines in this document when reading aloud the answer choices.

In this example, the test administrator would read answer choice A aloud as **zero point six six meters per second squared backward, because...**

The diagram below shows two different forces acting on a cyclist riding a bicycle.



The total mass of the cyclist and the bicycle is 100.0 kg. Based on this information, what is the acceleration of the cyclist?

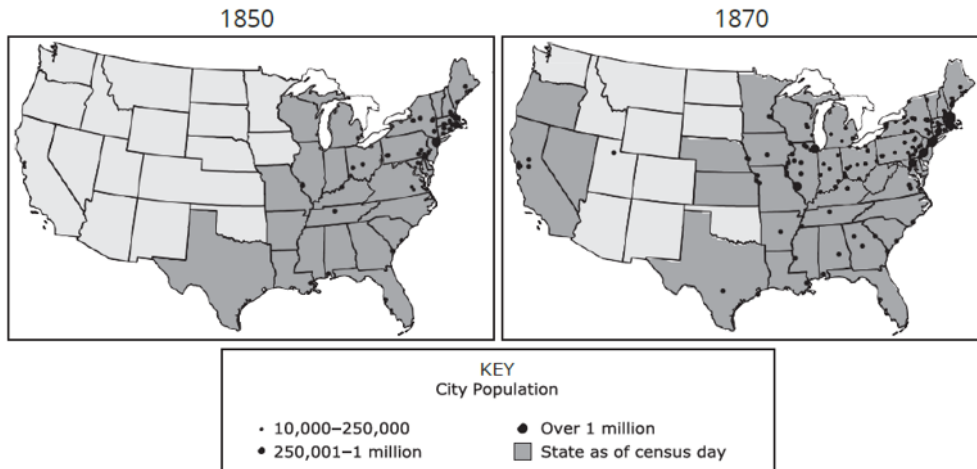
- A 0.66 m/s² backward, because the force of the air slows the cyclist down
- B 0.66 m/s² forward, because the applied force is greater than the force of the air
- C 2.3 m/s² backward, because the forces are opposite and not equal
- D 2.3 m/s² forward, because the cyclist's inertia is greater than the force of the air

3.10.9.1.5 Social Studies

- For a graphic, the test administrator should say something similar to **Take a few moments to look at the map and tell me whether you would like anything read aloud. Then let me know when you are ready to go on.**

In the example below, if the student needs help reading information in the key aloud, the test administrator should point to the words and say **This says over one million.**

However, the test administrator may NOT describe or interpret symbols. Once students are ready to go on, the test administrator would read any text in the test question and answer choices aloud.



Which of these best explains the change in population and distribution of U.S. cities from 1850 to 1870?

- A The passage of homesteading legislation
- B The admission of new states to the Union
- C The expansion of the railroad system and increased industrialization
- D The emancipation of slaves after the Civil War

3.10.9.2 Examples of Non-Multiple Choice Questions

This section provides examples for test administrators on how to read aloud test questions that are not presented in a multiple-choice format to students during an oral administration of a STAAR paper test. The questions have been altered from their online counterparts and require specific instructions. Test administrators may need to point to their copy of the test booklet or the student's test booklet to indicate what part of the question they are reading aloud.

3.10.9.2.1 In-line Choice Questions

- The test administrator will read the options as a list within the sentence.

In the example below, the test administrator would say, **Select ONE correct answer in each box to complete the sentence. The investment with the greater amount of interest is A, investment X (pause), B, investment Y (pause), which earns A, two dollars and fifty cents (pause), B, twelve dollars and fifteen cents (pause), C, fifty dollars and forty cents more.**

Select **ONE** correct answer in each box to complete the sentence.

The investment with the greater amount of interest is Ⓐ Investment X
Ⓑ Investment Y,

which earns Ⓐ \$9.60
Ⓑ \$12.15 more.
Ⓒ \$50.40

3.10.9.2.2 Hot Text Questions

- The test administrator will read the sentences in order without indicating the embedded letter options.

In the example below, the test administrator would say, **Select only TWO correct answers. For many people nothing compares to owning a pet. Animals give friendship and assistance to humans. They can even provide therapy. However, there is another way than...**

Select only **TWO** correct answers.

1 Ⓐ For many people, nothing compares to owning a pet.
 Animals give friendship and assistance to humans. They can even provide therapy. However, there is another way than

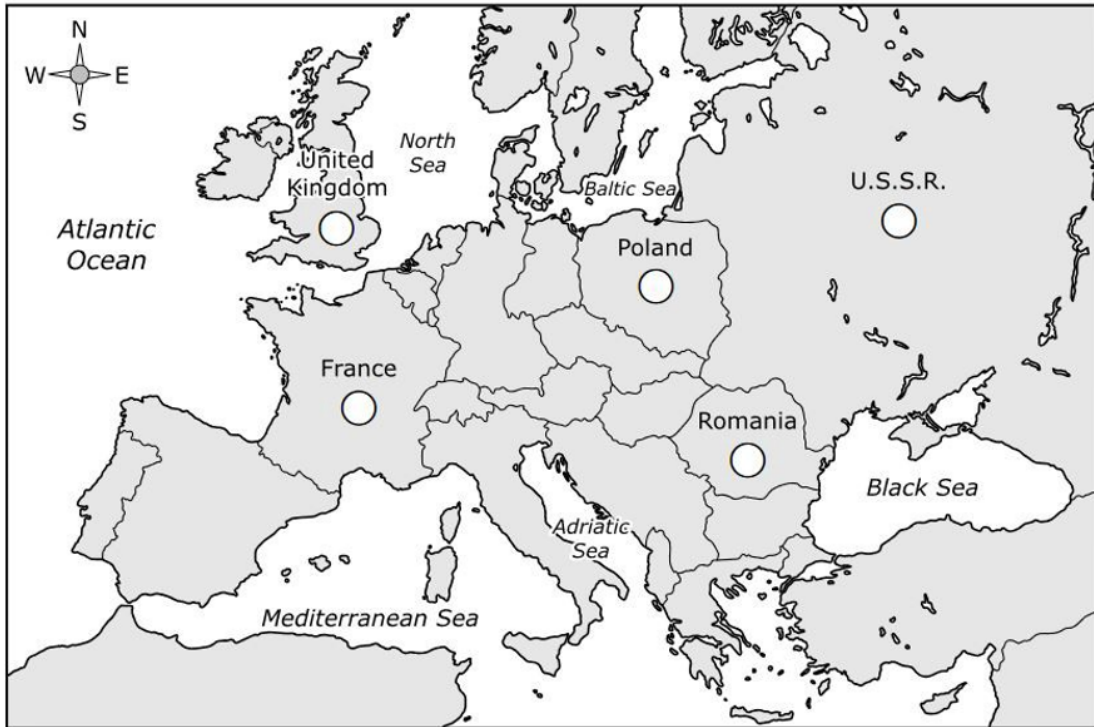
3.10.9.2.3 Hot Spot Questions

- The test administrator will read all text in the graphic. Text should be read in the following order:
 - title (if present and regardless of placement on the graphic)
 - labels left to right and top to bottom

In the example below, the test administrator would say, **Shade the TWO correct circles that represent the locations. Europe, nineteen fifty. Atlantic Ocean. United Kingdom. North Sea. Baltic Sea. U.S.S.R. Poland. France. Romania. Black Sea. Adriatic Sea. Mediterranean Sea.**

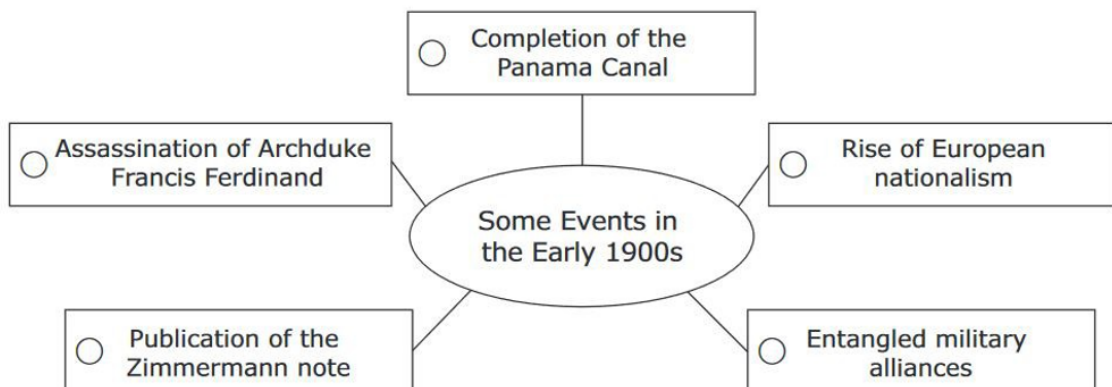
Shade the **TWO** correct circles that represent the locations.

Europe, 1950



For the example below, the test administrator would say, **Select ONE correct answer. Some events in the early nineteenth hundreds. Completion of the Panama Canal. Assassination of Archduke Francis Ferdinand. Rise of European nationalism. Publication of the Zimmerman note. Entangled military alliances.**

Select **ONE** correct answer.



3.10.9.2.4 Drag and Drop Questions

- The test administrator will read the options and any words provided as part of a graphic.

In the example below, the test administrator would say, **Select ONE correct answer for each box. A, Deposition. B, Cementation. C, Erosion. D, Compaction. Weathering.**

4 What is the correct order of the steps that form sedimentary rock?
Select **ONE** correct answer for each box.

A Deposition **B** Cementation **C** Erosion **D** Compaction

3.10.9.2.5 Text Entry Questions

- The test administrator will read the statement and use the word "blank" to indicate the space where the student will provide a response.

In the example below, the test administrator would say, **Record your answer in the space provided. The poet uses 'blank' person point of view in this poem.**

Record your answer in the space provided.

The poet uses ____ (1) ____-person point of view in this poem.

1 _____

3.10.10 General Instructions for Administering State Assessments to Students Who Are Deaf or Hard of Hearing

3.10.10.1 Introduction

This document is intended to help district and campus personnel and test administrators understand and meet the unique testing needs of students who are deaf or hard of hearing. Districts should plan accordingly to ensure that those who are administering a test to a student who is deaf or hard of hearing receive training to prepare for this type of test administration and sign an [Oath of Test Security and Confidentiality](#)³² prior to the test administration. Unless otherwise indicated in this document, regular test administration procedures should be followed when testing a student who is deaf or hard of hearing.

3.10.10.2 Who Can Serve as a Test Administrator?

Certified and noncertified staff members who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants only if they are trained in test security and administration procedures and sign an Oath of Test Security and Confidentiality.

Noncertified staff members must be supervised, either directly or indirectly, by a certified staff member on the same campus throughout the test administration. If a noncertified staff member is responsible for a violation of test security or confidentiality, the supervising certified staff member is subject to penalty. Refer to the [Test Administrator Training](#)³³ page for more information.

If a student's primary access to the Texas Essential Knowledge and Skills (TEKS) is provided by a deaf educator in a classroom setting, then the deaf educator should administer the test. In some cases, a certified sign language interpreter may be needed to facilitate communication between the test administrator and student. Deaf educators and certified sign language interpreters who are employees of the school district should follow the general guidelines and understand the responsibilities outlined in the appropriate test administrator manual, which can be found on the [Test Administration Resources](#)³⁴ webpage.

Certified sign language interpreters who are not employees of the district may only facilitate communication between the test administrator and the student. They are not allowed to administer tests and may not be left unattended with secure testing materials. However, because of exposure to secure test content, a certified sign language interpreter who is not employed by the district must be trained in test administration procedures, sign an Oath of Test Security and Confidentiality, and be supervised at all times by a certified district staff member.

3.10.10.3 Sign Language and Oral Interpretation

Test administrators who are providing a signed or oral interpretation support for an administration of an online STAAR assessment can view the student screen using a second monitor connected through HDMI.

The district testing coordinator may contact [Texas Testing Support](#)³⁵ one week before the administration begins to request a code that allows them to view the same test opportunity that is being provided to the student for oral or signed administration purposes. The test administrator must use the secure browser to

32 <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212967>

33 <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212509>

34 <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/test-administration-resources>

35 <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793218319>

access the test, and the student must have *Proctored Administration* enabled in TIDE prior to starting the test.

The Texas Education Agency (TEA) does not specify the sign language to be used during a test administration. The test administrator should use the sign language that the student routinely uses as part of daily instruction.

3.10.10.4 Designated Supports for Testing

Designated supports policy documents can be found in the [Accommodations \(see page 8\)](#) section of these *Coordinator Resources*. Designated supports used during a state assessment must be routinely used during classroom instruction and classroom testing. All materials and equipment needed by the student should be provided before testing begins. Educators must communicate with the campus testing coordinator regarding supports that are documented in each student’s IEP and that are allowed or approved for use during the state assessments.

There are a number of designated supports for testing that are commonly used during a test administration for students who are deaf or hard of hearing.

Students who are deaf or hard of hearing and are eligible for an oral or signed administration with content and language supports will take STAAR online. A signed administration is allowed for parts of the test that can be read aloud but cannot be accessed through text-to-speech. Test administrators must use these guidelines for signing test content.

TDS provides ASL videos for students eligible for an oral or signed administration. This support is available for administrations of all grades and subjects or courses of STAAR in English. Students who receive this designated support will select the “American Sign Language Video” option from the context dropdown menu that appears to the right of the question, and a video of a person signing applicable test content with a closed captioning option will appear. Students will have the ability to play the video as many times as necessary and will also be able to pause, fast-forward, and rewind the video. A student is allowed signing support from a test administrator in addition to the ASL videos (e.g., the student does not understand a sign being used in the video), as long as the requirements for a signed administration are adhered to. These functionalities are available in the [Practice Test Site](#)³⁶ for students to become more familiar with the videos.

It is important to note that ASL videos are not available for content and language supports. In these instances, the test administrator may sign test content as previously indicated.

3.10.10.5 Sign Language Dictionary

When a dictionary is a required part of standard test administration procedures, a sign language dictionary may be used. Refer to the [STAAR Dictionary Policy](#)³⁷. The dictionary must be commercially produced. Teacher-made, student-made, and subject-specific dictionaries are not allowed.

3.10.10.6 Transcribing a Student’s Signed Responses to the Constructed-Response Questions

For students who have a TEA-approved accommodation request, a trained test administrator may record a student’s signed response to the constructed-response questions in TDS (for an online administration) or the

³⁶ <https://txpt.cambiumtds.com/student>

³⁷ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793211414>

Data Entry Interface (DEI) (for a paper administration). Refer to the [Complex Transcribing](#)³⁸ designated support policy. The student's responses must be recorded exactly as the student signs, according to all procedures outlined in this document. Translating the student's responses into English prior to recording them in TDS or DEI is not allowed.

3.10.10.7 Test Administration Directions: Signing, Orally Interpreting, Projecting, Photocopying, or Amplifying

Allowable accessibility features including signing or orally interpreting test administration directions can be found in the Accommodations section of these *Coordinator Resources*. Test administration directions may be further clarified or interpreted as long as the substance of the directions is not changed. This applies to directions given either before or during the test. When signing test administration directions, there is no need for the test administrator to view confidential test materials.

Test administration directions do not contain secure information and therefore may be projected or photocopied for students who want to read the print directions as the test administrator signs them.

A student who is deaf or hard of hearing may use an amplification device, such as a frequency modulated (FM) system.

3.10.10.8 Test Content: Projecting or Photocopying

When a student is eligible for an oral or signed administration and needs test content interpreted through sign language or speech reading, it may be necessary for the test content to be projected onto a screen so that the student can access the test. Projection devices that do not involve the photocopying of secure test content are preferred and are allowable accessibility features.

Projection devices that involve the photocopying of secure test content require the submission of an [Accommodation Request Form](#) (see page 108) for an Other accommodation.

3.10.10.9 Test Content: Signing, Orally Interpreting, or Amplifying

Test content can be signed, orally interpreted, or amplified for students who are deaf or hard of hearing if the student meets the eligibility criteria for an oral or signed administration. The general test administration procedures intended for all students must also be followed for those who are deaf or hard of hearing. Any test administrator providing an oral or signed administration must be trained on the oral administration guidelines and examples. Refer to the specific accommodation policies in these *Coordinator Resources* for information about when the test administrator may sign or orally interpret all or only certain parts of a state assessment. Test administrators conducting an oral or signed administration must be aware that they are viewing secure test content. Responding to test items, making notes about test questions, and discussing the content of the test at any time are prohibited. 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 the security oath.

3.10.10.10 Procedures Specific to Signing Test Content

The sign language used for signed administrations should be consistent with the sign language used during classroom instruction. When providing a signed administration of a test to a student who is deaf or hard of

³⁸ <https://texasedu-my.sharepoint.com/wiki/spaces/ODCCM/pages/2793210423/Complex+Transcribing>

hearing, the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation.

The following are guidelines for deciding what sign to use when signing test content during a state assessment.

- **If a sign for a word or phrase exists, the test administrator should use the sign when the word or phrase occurs in print on the test.** Signs that are commonly used in sign language are allowable in the signed administration of state assessments.
 - Occasionally, a commonly used sign that is “conceptually accurate” may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of ASL and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word “triangle” appears in the test. Finger spelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize “triangle” by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a student who is deaf.
- **If a sign for a word or phrase has been locally developed and routinely used in instruction, the test administrator may use the sign when the word or phrase occurs in print on the test.** For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are used during instruction regularly.
 - An example of a locally developed sign might be for the English word “fission.” It is not a commonly used word, and it would be extremely rare to find it in any sign language dictionary. However, if “fission” is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of “splitting apart” might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.
- **If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test administrator must determine if the word or phrase is or is NOT the concept being assessed.**
 - If the word or phrase is the concept being assessed, the test administrator must finger spell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question: *“Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?”*
 - The phrase “subatomic particles” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must finger spell it.
 - If the word or phrase is NOT the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing

words or phrases that are not the concepts being assessed. Consider this sample question:
“What is the range of the sale prices for a Stunt-Pro bicycle at these stores?”

- It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, because this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Following these guidelines may require a test administrator to preview test content to properly prepare for a signed administration. Previewing test content is allowed only on the day the test is administered and should be done in strict accordance with all standard test security policies and procedures outlined in the [Test Security](#)³⁹ section.

Contact the TEA Student Assessment Division if you have any questions regarding the administration of state assessments to students who are deaf or hard of hearing.

3.11 Spelling Assistance

TEA approval is NOT required.



HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)⁴⁰.

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

³⁹ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212784>

⁴⁰ <https://apps.appf.re/YyPGya>

- grade 5 Spanish science
- grade 8 social studies and U.S. History

3.11.2 Description of Designated Support

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

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.

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.

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.

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](#)⁴¹. 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](#)⁴² 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 \(see page 21\)](#) policy.

⁴¹ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793211414/STAAR+Dictionary+Policy>

⁴² <https://txpt.cambiumtds.com/student>

- 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](#)⁴³ cannot be used during a state assessment.

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

3.12 Supplemental Aids

TEA approval is NOT required.



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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)

3.12.2 Description of Designated Support

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

3.12.3 Student Eligibility Criteria

A student may use this designated support if the student

⁴³ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793213055/Technology+Guidelines+for+the+Texas+Assessment+Program>

⁴⁴ <https://apps.appf.re/YyPGya>

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

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., Rtl 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.

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

<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 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.</p>
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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.
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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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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 \(see page 114\)](#) policy.

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

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[\(see page 85\)](#)

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[\(see page 85\)](#)



4 Designated Supports Requiring TEA Approval



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4.1 In this Section

- [Extra Day](#) (see page 91)
- [Mathematics Scribe](#) (see page 93)
- [Other](#) (see page 98)
- [Complex Transcribing](#) (see page 100)
- [Accommodation Request Process](#) (see page 108)

The four designated supports listed below require the submission and approval of an Accommodation Request Form. The Accommodation Request Form can be found under the *Administration and Security Forms* module in TIDE.

- Extra Day
- Complex Transcribing
- Mathematics Scribe
- Other

For more information about designated supports for STAAR, refer to the [STAAR Accessibility Educator Guide](#)⁴⁶.

⁴⁵ <https://apps.appf.re/YyPGya>

⁴⁶ <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/test-administration-resources>

4.2 Extra Day

TEA approval IS required.



❗ HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)⁴⁷.

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

4.2.2 Description of Designated Support

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

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:

⁴⁷ <https://apps.appf.re/YyPGya>

- 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.

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.

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 114) 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](#)⁴⁸.

4.3 Mathematics Scribe

TEA approval IS required.



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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

⁴⁸ <https://helpdesk.tea.texas.gov/>

⁴⁹ <https://apps.appf.re/YyPGya>

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.

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.

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.

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.

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](#)⁵⁰.
- If a student needs assistance physically manipulating test materials or equipment, refer to the [Manipulating Test Materials \(see page 36\)](#) 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 \(see page 114\)](#) 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](#)⁵¹.

4.3.7 Guidelines for Mathematics Scribe

A mathematics scribe is allowed only for students who have a Texas Education Agency (TEA)-approved Accommodation Request Form. This designated support applies to all State of Texas Assessments of Academic Readiness (STAAR®) and STAAR Spanish assessments and allows a scribe to record a student's

⁵⁰ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212967/Security+Forms>

⁵¹ <https://helpdesk.tea.texas.gov/>

dictated scratch work and computations when a disabling condition prevents the student from accomplishing this task independently.

Before serving as mathematics scribes, test administrators must be trained on all of the information outlined in this document to understand the boundaries of the assistance being provided. These procedures must be followed to ensure the accuracy and validity of the student's test results.

4.3.7.1 General Information

- The student must be given the full time allotted to complete the test. All of the student's responses must be initially recorded (e.g., onto scratch paper, into the student's test booklet) by the end of the allotted time. The scribe may transfer the student's final responses into the student's online test or into the Data Entry Interface (DEI) system after the testing period has ended, if necessary.
- Student responses cannot be scored until they are recorded in the student's online test or entered in DEI.
- After testing, the *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE. This indicates that an allowable designated support was made available to the student. If the student had access to any other designated supports, these should also be recorded per the guidelines in the specific policy document.

4.3.7.2 Test Security

- The district must maintain test security and confidentiality when using a mathematics scribe for testing. All standard test security and confidentiality requirements must be followed. Refer to the [Test Security](#)⁵² section of these *Coordinator Resources* for more information.
- Test administrators who are acting as a mathematics scribe must complete a specific part of the test security oath regarding viewing secure test content. Responding to test questions, recording secure test content, scoring the test, or discussing the content of the test at any time is strictly prohibited and is a serious testing violation.
- Students who receive the [Mathematics Scribe](#) (see page 93) designated support may need to be tested individually so that other students will not be disturbed or distracted and to ensure the confidentiality of the test. It is the responsibility of district and campus personnel to determine the most appropriate way to administer the mathematics test to students who are receiving the Mathematics Scribe designated support.
- The scribe may answer questions about test directions or test procedures. The scribe is never allowed to answer questions related to the content of the test itself. If a student asks a scribe a question that he or she is not permitted to answer, the scribe may respond, for example, "I cannot answer that for you; just do the best you can."
- Secure test materials and associated student responses cannot be photocopied, scanned, or saved to use this support. Any scratch paper used to record the student's dictated scratch work and computations must be destroyed after testing.
- The scribe may **NOT**:
 - rephrase or elaborate on the test questions;

⁵² <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212784/Test+Security>

- suggest how to begin the computations or how to answer test questions;
- provide feedback, prompting, or reminders regarding the accuracy of the student's dictated scratch work and computations;
- provide nonverbal assistance;
- edit or alter the student's dictated scratch work and computations unless directed to do so by the student;
- write notes in a test booklet or in the Notepad tool or in the Sticky Notes tool in the online test unless directed to do so by the student;
- discuss the contents of the test with anyone;
- make notes about the contents of the test or the student's dictated scratch work; or
- score the student's work or discuss student performance.

4.3.7.3 Specific Procedures

- The role of the mathematics scribe is to record the student's dictated scratch work and computations exactly as the student indicates. The student must independently direct the scribe regarding what to write. The scribe must not prompt the student in any way or assume that the student means anything other than what he or she has directed. The scribe must be aware of the differences between serving as a scribe during standardized testing and providing support during classroom instruction.
- The scribe may write the student's dictated scratch work and computations on scratch paper, a chalkboard, a white board, or the space provided in the student's test booklet. This includes instances when a student uses a calculation device as an allowable support or a required part of the test administration procedures. Any scratch paper must be destroyed after testing.
- The student must direct the scribe in all steps necessary to solve a problem and must also be given the opportunity to observe and verify that the scribe has written exactly what the student has indicated. This includes but is not limited to the following examples:
 - The student indicates how to write the numbers, digit by digit.
 - The student indicates how to align the numbers.
 - The student indicates the precise steps for regrouping.
 - The student indicates each step to use when solving a multi-step problem.
 - The student indicates how and where to plot points on a graph.
 - The student indicates what to draw, circle, or mark on graphics provided with test questions.
- The scribe may ask the student to repeat the dictated scratch work or computation to accurately record what the student intended.
- When a calculation device is an allowable designated support or a required part of the test administration procedures, the student is encouraged to use the calculation device independently. If the student is eligible for the [Manipulating Test Materials](#) (see page 36) designated support and needs the scribe's assistance pressing the buttons on the calculation device, the following guidelines should be followed:
 - The student must indicate to the scribe the specific numbers and operations to enter into the calculation device. The student must be given the opportunity to observe and verify that the scribe enters into the calculation device exactly what the student has indicated.

- The scribe must let the student view the solution on the screen when appropriate.
- If the student needs the scribe to write a solution to an intermediate step in a multi-step problem, the scribe must write only what the student indicates.

4.4 Other

TEA approval IS required.



HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)⁵³.

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

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.

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.

⁵³ <https://apps.appf.re/YyPGya>

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.

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 114) 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](#)⁵⁴.

4.5 Complex Transcribing

TEA approval IS required.



HTML Macro for Confluence Cloud does not support the email rendering mode. If you're experiencing issues please see our [Troubleshooting Guide](#)⁵⁵.

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 93) policy document for more information.

⁵⁴ <https://helpdesk.tea.texas.gov/>

⁵⁵ <https://apps.appf.re/YyPGya>

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.

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.

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.

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.

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](#)⁵⁶.
- 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 \(see page 36\)](#) 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 \(see page 114\)](#) 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

⁵⁶ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212967/Security+Forms>

Speak with your district's Accommodations Task Force representative. You may also contact the [Student Assessment Division Help Desk](#)⁵⁷.

4.5.7 Guidelines for STAAR Complex Transcribing

Complex transcribing is allowed only for students who have a Texas Education Agency (TEA)-approved Accommodation Request Form. This designated support applies to all STAAR and STAAR Spanish assessments. Complex Transcribing allows a test administrator who serves as the scribe to record in the student's online test or the Data Entry Interface (DEI) a student's dictated or signed responses to test questions that require the student to construct an answer (e.g., short and extended constructed responses, text entry questions) when a student with a disability is unable to accomplish this task independently.

Before transcribing a student's dictated or signed response, test administrators must be trained in the transcription procedures outlined in this document in order to understand the boundaries of the assistance being provided. These procedures must be followed to ensure the accuracy and validity of the student's test results.

4.5.7.1 General Information

- The student must be given the full time allotted to complete the test. All the student's responses must be initially recorded by the end of the allotted time. The scribe may transfer a student's recorded or speech-to-text captured responses from a word processor into the student's online test or DEI after the testing period has ended, as needed. It is allowable for the student to review the transcription and make any edits within the test time allotted. However, if the test administrator transfers the student's final responses into the student's online test or DEI after the testing period has ended, the student may not edit his or her responses. It is recommended that the test administrator ensure that he or she can understand the student's intended responses before the student leaves the testing room.
- Student responses cannot be scored unless they are entered in the student's online test or DEI.
- If the test administrator uses a word processor to type the student's response as the student dictates, special functions such as spelling and grammar assistance must be disabled. The test administrator must follow the specific procedures listed below.
- The student may dictate responses into a recording device if this is the procedure used routinely in the classroom. The test administrator must then follow the specific procedures below.
- For additional 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](#) (see page 78) page of these *Coordinator Resources*.
- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE prior to testing to indicate this support was made available to the student.

⁵⁷ <https://helpdesk.tea.texas.gov/>

4.5.7.2 Test Security

- District testing personnel must maintain test security and confidentiality when providing complex transcribing during testing. All standard test security and confidentiality requirements must be followed. Refer to the [Test Security](#)⁵⁸ section of these *Coordinator Resources* for more information.
- Test administrators who are authorized to provide complex transcribing must complete a specific part of the test security oath regarding transferring student responses. Tampering with or changing student responses is strictly prohibited and is a serious testing violation.
- Students who receive complex transcribing may need to be tested individually so that other students will not be disturbed or distracted and to ensure the confidentiality of the assessment. It is the responsibility of district and campus testing personnel to determine the most appropriate way to administer the assessment to students who are receiving complex transcribing.
- Scribes may answer questions about test directions or procedures. Scribes are never allowed to answer any questions related to the content of the assessment itself. If a student asks a scribe a question that he or she is not permitted to answer, the scribe may respond, for example, “I cannot answer that for you; just do the best you can.”
- Secure test materials and associated student responses cannot be photocopied, scanned, or saved to use this accommodation. Any handwritten notes or responses to test questions must be destroyed after testing. All voice recordings must be erased or destroyed after testing.
- The role of the scribe is to enter in the student’s online test or in DEI exactly what the student has dictated. Scribes may ask the student to repeat the dictated work to accurately record what the student intended. The scribe may **NOT**:
 - translate the test question or a student’s response to the test question into another language (except sign language);
 - rephrase or elaborate on the test question;
 - give a student opening or closing sentences;
 - give a student an outline for organizing his or her response;
 - give a student ideas about how to develop his or her response;
 - respond to the test question;
 - discuss the test question or a student’s response with anyone before, during, or after testing;
 - provide nonverbal assistance;
 - edit or alter a student’s responses in any way unless directed to do so by the student;
 - provide feedback regarding the effectiveness of a student’s response;
 - make notes about the test question or a student’s response;
 - write notes in a test booklet or in the Notepad tool or in the Sticky Notes tool in the online test unless directed to do so by a student; or
 - score a student’s response or discuss with a student how he or she performed.

⁵⁸ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212784/Test+Security>

4.5.7.3 Specific Procedures

- The test administrator may transcribe a student’s prewriting onto scratch paper prior to transcribing the final response into the student’s online test or DEI. The scribe must indicate to the student the space allowed for his or her response to the test question so that the response will fit in the space provided in the online test. It may be helpful for the scribe to be positioned so that the student can see the amount of space available as the scribe is transcribing. When typing the response directly into the student’s online test or DEI, a character count is available for this purpose. For STAAR, the extended constructed-response item character-count limit is 2,300 characters. Short constructed-response text boxes allow for 475 characters.
- The test administrator should transcribe exactly what the student dictates. Unless the student has indicated otherwise, the response should be transcribed in all lowercase letters and no punctuation should be included.
- Once the student has completed dictating his or her response, the test administrator should:
 - cover it or move so that he or she is positioned in such a way that the student cannot see the response;
 - ask the student how to spell one word longer than three letters from each line of text. If a word of this length is not available on a line of text, the test administrator can ask for any word in that line; and
 - select a variety of words that are indicative of the student’s spelling ability.

NOTE: The test administrator should replace his or her initial spelling with the student’s dictated spelling of each word.

- The student must then be given the opportunity to review and edit what the test administrator has recorded. At this time, the student should indicate punctuation and capitalization. If the student’s response was longer than the allowed character count, the student may use this time to revise the response so that it fits into the online text box. The test administrator can remind the student of the number of characters that can be typed into the student’s online test or DEI. The test administrator may not require the student to revise the response.
- Documentation of the accommodation and who provided it should be kept locally as there is no way to indicate this specific support information in TIDE.

4.5.8 Guidelines for TELPAS Complex Transcribing

Complex transcribing is allowed only for students who have a Texas Education Agency (TEA)-approved Accommodation Request Form. This designated support applies to the writing portion of TELPAS assessments. Complex Transcribing allows a test administrator who serves as the scribe to record in the student’s online test a student’s dictated or signed responses to test questions that require the student to construct an answer (e.g., constructed-response, sentence rewrite, and text entry questions) when a student with a disability is unable to accomplish this task independently.

Before transcribing a student’s dictated or signed response, test administrators must be trained in the transcription procedures outlined below to understand the boundaries of the assistance being provided. These procedures must be followed to ensure the accuracy and validity of the student’s test results.

4.5.8.1 General Information

- The student must be given the full time allotted to complete the test. All the student's responses must be initially recorded by the end of the allotted time. The scribe may transfer the student's recorded or speech-to-text captured responses from a word processor into the student's online test after the testing period has ended, as needed. It is allowable for the student to review the transcription and make any edits within the test time allotted. However, if the test administrator transfers the student's final responses into the student's online test after the testing period has ended, the student may not edit his or her responses. It is recommended that the test administrator ensure that he or she can understand the student's intended responses before the student leaves the testing room.
- Student responses cannot be scored unless they are entered in the student's online test.
- If the test administrator uses a word processor to type the student's response as the student dictates, special functions such as spelling and grammar assistance must be disabled. The test administrator must follow the specific procedures listed below.
- The student may dictate responses into a recording device if this is the procedure routinely used in the classroom. The test administrator must then follow the specific procedures below.
- For additional 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](#) (see page 78) page of these *Coordinator Resources*.
- The *TELPAS Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE prior to testing to indicate this support was made available to the student.

4.5.8.2 Test Security

- District testing personnel must maintain test security and confidentiality when providing complex transcribing during testing. All standard test security policies and procedures must be followed. Refer to the [Test Security](#)⁵⁹ section of these *Coordinator Resources* for more information.
- Test administrators who are authorized to provide complex transcribing must complete a specific part of the test security oath regarding transferring student responses. Tampering with or changing student responses is strictly prohibited and is a serious testing violation.
- Students who receive complex transcribing may need to be tested individually so that other students will not be disturbed or distracted and to ensure the confidentiality of the assessment. It is the responsibility of district and campus testing personnel to determine the most appropriate way to administer the assessment to students who are receiving complex transcribing.
- Scribes may answer questions about test directions or procedures. Scribes are never allowed to answer any questions related to the content of the assessment itself. If a student asks a scribe a question that he or she is not permitted to answer, the scribe may respond, for example, "I cannot answer that for you; just do the best you can."
- Secure test materials and associated student responses cannot be photocopied, scanned, or saved to use this accommodation. Any handwritten notes or responses to test questions must be destroyed after testing. All voice recordings must be erased or destroyed after testing.

⁵⁹ <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212784>

- The role of the scribe is to enter in the student's online test exactly what the student has dictated. Scribes may ask the student to repeat the dictated work to accurately record what the student intended. The scribe may **NOT**:
 - translate the test question or a student's response to the question into another language (except sign language);
 - rephrase or elaborate on the test question;
 - give a student opening or closing sentences;
 - give a student an outline for organizing his or her response;
 - give a student ideas about how to develop his or her response;
 - respond to the test question;
 - discuss the test question or a student's response with anyone before, during, or after testing;
 - provide nonverbal assistance;
 - edit or alter a student's response in any way unless directed to do so by the student;
 - provide feedback regarding the effectiveness of a student's response;
 - make notes about the test question or a student's response;
 - write notes in the Notepad tool or in the Sticky Notes tool in the online test unless directed to do so by a student; or
 - score a student's response or discuss with a student how he or she performed.

4.5.8.3 Specific Procedures

- The test administrator may transcribe a student's prewriting and drafts onto scratch paper prior to transcribing the final response into the student's online test. The scribe must indicate to the student the space allowed for his or her response to the test question so that the response will fit in the space provided in the online test. It may be helpful for the scribe to be positioned so that the student can see the amount of space available as the scribe is transcribing. When typing the response directly into the student's online test, a character count is available for this purpose. For TELPAS writing, the constructed-response character count is 1000 characters. Sentence rewrite text boxes allow for 100 characters.
- The test administrator should transcribe exactly what the student dictates. Unless the student has indicated otherwise, the response should be transcribed in all lowercase letters and no punctuation should be included.
- Once the student has completed dictating his or her response, the test administrator should:
 - cover it or move so that he or she is positioned in such a way that the student cannot see the response;
 - ask the student how to spell one word longer than three letters from each line of text. If a word of this length is not available on a line of text, the test administrator can ask for any word in that line; and
 - select a variety of words that are indicative of the student's spelling ability.

NOTE: The test administrator should replace his or her initial spelling with the student's dictated spelling of each word.

- The student must then be given the opportunity to review and edit what the test administrator has recorded. At this time, the student should indicate punctuation and capitalization. If the student's response was longer than the allowed character count, the student may use this time to revise the response so that it fits into the online text box. The test administrator can remind the student of the number of characters that can be typed into the student's online test. The test administrator may not require the student to revise the response.
- Documentation of the accommodation and who provided it should be kept locally as there is no way to indicate this specific support information in TIDE.

4.5.8.4 Complex Transcribing for TELPAS Writing Holistic Assessment

Students in grades 2–12 who meet the eligibility criteria for a special administration of the TELPAS reading and writing assessment will need to be holistically rated for writing. TELPAS ratings of writing collections are based on writing samples compiled from authentic classroom activities. Since the TELPAS writing samples are from authentic classroom activities, the same accommodations routinely used during classroom instruction are acceptable for the writing samples used in a TELPAS writing collection. This includes complex transcribing as a designated support. Complex transcribing is allowed only for students who regularly depend on this designated support to complete written assignments and who cannot use basic transcribing effectively.

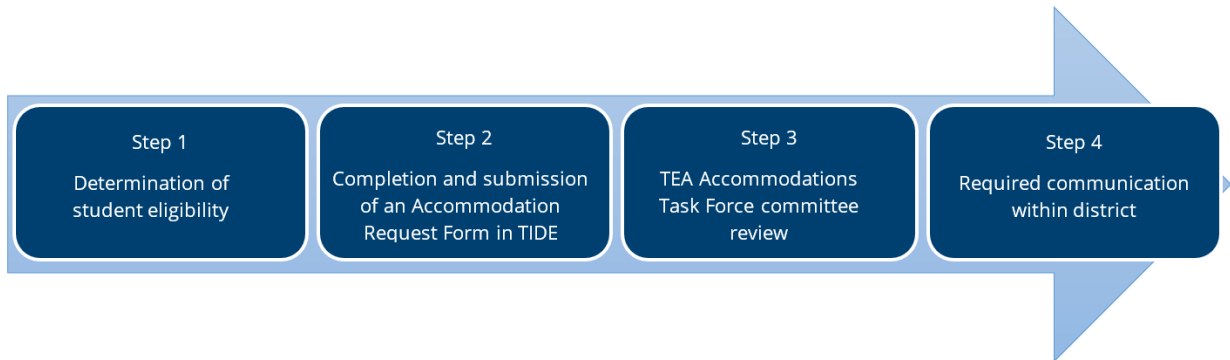
Complex transcribing for a special holistic administration for TELPAS writing does not require TEA approval; therefore, district testing personnel do not have to submit an Accommodation Request Form. However, to ensure the reliability and validity of the ratings for this domain, the guidelines listed in the *TELPAS Rater Manual* must be followed when collecting these writing samples.

Refer to the Special Instructions and Considerations section of the [Complex Transcribing \(see page 100\)](#) policy document for more information.

4.6 Accommodation Request Process

Only the Extra Day, Complex Transcribing, Mathematics Scribe, and Other designated supports require the submission of an Accommodation Request Form to TEA. The appropriate team at the campus level (e.g., ARD committee, Section 504 committee, Rtl team, student assistance team) determines whether the student meets the specific eligibility criteria listed on the policy document and, if so, submits an Accommodation Request Form to TEA in [TIDE](#)⁶⁰. Do not submit an Accommodation Request Form if the student does not meet the specific eligibility criteria. Accommodation requests must be approved by TEA before a student can use one of these designated supports on a state assessment. The decision to use one of these designated supports is recommended by the appropriate team at the campus level based on the eligibility criteria and is documented as “pending TEA approval.”

⁶⁰ <https://tx.tide.cambiumast.com/>



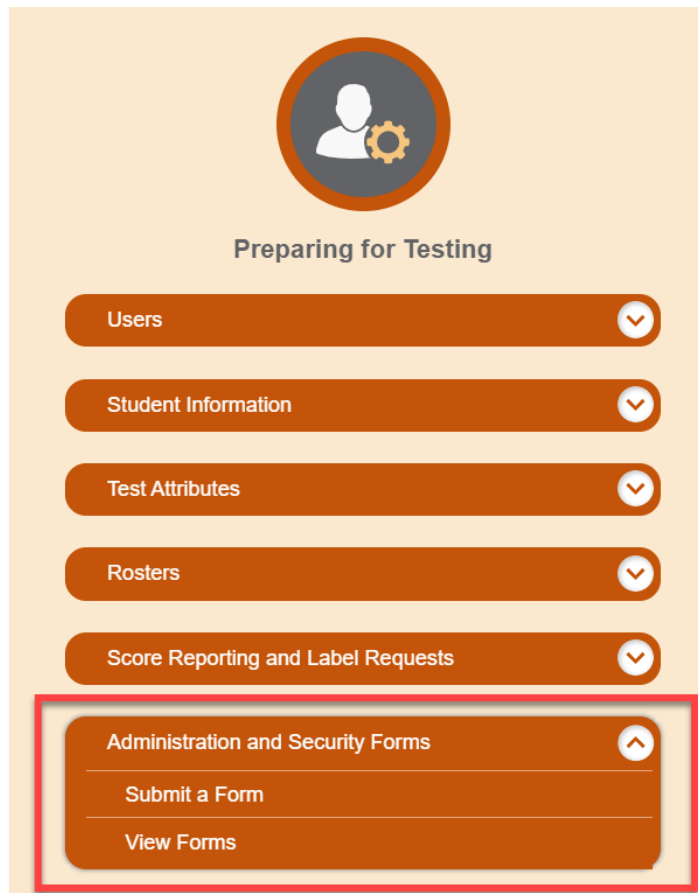
4.6.1 Step 1: Determination of Student Eligibility

The appropriate team at the campus level must consult the [Accommodations \(see page 8\)](#) section of these *Coordinator Resources* to determine if the student meets the specific eligibility criteria for a particular designated support requiring TEA approval. The district testing coordinator is responsible for providing information about supports to campus testing coordinators or campus personnel and is also the primary contact person for schools when questions arise.

4.6.2 Step 2: Completion and Submission of an Accommodation Request Form in TIDE

If a student meets the specific eligibility criteria for a particular designated support requiring TEA approval, the appropriate person at the campus or district level, as determined by district policy, should complete the Accommodation Request Form in TIDE under the *Administration and Security Forms* module. Only Accommodation Request Forms that adhere to the following guidelines will be processed. All others will be deleted, and the district will be asked to resubmit the form.

- Confidential student information, such as a student’s first or last name, Social Security number, pages from an IEP, or medical documents, should **NOT** be included. Please remember to redact personally identifying information from any documents submitted in support of the Accommodation Request Form.
- A separate request form should be completed for each student needing a designated support. Blanket requests for multiple students will **NOT** be accepted.



The following information must be provided as the rationale on the Accommodation Request Form.

4.6.2.1 Extra Day Rationale

- Indicate how the student meets the eligibility criteria for this designated support.
- Describe the disability that prevents the student from completing the test within the prescribed time limit. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. Phrases like “severe fatigue” and “shuts down” are not sufficient. The description should be student specific and individualized. For instance, explain what happens when the student becomes severely fatigued or shuts down.
- Explain how the provision of an extra day has proven effective for this student. Include the frequency and duration of the student’s breaks and explain how much work the student accomplishes during periods of productivity.
- Note if the student has an alternate school schedule or location (e.g., attends school only two hours a day, is hospitalized, is homebound, has academic work in the morning and social skills in the afternoon).
- Explain which accessibility features or designated supports have been tried and the student’s level of success with them.
- Describe what has been done to accommodate the student’s needs in previous years. If the student was approved to receive this support in previous years, include the Accommodation Request Form identification numbers.

4.6.2.2 Complex Transcribing Rationale

- Indicate how the student meets the eligibility criteria for this designated support.
- Describe the impairment in vision or physically disabling condition that creates a need for a Complex Transcribing support. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. The description should be specific and individualized. Include specific reasons why the student is not able to write his or her own responses or use Basic Transcribing (e.g., word processor, speech-to-text software) to complete constructed response questions.
- Attach a sample of the student's handwriting in the Supporting Documentation section of the form if the student is able to independently write. The sample, including the file name itself, should not include identifying student information.
- Student work samples must be current and representative of the student's ability at the time of this submission. Requests submitted without a current sample will not be processed.

4.6.2.3 Mathematics Scribe Rationale

- Indicate how the student meets the eligibility criteria for this designated support.
- Describe the impairment in vision or the physically disabling condition that creates a need for the Mathematics Scribe designated support. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. The description should be specific and individualized. Include specific reasons why the student is not able to write his or her own computations, use other designated supports, or use any allowable test administration procedures or materials to address the disability.
- Attach a sample of the student's handwritten computations if legibility is the issue. The sample, including the file name itself, should not include identifying student information.
- Student work samples must be current and representative of the student's ability at the time of this submission. Requests submitted without a current sample will not be processed.
- Describe what has been done to accommodate the student's needs in previous years. If the student was approved to receive this support in previous years, include the Accommodation Request Form identification numbers.

4.6.2.4 Other Rationale

An Accommodation Request Form for an Other accommodation may be submitted by the district coordinator after a TEA Accommodation Task Force member has been contacted. The Accommodation Request Form should be completed in TIDE, under the *Administration and Security Forms* module.

- Indicate how the student meets the eligibility criteria for this designated support.
- Describe in detail the Other support being requested.
- Describe the disability that creates a need for the Other designated support, including specific information about the characteristics of the condition, symptoms, and level of severity the student experiences.

- Explain which accessibility features or designated supports have been tried and the student’s level of success with them.
- Describe what has been done to accommodate the student’s needs in previous years. If the student was approved to receive this support in previous years, include the Accommodation Request Form identification numbers.

The Accommodation Request Form in TIDE contains sections that are required to be completed before the form can be submitted. After clicking the *Submit* button, a confirmation window will appear with an identification number. A confirmation email will be sent to the submitter and to the district testing coordinator; however, this is only a receipt of submission and is not an approval for the student to use the designated support on the state assessment.

Accommodation Request Forms must be submitted to TEA in a timely manner to allow committee members the ability to process and review requests, as well as to communicate to districts the appropriate guidelines for administering a TEA-approved designated support. Requests should be submitted no later than one week prior to the individual student’s test administration window. For circumstances that require an accommodation request but occur after this time (e.g., newly enrolled student, medical emergency, updated ARD committee decision), the district coordinator should contact the TEA Student Assessment Division at (512) 463-9536 and ask to speak to a member of the Accommodations Task Force for further instructions.

4.6.3 Step 3: TEA Accommodations Task Force Committee Review

After a representative of the TEA Accommodations Task Force has received the district coordinator–approved Accommodation Request Form, the information will be reviewed. In some cases, the representative of the TEA Accommodations Task Force may contact the district for more information. TEA will communicate the committee's decision to the submitter and district coordinator by email. Approved requests will include specific guidelines so that the use of the designated support is carried out in a standardized manner.

Although every attempt is made to address requests promptly, this step in the accommodation request process may take several weeks to complete. Do not resubmit the request while the review process is ongoing unless asked to do so by a member of the TEA Accommodations Task Force. If the TEA decision has not been received prior to testing or if questions arise, the district coordinator may contact the TEA Accommodations Task Force.

4.6.4 Step 4: Required Communication Within District

It is the responsibility of the district coordinator to ensure that all designated support decisions and associated information are relayed to appropriate campus personnel.

- The TEA decision email should be read in its entirety. It is the responsibility of the district coordinator and campus coordinator to review and abide by any specific guidelines that accompany an approved accommodation request. The test administrator may also need special training to administer an assessment with an approved designated support.
- Appropriate campus personnel should note in the TEA decision email the stated expiration date of an approved designated support. All approved accommodation requests will expire after the June test

administration each year. A new accommodation request will need to be submitted each school year if the student continues to need the support.

For questions about TEA designated supports or the accommodation request process, contact the TEA Accommodations Task Force at (512) 463-9536.

2023-2024-accommodation-...

[\(see page 108\)](#)

2023-2024-accommodation-...

[\(see page 108\)](#)

5 Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of an accommodation might occur just prior to or on the day of the student’s scheduled state assessment. For example, a student might have a broken arm and need responses to constructed-response items transcribed. When considering how to meet a student’s needs in these types of situations, ensuring student independence is a priority. District and campus coordinators should follow these steps when an unexpected or emergency situation arises just prior to or on the day of the state assessment.

5.1 Step 1:

Testing coordinators should first consider if a student’s needs can be met by any of the accessibility features available to students and should make them available during testing. There is no need to contact TEA for approval to use accessibility features. Refer to the [Accessibility Features](#) (see page 10) page of these *Coordinator Resources* for more information on accessibility features.

5.2 Step 2:

If the student’s needs cannot be met using an accessibility feature or the student requires additional support, testing coordinators should review the [Locally-Approved Designated Supports](#) (see page 20) page to see if a locally-approved designated support can meet the student’s needs. Consideration should be given to designated supports that the student can use independently (e.g., for a student who forgot his or her prescribed eyeglasses, consider a projection device instead of an oral administration by a test administrator). If the student’s needs can be met by a locally-approved designated support, it should be made available to the student during testing. There is no need to contact TEA.

5.3 Step 3:

If the student’s needs cannot be met through Step 1 or 2, testing coordinators should review the designated supports requiring TEA approval. If this type of support will be needed, contact a member of the TEA Accommodations Task Force for permission and additional instructions. Once approval has been granted, district testing personnel must follow the guidelines provided to administer the assessment with the approved designated supports.

In unexpected or emergency situations, there is no expectation that the student would have routinely used the accommodation during classroom instruction and classroom testing. However, it is recommended that the student (and test administrator, as applicable) be given the opportunity to practice using the accommodation prior to the administration of the state assessment, if time permits.

A student’s use of a designated support must be recorded in TIDE after testing and before the end of the testing window. Refer to the *TIDE User Guide* for instructions on how to enter designated supports.

District testing personnel must be aware that the allowance of a testing accommodation in an unexpected or emergency situation applies only to the current test administration and does not transfer to subsequent administrations. In addition, the use of a designated support should be taken into account when interpreting test results.

For additional questions about accommodations in unexpected or emergency situations, contact a member of the TEA Accommodations Task Force at (512) 463-9536.