



**2023-2024
Accessibility
TASI**





Accommodation Policy

2023-2024 Accommodations Agenda

Accommodation Updates and Reminders

TDS Enhancements

Accommodations Overview

Online and Paper Practice

Accommodation Request Forms

Roll Call and Questions

2023–2024 Accommodation Updates



Ordering Braille Materials in TIDE

Test Format Indicator	
Test Mode	STAAR & TELPAS Paper Test Format
Algebra I: Paper	Algebra I: --Select--
Biology: Paper	Biology: --Select--
English I: Online	English I: Regular Print
English II: Online	English II: Large Print
Mathematics: Online	Mathematics: Braille Contracted
RLA: Online	Mathematics: Braille Uncontracted
Science: Online	Mathematics: Regular Print Embedded Supports
Social Studies: Online	Mathematics: Large Print Embedded Supports
TELPAS Listening & Speaking: Online	RLA: Braille Contracted w/ Regular Print Embedded Supports
TEI PAS Reading & Writing: Online	RLA: Braille Uncontracted w/ Regular Print Embedded Supports
	Science: --Select--
	Social Studies: --Select--
	TELPAS Reading: --Select--
	U.S. History: --Select--

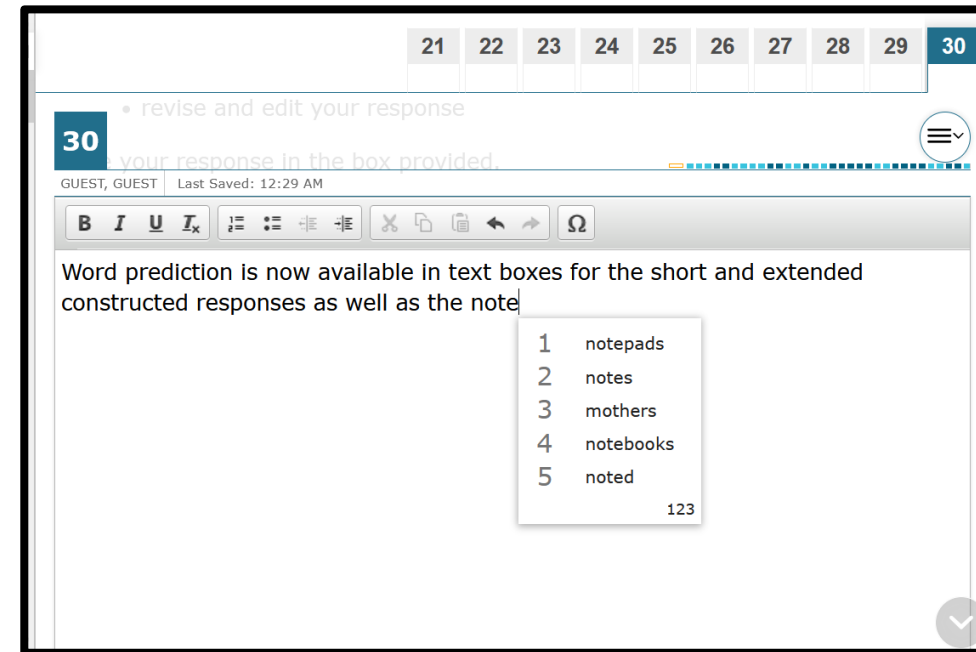
2023–2024 Accommodation Update



Word Prediction (Co:Writer) now an embedded tool in TDS

- For students eligible for word prediction under Spelling Assistance policy
- Students may still use a separate device or permissive mode to access word prediction software instead if that is what they are most comfortable with. (Technology guidelines must be followed.)

Test Attributes	Algebra I	Biology	English I	English II
Presentation	English	English	English	English
ASL Videos	OFF	OFF	OFF	OFF
Speech-to-Text	⊗	OFF	OFF	OFF
Basic TI Calculator	⊗	⊗	⊗	⊗
Content and Language Supports	OFF	OFF	OFF	OFF
Spell Check	⊗	OFF	OFF	OFF
Auto Text-To-Speech	OFF	OFF	OFF	OFF
Permissive Mode	OFF	OFF	OFF	OFF
Word Prediction (Co:Writer)	⊗	OFF	ON	OFF
Proctored Administration	OFF	OFF	OFF	OFF



2023–2024 Accommodation Update



DCCR Accessibility Table Updates

- Layout for Readability
- Additional Non-Examples
- Language specifying trained administrators required



2023–2024 Accommodation Update



Test Attributes	Algebra I	Biology	English I	English II
Presentation ?	English	English	English	English
ASL Videos ?	OFF	OFF	OFF	OFF
Speech-to-Text ?	⊗	OFF	OFF	OFF
Basic TI Calculator ?	⊗	⊗	⊗	⊗
Content and Language Supports ?	OFF	OFF	OFF	OFF
Spell Check ?	⊗	OFF	OFF	OFF
Auto Text-To-Speech ?	OFF	OFF	OFF	OFF
Permissive Mode ?	OFF	OFF	OFF	OFF
Word Prediction (Co:Writer) ?	⊗	OFF	OFF	OFF
Proctored Administration ?	OFF	OFF	OFF	OFF

In TIDE, Spell Check is now specifically listed.

House Bill 1225: Paper by Request



- House Bill (HB) 1225 allows districts to provide paper administrations of STAAR to any student whose parent, guardian, or teacher requests it.
- Students' responses for all paper administrations must be processed in DEI by 11:59 p.m. (CT) on the last day of each testing window.
- The 3% paper by request numbers do not include the students who meet the criteria for a special paper administration.
- There are no changes to the special administration of an online assessment request process from last year.

2023–2024 Accommodation Update



- Starting this spring, blank graphic organizers (paper versions only) will be allowed for both online TELPAS tests (listening and speaking and reading and writing).
- A student will have to meet the eligibility criteria and the appropriate committee must make the decision, as noted on the Supplemental Aids policy document.

2023–2024 Accommodation **Reminder**



Reading Assistance for STAAR Grade 3 Math

Students who require reading assistance for the STAAR grade 3 online math administration must have Text-to-Speech (TTS) enabled to receive this support.

- Test administrators should **NOT** be providing this support by reading test content from the screen.
- Prior to the administration, campuses should identify students who regularly request this support during classroom instruction, so TTS can be enabled in advance of testing and the student can become familiar with using this support online.
- If a student requests this support during testing, the test will need to be paused, TTS enabled, and then the student may resume testing. TTS can stay enabled for the remainder of the test.

Note: For students participating in a STAAR paper administration, the test administrator trained in oral administration will provide this support.

2023–2024 Accommodation **Reminder**



Reading Assistance for STAAR Grade 3 Math, cont.

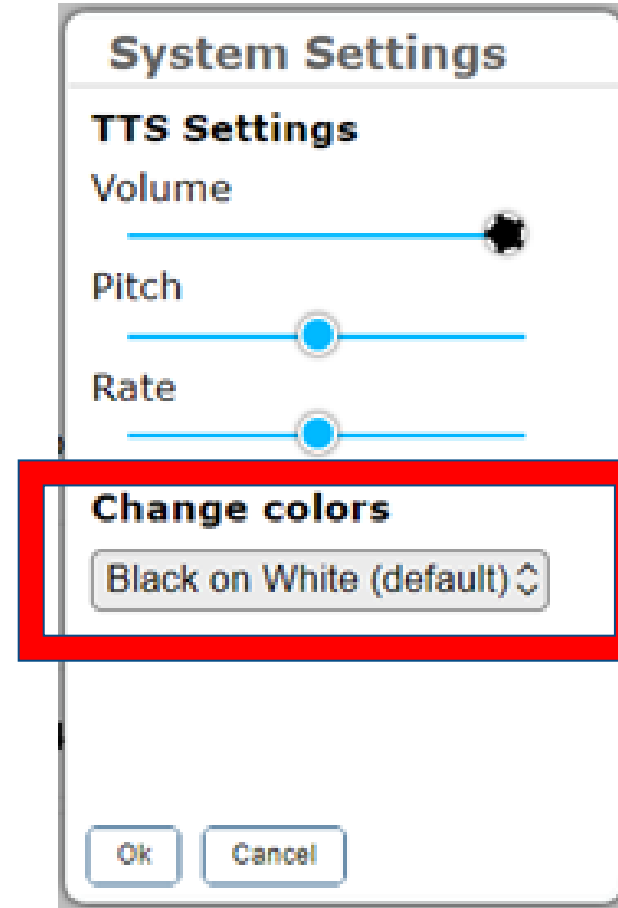
Question: How can the TA support students who have TTS enabled the day of or during the test?

Answer: The TA may use the chart provided in the appendix A of the STAAR test administrator manual. If a student is having trouble locating the tool, the TA may point to the proper icon in the ICON column below. If a student asks how a tool or button functions, the test administrator may read aloud the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed. **No additional prompting, demonstration, or explanation may be provided.**

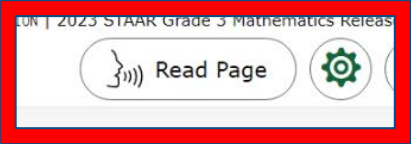
TDS Enhancements—Color Choice Update



- ✓ Color Choice has moved to inside the student interface
- ✓ Students can control color without having to pause and log out.



TDS Enhancements—Text-to-Speech: Update



Test Information

Please read the information below before starting your test.

Test Settings

You may choose the device settings, such as text size and mouse pointer, that work best for you. Click the View Test Settings button if you want to change your settings. You should see the changes on your screen once you select them. If you have any questions, raise your hand.

[View Test Settings](#)

General Information

You may use scratch paper, graph paper, and the available reference materials for this test.

Help Guide

The Help Guide describes how to use the tools and features of this test. The guide is available during the test by clicking the question mark button or you may view it now.

[View Help Guide](#)

✓ Pre-test instruction pages can now be read to students who have TTS.

What Are “Accommodations” in Assessment?

- Accommodations ensure that each student can interact appropriately with the content, presentation, and response mode of the test.
- Assessments should allow ALL test takers to demonstrate their knowledge of the content being tested without the format of the assessment, non-tested language, or the type of response needed to answer the questions serving as barriers to their success.



Who Do Accommodation Considerations Help?

Accommodation considerations may benefit any student who:

routinely and effectively uses the support during classroom instruction and testing

is served by a 504 committee

is served by an ARD committee

is served by an LPAC committee

requires the use of an accessibility feature or designated support in an unexpected or emergency situation

What Do “Accommodations” Look Like in Assessments?

- **Accessibility features:** available for any student that needs it, no documentation required
- **Locally-Approved Designated supports:** available only to students who meet specific eligibility criteria. The decision should be aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- **Designated supports that require TEA approval:** Complex Transcribing, Extra Day, Math Scribe, and Other

Designated Support	Program		
	STAAR	STAAR Spanish	TELPAS
Basic Transcribing	X	X	X
Braille /Refreshable Braille	X		
Calculation Aids	X	X	
Content and Language Supports	X	X	
Individualized Structured Reminders	X	X	X
Large Print	X	X	X
Manipulating Test Materials	X	X	X
Mathematics Manipulatives	X	X	
Oral/Signed Administration	X	X	
Spelling Assistance	X	X	
Supplemental Aids	X	X	X
Complex Transcribing	X	X	X
Extra Day	X	X	X
Mathematics Scribe	X	X	
Other	X	X	X

Student Eligibility Criteria At-A-Glance

- **ALL** designated supports require that students routinely and effectively use them during instruction and classroom assessments.
- Some designated supports have additional eligibility requirements that must be met. Policy documents outline what these circumstances are and who at the local level has the authority to approve the accommodation.

	Routinely and effectively uses the support in classroom instruction and testing	Requires additional eligibility criteria (see policy document)
Basic Transcribing	X	X
Braille/Refreshable Braille	X	
Calculation Aids	X	X
Content and Language Supports	X	X
Individualized Structured Reminders	X	
Large Print	X	X
Manipulating Test Materials	X	
Mathematics Manipulatives	X	
Oral/Signed Administration	X	X
Spelling Assistance	X	X
Supplemental Aids	X	

RTI, Student Assistance Team, or other related support (struggling learners)

- Basic Transcribing
- Braille
- Individualized Structured Reminders
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Supplemental Aids

Admission, Review, and Dismissal (ARD) Committee (special education students)

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



Section 504 Committee (students with other health impairments, dyslexia)

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

Language Proficiency Assessment Committee (LPAC) (EB students)

- Content and Language Supports
- Oral/Signed Administration

2023–2024 Accommodations

Assessments eligible for special paper or holistic administration of an online assessment:

Test Format	Paper Administration	Holistic Administration
STAAR grades 3-8 and EOC regular print and large print	X	
STAAR Spanish grades 3-5 regular print and large print	X	
STAAR with Embedded Supports grades 3-8 and EOC regular print, large print, and braille (contracted and uncontracted)	X	
STAAR grades 3-8 and EOC braille (contracted and uncontracted)	X	
TELPAS reading grades 2-12 regular print and large print	X	
TELPAS reading grades 2-12 braille (contracted and uncontracted)	X	
TELPAS writing grades 2-12		X
TELPAS listening and speaking		X

2023–2024 Accommodations

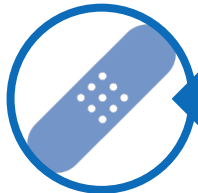
Paper orders for online assessment: Unique Scenarios



Juvenile Justice Alternative Education



Homebound Student Without Internet



Emergency Medical Situations

Contact:
Texas Testing Support
at 833-601-8821

Requirements for Local Decision-Making Authorities

Annual Review and Dismissal (ARD) Committee



- The responsibilities of the ARD committee do not change simply because the state assessment accommodation policy has changed. The purpose of an IEP is to document current and correct information. Any part of that document that is no longer true and valid should be updated.
- The ARD committee does not have to meet again regarding state assessment accommodations if decisions made at the annual meeting still apply to the current school year.
- The ARD committee would need to meet again regarding state assessment accommodations if decisions made at the annual meeting do not apply to the current school year.

Requirements for Local Decision-Making Authorities

Section 504 Committee



- Section 504 committee should ensure that a student's accommodation plan is current for the school year.
- If the documented designated supports in place for the student are still valid, there is no reason to meet again.
- If the documented designated supports in place for the student are not valid, this should be corrected.

Requirements for Local Decision-Making Authorities

Response to Intervention (RtI) and Similar Student Support Teams



- Depending on local policies for these committees (i.e., what time of year they meet):
 - If the documented designated supports in place for the student are still valid, there is no reason to meet again.
 - If the documented designated supports in place for the student are not valid, this should be corrected.

Requirements for Local Decision-Making Authorities

Language Proficiency Assessment Committee (LPAC)



- Designated supports decisions should be made as close as possible to the assessment to account for students' progress in acquiring the English language.
- Making a determination for a student the previous year may not take into account this progress and must be revisited.
- For students testing in English, the LPAC has sole authority for decisions related to Oral Administration and Content and Language Supports.
- For students testing in Spanish, the LPAC has restricted authority for decisions limited to Oral Administration and Content and Language Supports. Decisions must be made in conjunction with another committee.

The Categories of Accommodations



Accessibility Features



Locally Approved
Designated Supports



Designated Supports
Requiring TEA Approval

Accessibility Features



Accessibility Features Overview

- Documents can be found in the *District and Campus Coordinator Resources* and the Accommodations Resources webpage.
- Are available to any student who regularly benefits from the use of these procedures or materials during instruction.
- No need to document use of accessibility features in student paperwork, a test booklet, or TIDE.

Accessibility Features



Accessibility Features Overview

- A student using certain accessibility features may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test is maintained.
- A student cannot be required to use them during testing.

Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials.

Accessibility Features

Amplification Devices

- e.g., speakers, frequency-modulated [FM] systems

Bilingual Dictionary

- on STAAR mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)

Color Overlay or Color Setting for Online Test

General Reminders to Stay on Task

Accessibility Features

Highlighter (including online tool), Colored Pencils

- any other tool that can be used to focus attention on text

Individual Administration

Zoom Tool for Online Assessments and Magnifying Devices

Accessibility Features

Minimize Distractions

- e.g., stress ball, headphones, instrumental music

Photocopying or Enlarging Non-Secure Test Materials

- e.g., test administration directions, state-supplied graph paper, state-supplied reference materials

Place Marker (Blank)

Projection Devices

- e.g., closed-circuit televisions [CCTVs] or liquid crystal display [LCD] projectors for online tests

Accessibility Features

Read Test Aloud to Self

- e.g., PVC pipe, recording device

Reading Assistance

- Grade 3 math via TTS

Scratch Paper/Notes Tool/Sticky Notes

- various types of scratch paper, dry erase boards, or any other medium that can be erased, deleted, or destroyed

Accessibility Features

Signing or Providing Oral Interpretation (e.g., lip reading) Test Directions for a Student Who is Deaf or Hard of Hearing

Small Group

- number of students in small group is determined at local level based on the needs of each student and should mirror, as much as possible, the same small- group size in classroom testing situations

Translating Test Directions Into the Native Language of an English Learner

Locally- Approved Designated Supports



Designated Supports Overview

- These include **eleven** supports that may be made available to students who meet eligibility criteria.
- Eligibility decisions are made **locally** by the appropriate team of people at the campus level based on the eligibility criteria and are documented in the appropriate paperwork.

Policy documents located on the DCCR and Accommodation Resources Webpage

Designated Supports



Designated Supports Overview

- Each policy document is organized the same way:
 - Assessments
 - Description of Accommodation
 - Student Eligibility Criteria
 - Authority for Decision and Required Documentation
 - Examples/Types
 - Special Instructions/Considerations
 - Supporting Resources

Individualized Structured Reminders

TEA approval is NOT required.

STAAR
TELPAS

Assessments

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

- STAAR
- STAAR Spanish
- TELPAS

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.

Student Eligibility Criteria

A student may use this designated support if the student:

- routinely and effectively uses individualized structured reminders during classroom instruction and classroom testing.



Designated Supports (Locally Approved)

Basic Transcribing allows a test administrator to transfer student responses into TDS when a student is unable to accomplish this task independently. A student may receive this support if served by an ARD committee, Section 504 committee, Rtl committee, or student assistance team.

If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.

If the student uses speech-to-text technology to indicate responses for the constructed response questions, please refer to our Technology Use Guidelines document.

Eligibility includes routine (i.e., is familiar with the tool and its presentation) and effective (some evidence of previous success) use of the support in classroom instruction and testing.

The student may dictate or sign information to be recorded in the margins of the test booklet or in the notes tool for online tests. (Does NOT apply to math calculations or responses to the written composition.)



Designated Supports (Locally Approved)

Basic Transcribing (continued):

The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment. This means that the student can change his or her response **ONLY** within the seven hour time limit of the test.

The student may dictate or sign information to be recorded in the margins of the test booklet or in the notes tool for online tests. (Does NOT apply to math calculations or responses to the written composition.)



Designated Supports (Locally Approved)

Braille/Refreshable Braille provides brailled test materials or screen reader support for refreshable braille (STAAR only) displays to a student with a Visual Impairment (VI) who is unable to access printed test materials.

A student may receive this support if it is routinely and effectively used in classroom instruction and testing, and if the support is determined appropriate by the student's ARD committee, Section 504 committee, Rtl

Online screen reader support for refreshable braille displays will be available in reading/language arts and social studies assessments.

The state will provide both contracted and uncontracted braille test materials in UEB ONLY.

For braille administrations, there is no need to submit an Accommodation Request Form to request "Extra Day". (Included in "General Instructions for Administering Braille State Assessments".)

Accommodations specific to braille test takers will be provided in the "STAAR with Embedded Supports Paper Test Administration Information" accommodation tables and identified for the test administrator as "Braille Instructions ONLY."



Designated Supports (Locally Approved)

Braille/Refreshable Braille (continued):

If the qualifying student is an EB student with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

Districts can order contracted or uncontracted embedded supports versions of the braille test in TIDE.

If a student is testing online with refreshable braille plus embedded supports, a paper copy must be ordered as well.



Designated Supports (Locally Approved)

Calculation Aids provide an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods. A student may receive this support if the student is served by an ARD or Section 504 committee.

If a student is an EB with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

Grade-specific eligibility must be met for a student who receives Section 504 or special education services and routinely and effectively uses the support in classroom instruction and testing.

For questions about the functions allowed available on a "basic" calculator, refer to the calculator tool in the online STAAR practice tests.

The four-function calculator will remain available for students that meet eligibility in grades 3–7 to use a calculation device.



Designated Supports (Locally Approved)

Calculation Aids (continued):

Allowable Examples/Types

Basic (i.e., four-function) handheld calculator or calculator application, including large-key or speech-output

Basic calculator available as an online embedded support on STAAR

Abacus or Cranmer modified abacus

0–9 addition grid without special number (e.g., even numbers) indicated

Grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated



Designated Supports (Locally Approved)

Content and Language Supports allow for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices. A student may receive this support if served by an ARD committee, Section 504 committee, or LPAC committee (for an English test).

NOTE: Students for whom the LPAC recommends content and language supports for any English reading or English EOC assessment may not be reclassified at the end of the school year.

Supports are provided in the form of pop-ups, rollovers, prereading text, and supplementary materials, and are available on STAAR and STAAR Spanish online tests **only**.

EB students taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines the student is eligible.



Designated Supports (Locally Approved)

Content and Language Supports (continued):

Writing, including Eng. I and II, will ONLY have prereads prior to the editing passages.

Reading selections, including Eng. I and II, will have prereads prior to the selections.

NOTE: Although STAAR Spanish uses the same guidelines for Content and Language Supports as the English version of STAAR, some of the accommodations in the pop-ups and rollovers may not be identical due to linguistic differences.

STAAR and STAAR Spanish with embedded supports paper version available through the *Special Paper Administration Process*.



Designated Supports (Locally Approved)

Individual Structured Reminders allow a test administrator to provide a student individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures. A student may use this designated support if that student routinely and effectively uses it during classroom instruction and classroom testing.

This designated support includes but is not limited to:

paperclips or adhesive notes used to divide the test into sections

more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures

structured reminders that are part of a behavior plan

personal timer or clock set to remind a student to move on to the next question, page, or section or to remind a student to stop at pre-established times during the test

index cards that have handwritten or color-coded reminders to continue working



Designated Supports (Locally Approved)

Individual Structured Reminders (continued):

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.

Some students might need assistance with certain reminders (e.g., inserting paperclips, setting the timer). This is allowable; however, it is preferable that the student, rather than the test administrator, direct or control the use of the reminder when possible.

For TELPAS grades 2–12, these supports only apply to the online reading and writing test, paper reading test and the online listening and speaking test. They do 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.

Any type of administration in which the test administrator has to view a secure state assessment requires that the test administrator sign a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are **prohibited**.



Designated Supports (Locally Approved)

Large Print provides a student with enlarged test materials when he or she is unable to effectively access test materials in standard print size.

Students who are eligible for this support

- 1) routinely and effectively use large-print materials, including textbooks, worksheets, etc., during classroom instruction and classroom testing,
- 2) **and** meet at least one of the following:

- The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
- The student is not able to accurately track letter to letter, word to word, or line to line.
- The student has a physical disability which necessitates the use of large-print materials.



Designated Supports (Locally Approved)

Large Print (continued):

The ordering of large-print materials will be closely monitored to ensure districts are ordering only for those students who meet the eligibility criteria. In most cases, large-print test materials should be ordered only for a student with an impairment in vision.

Specific information about large-print test materials, including the policy for students needing a test booklet in a larger print size than produced by the state, is available in the General Instructions for Administering Large-Print State Assessments document, located on TEA's Accommodation Resources webpage.

Student responses on large-print tests must be transcribed into DEI according to the procedures outlined in the Basic Transcribing and Complex Transcribing policies. If this is not done, the student's test cannot be scored.

There is no preview window for large print tests.



Designated Supports (Locally Approved)

Manipulating Test Materials allows the test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently. A student may receive this support if served by an ARD committee, Section 504 committee, Rtl committee, or student assistance team.

If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.

If a student is an EB student with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.

Eligibility includes routinely and effectively uses the support in classroom instruction and testing.

The student must give specific directions about how the test administrator should manipulate test materials, online tools, and equipment. The test administrator may not provide feedback regarding the correctness of the student's directions.



Designated Supports (Locally Approved)

Manipulating Test Materials (continued):

This designated support includes but is not limited to

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



Designated Supports (Locally Approved)

Mathematics Manipulatives supports are concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts.

For a student who meets the eligibility criteria, this designated support may be used on STAAR grades 3–8 mathematics, Algebra I, and STAAR Spanish grades 3–5 mathematics.

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 TEKS. The student **must** be able to understand the information that the mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts.



Designated Supports (Locally Approved)

Mathematics Manipulatives (continued):

This designated support may include **only**

- Real or play money (both heads and tails)
- Clocks with or without numbers shown on clock face; the clock should **NOT** have gears
- Various types of counters (e.g., two-sided chips, blocks, numerals with printed or raised dots)
- Algebra tiles; the tiles should **NOT** contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables
- Fraction pieces (e.g., fraction bars, fraction circles); the fraction pieces should **NOT** contain labels (e.g., labels that show individual fractions, equivalencies, or cumulative sequence)
- Geometric figures that are grade- or course-appropriate; the figures may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms; the figures should **NOT** contain words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in another form (e.g., three-dimensional solid) is **NOT** allowed.



Designated Supports (Locally Approved)

Oral/Signed Administration support allows test material to be read aloud or signed to a student. All references to reading support during an oral administration also apply to oral interpretation (e.g., lip reading) and signing during a signed administration. An online oral/signed administration is administered via text-to-speech (TTS) or American Sign Language (ASL) videos.

Oral administration can include different levels of reading support for each eligible student. The test administrator may read parts of the test questions and answer choices at student request or read all test questions and answer choices throughout the test.

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

Test administrators must be trained in the procedures specific to an oral administration. Guidelines can be found in the *STAAR Oral and Signed Administrations Educator Guide* document located on the Accommodation Resources webpage.

TTS is offered as an online option for oral administration. The TTS tool allows a student to independently select and change his or her level of reading support during the test administration. Students can also be registered for “automatic TTS” which will ensure all eligible parts of the test are read aloud.



Designated Supports (Locally Approved)

Oral/Signed Administration (continued):

For a student who is an EB, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's file.

For a student who is an EB with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

NOTE: Students for whom the LPAC recommends oral administration for any English reading or English EOC assessment may not be reclassified at the end of the school year.

EBs taking STAAR Spanish may be eligible for an oral administration IF they are identified with dyslexia or related disorder OR have documented evidence of reading difficulties.

For a student who is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.



Designated Supports (Locally Approved)

Oral/Signed Administration (continued):

- Students identified with dyslexia or a related disorder per TEC, §38.003 may be eligible for this support if it is routinely and effectively used during classroom instruction and classroom testing.
- Students with documented evidence of reading difficulties may be eligible for this support if it is routinely and effectively used during classroom instruction and classroom testing. Evidence of reading difficulties can be caused by various reasons including, but not limited to:
 - learning disability in reading
 - ADD/ADHD
 - behavioral or emotional problem
 - processing or memory issue



Designated Supports (Locally Approved)

Oral/Signed Administration (continued):

Oral/Signed Administration Policy Highlights

- ASL videos—online option for STAAR (English language versions only)
- STAAR Spanish online—TTS is offered as a tool for oral reading support
- Revising passages, test questions, and answer choices can be read aloud for STAAR and STAAR Spanish PAPER writing selections. A titled cover page and footers above the page numbers of the test booklet will identify revising section
- STAAR online with a screen reader support for refreshable braille displays is available for students taking a braille test
- 2023-2024 *STAAR Oral and Signed Administrations Educator Guide* available in DCCR and the Accommodation Resources webpage



Designated Supports (Locally Approved)

Oral/Signed Administration (continued):

Oral/Signed Administration Policy Highlights

- Oral administration can include different levels of reading support for a student.
 - Read all parts of the test question and answer choices at student request
 - Read all test questions and answer choices throughout
 - Text-to-speech (TTS) tool is an online option for oral administration and allows a student to independently select and change his or her level of reading support. Students may also be registered for “Auto TTS” prior to the test
 - **NOTE:** A student can request a change in the level of reading support during testing IF this option is documented. Changes involving removal or addition of Auto TTS will require pausing the student’s test.

Designated Supports (Locally Approved)

TEA approval is NOT required.



Oral/Signed Administration (continued):

Constructed Response Questions

Students participating in a STAAR online administration who need test questions, including short and extended constructed response questions, to be read aloud must have Text-to-Speech (TTS) turned on to receive this support.

- ✓ Students **must** meet eligibility requirements for oral administration prior to the administration of the test.
- ✗ Test administrators should **not** be providing this support by reading the secure test content from the screen.

Note: For students participating in a STAAR paper administration, the test administrator trained in oral administration will provide this support.




Designated Supports (Locally Approved)

Oral/Signed Administration (continued):

Example of a Constructed Response Question



Read the selection and choose the best answer to each question.



Back in Time: The National Road
by Rickie Longfellow

1 The National Road, in many places known as Route 40, was built between 1811 and 1834 to reach the western settlements. It was the first federally funded road in U.S. history. George Washington and Thomas Jefferson believed that a trans-Appalachian road was necessary for unifying the young country. In 1806 Congress authorized construction of the road and President Jefferson signed the act establishing the National Road. It

21 22 23 24 25 26 27 28 29 30

30

GUEST, GUEST

Read the article "Back in Time: The National Road." Based on 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

Tutorial

Mark for Review

Sticky Notes

Select Previous Version

Speak Question

Highlight Selection





Designated Supports (Locally Approved)

Oral/Signed Administration (continued):

Oral/Signed Administration For Students who are Deaf or Hard of Hearing

For students who are deaf or hard-of-hearing who are eligible for Content and Language Supports, AND Oral/Signed Administration:

- Signing of allowable test content is allowed.
- ASL videos are available as an embedded support; however, these are not available for Content and Language Supports. A test administrator will need to provide this support for the student.
- If a student needs signing or oral interpretation support, an interpreter or teacher of the deaf in the room may provide assistance.
- Required training: Oral/Signed Administration Guidelines and the specific guidelines for signing test content are included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing.



Designated Supports (Locally Approved)

Oral/Signed Administration (continued):

Oral/Signed Administration For Students who are Deaf or Hard of Hearing

- Signed administrations can be provided via a test administrator viewing a secondary mirrored monitor
 - The proctor will see the student's exact screen and can provide signed support or oral interpretation
 - Screen mirroring requires connection via an HDMI cable
 - Appropriate for individual administration
- . Districts may request a proctor code from Cambium in order to access a proctor version of the test online if the access to an online test is needed for group administrations.
- Interpreters or teachers of the deaf who provide signed or oral assistance to students may preview test material eligible for an oral/signed administration the day of the assessment to prepare an accurate interpretation. Districts may request a proctor code from Cambium in order to access a proctor version of the test online.



Designated Supports (Locally Approved)

Oral/Signed Administration (continued):

American Sign Language (ASL) Videos

Available on STAAR online for students eligible for Oral/Signed Administration

Questions and answer choices signed in ASL for all subjects (not available for Content and Language Supports)

Closed-Captioning

There is no indicator on the student's screen that they are in an "ASL" version of the test. The student will need to be familiar enough with the online accommodation to know there should be embedded videos.



Designated Supports (Locally Approved)

Spelling Assistance provides various types of spelling assistance for a student with a disability. A student may receive this support if served by an ARD committee or Section 504 committee.

If a student is an EB with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

Available as an online embedded support on STAAR writing (composition) if a student routinely uses a similar tool during class instruction. For example, if a student uses a frequently misspelled word list or speech-to-text, then do NOT activate the online spelling assistance support in TIDE. The student will use what he or she routinely uses in class.

A student should be capable of organizing and developing 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 he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses



Designated Supports (Locally Approved)

Spelling Assistance (continued):

Students who meet **eligibility** **criteera** can use the embedded spell check

eligibility
intelligibility
illegibility
legibility

Note: Spell check does not identify grammatical or usage errors.

Word prediction is now available in text boxes for the short and extended constructed responses as well as the note

1	notepads
2	notes
3	mothers
4	notebooks
5	noted

123



Designated Supports (Locally Approved)

Supplemental Aids allow a student to use paper-based resources that assist in recalling information. A student may use this designated support if that student routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Supplemental aids can be provided in the language that is most appropriate for the student.

It is not necessary to conceal or remove instructional or reference materials in the testing area, the classroom, or hallways unless they could assist a student with answering questions on the subject-area assessment being administered.

Supplemental aids should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.

If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.



Designated Supports (Locally Approved)

Supplemental Aids (continued):

Only the paper-based supplemental aids listed below are allowed on the state assessment.

NOTE: TEA cannot make decisions on specific supplemental aids used for an individual student.

Examples of allowable and non-allowable supplemental aids are available in the *Accommodations Allowable Supplemental Aids* training presentation on TEA's Accommodation Resources webpage.

All Subjects

- Mnemonic Devices
- Blank Graphic Organizers

Mathematics

- Math Charts
- Graphics

Written Composition

- Grammar and Mechanics Rules

Science

- Graphics

Social Studies

- Graphics



Requirements for Local Decision-Making Authority

Supplemental Aids (continued):

REMEMBER: Multiplication and addition charts are considered calculation aids NOT supplemental aids.

Mathematics: Number Chart

- A number chart (e.g., 100 chart) may be used, however all number charts **MUST** be in sequential order.

✓

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

✓

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

✗

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



Mathematics: Number Charts v. Calculation Aids

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

Below are examples of charts that are considered **calculation aids**.

✗

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

✗

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

✗

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

✗

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

REMEMBER: Multiplication and addition charts are considered calculation aids.



Designated Supports Requiring TEA Approval



Overview of Designated Supports Requiring TEA Approval

- Supports that may be made available to students who have a **TEA-approved** accommodation request
- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria, and then an **Accommodation Request** is submitted in TIDE for TEA to review
- Other determinations should be made in conjunction with the testing coordinator prior to submitting to ensure appropriateness

Policy documents located on the DCCR and Accommodation Resources Website



Designated Supports Requiring TEA Approval



Complex Transcribing

This designated support allows a test administrator to record into TDS or from paper into DEI a student's dictated or signed responses to the constructed response items when a student is unable to accomplish this task independently.

- Intended for an extremely small group of students with disabilities
- TEA will provide, with any approved submitted accommodation request, specific guidelines about how to transcribe the student's responses to the writing prompts, including how to indicate the student's spelling, punctuation, and capitalization



Designated Supports Requiring TEA Approval



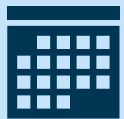
Mathematics Scribe

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

- The role of the mathematics scribe is to record the student's dictated scratch work and computations exactly as the student indicates.
- The test administrator may write the student's dictated scratch work and computations onto scratch paper, a chalkboard, white board, or the space in the student's test booklet.



Designated Supports Requiring TEA Approval



Extra Day

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

NOTE: For TELPAS grades 2–12, Extra Day only applies to the online reading and writing test, the paper reading test and the online listening and speaking test. It 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.

- Intended for an extremely small group of students with disabilities
- Students only permitted to test over two regularly scheduled, consecutive school days
- Each day of testing must not extend beyond seven hours



Designated Supports Requiring TEA Approval

Designated supports that fall into this category are **only** for students who have unique needs that are not specifically addressed with any accessibility features or designated supports located on TEA's Accommodation Resources webpage. These designated supports **are not** intended to provide additional supplemental aids not listed as allowable, or for students who fail to meet established eligibility criteria for designated supports.

- Example: If a student requires double-sided test materials photocopied into single-sided sheets because they have a physical disability or have a disability that necessitates test materials be presented in a printed format other than a test booklet in order to prevent severe behaviors that could interfere with completion of the test, an ARF for Other should be submitted to TEA. **These cases should be rare.**
- TEA may provide additional procedures specific to the requested designated support if approved.

Accommodation Request Process

Online Accommodation Requests

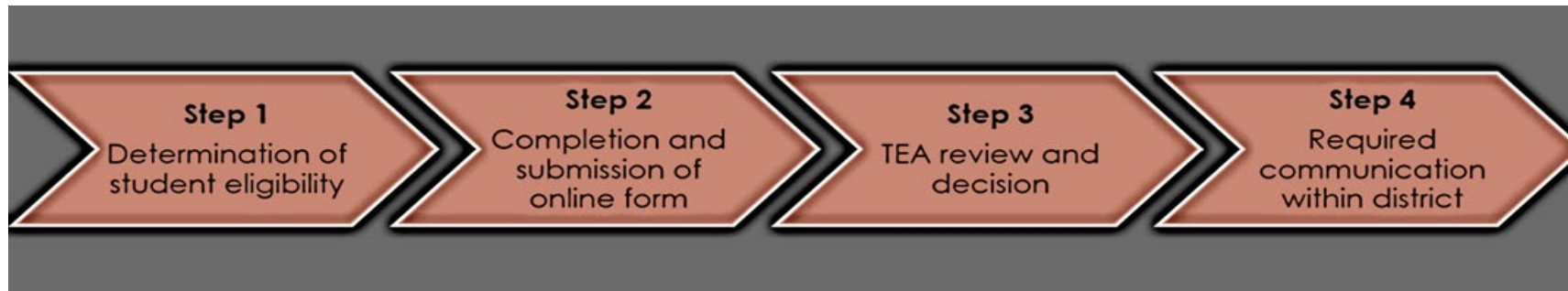
should only be submitted for designated supports requiring TEA approval:

Complex Transcribing	Mathematics Scribe
Extra Day	Other

- The request is submitted in TIDE.
- Opens: October 2023
- Expiration date of approved requests is the day the last test is administered for the academic year or by June 30, 2024.
- Each district is assigned an “Accommodations Task Force Member” who will process requests.

Accommodation Request Process

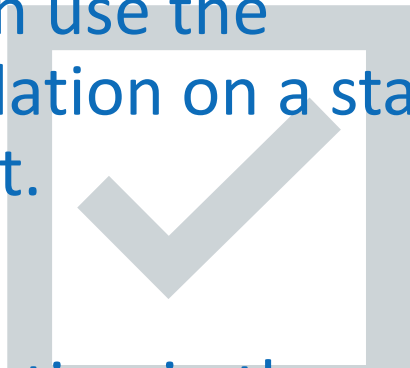
Accommodation Requests must be submitted to the Texas Education Agency (TEA) in a timely manner to allow committee members the ability to process and review requests, as well as communicate to districts the appropriate procedures for administering a TEA-Approved Designated Support.



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 admission, review, and dismissal (ARD) committee decision) the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 and ask to speak to their assigned member of the Accommodation Task Force for further instructions.

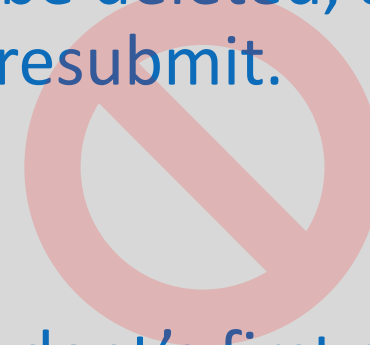
Accommodation Request Process

Accommodation requests must be approved by the TEA before a student can use the accommodation on a state assessment.



Documentation in the appropriate paperwork should state “pending TEA approval.”

Do NOT include confidential student information in the rationale. The request will be deleted, and you will be asked to resubmit.



Example: student’s first and last name, language from an IEP, medical documents

Accommodations in Unexpected or Emergency Situations

When an unexpected or emergency situation (e.g., broken arm, lost eyeglasses) occurs just prior to or on the day of the state assessment, it may or may not be necessary to contact TEA. After testing, document the accommodation used in TIDE.

Step 1: No need to contact TEA

Make available Accessibility Features which are allowed for any student.



Step 2: No need to contact TEA

Make available locally-approved Designated Supports. Consideration should be given to accommodations that the student can independently use.



Step 3: Contact TEA

If the student's needs cannot be met with Step 1 or 2, contact a member of the Accommodations Task Force at TEA. The district testing coordinator may need to submit an Accommodation Request.


Online Practice and Released Tests

<https://www.texasassessment.gov/>

Online released and practice tests should be used to familiarize students with the tools that will be available in a live testing situation.

Online Practice Tests

SYSTEM




Practice Tests Login

Access for students (and others) to the online practice tests.


Printable PDF Released Tests

INFORMATION




STAAR Released Tests

INFORMATION



STAAR Alternate 2 Released Tests

INFORMATION



Order Form for STAAR Braille Released Tests


STAAR Online Practice

- Both login options shown here:

Please Sign In

ON **Guest User**
Toggle to sign in as yourself


ON **Guest Session**
Toggle to join an active session


 Run Diagnostics Browser: ChromiumEdge v94

[Sign In](#)

Please Sign In

OFF **Guest User**
Toggle to sign in as yourself

First Name:
 EX: JORDAN

TSDS ID:
 EX: 123456789

[Sign In](#)

STAAR Online Practice

ROLLOVERS

5

GUEST, GUEST

A person had a sickness caused by germs. The person took a medicine for 10 days to kill the germs. After taking all of the medicine, almost all the germs were killed. Ten days later, the person was sick again with the same sickness.

What most likely happened?

- A A few bacteria survived the antibiotics and stopped reproducing.
- B The person's high fever stopped the medicine from working, making it possible for the living germs to grow quickly.
- C The antibiotic slowed the life cycle of the bacteria.
- D Some of the bacteria were resistant to the antibiotic, and they reproduced.

POP-UPS

3% 2019 STAAR U.S. History Released Test GUEST, GUEST (TSDS ID: GUEST) GUEST SESSION

Save Notepad Lin

3

GUEST, GUEST

Which event prompted the United States to enter World War II?

- A The German invasion of Poland caused the United States to enter World War II.
- B The Soviet occupation of Germany prompted the United States to enter World War II.
- C The landing of Allied soldiers on Normandy Beach prompted the United States to enter World War II.
- D The Japanese attack on Pearl Harbor prompted the United States to enter World War II.

STAAR Online Practice

PUNNETT SQUARES

Punnett Squares

STAAR with Embedded Supports Biology

Punnett Squares

SPELLING ASSISTANCE (spell check & word prediction)

Students who meet **eligibility** **critereera** can use the embedded spell check

- eligibility
- intelligibility
- illegibility
- legibility

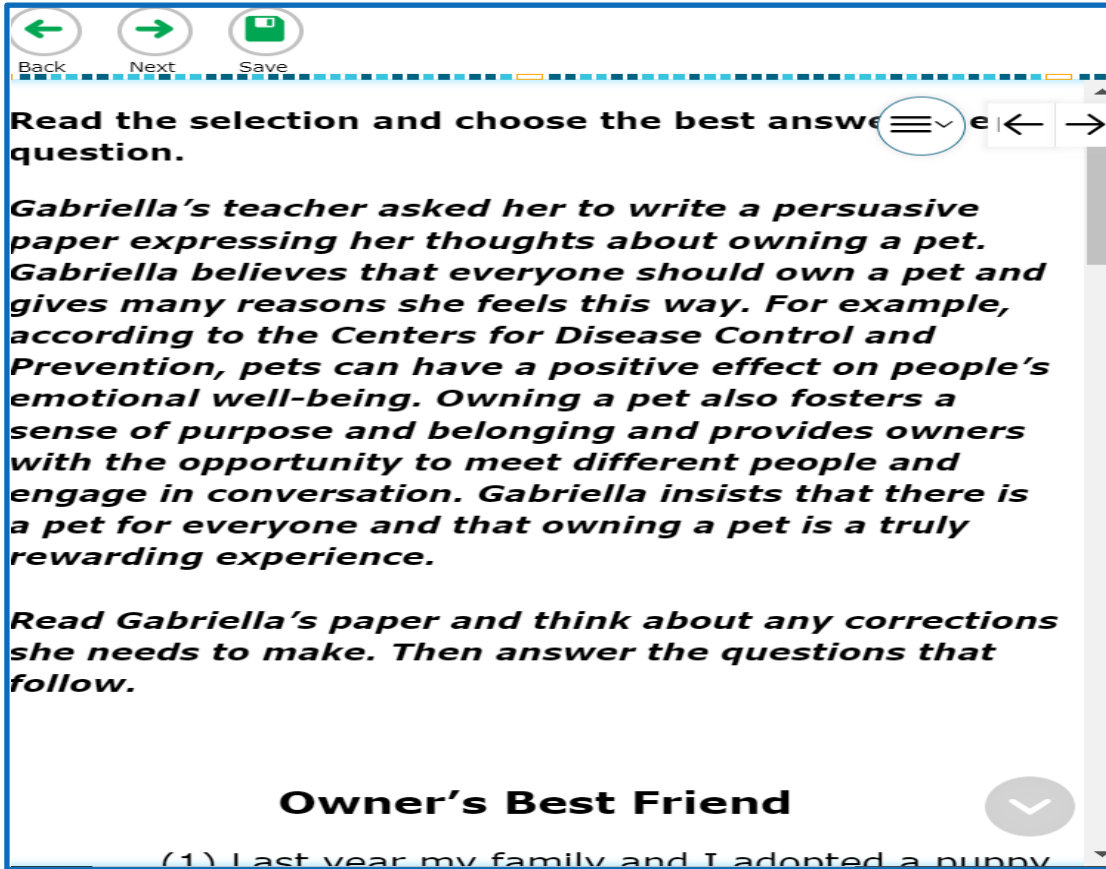
Word prediction is now available in text boxes for the short and extended constructed responses as well as the note

- 1 notepads
- 2 notes
- 3 mothers
- 4 notebooks
- 5 noted

123

STAAR Online Practice

PREREADING TEXT



The screenshot shows a digital reading interface. At the top, there are three navigation icons: a left arrow labeled 'Back', a right arrow labeled 'Next', and a floppy disk icon labeled 'Save'. Below these is a dashed blue line. The main text area contains the following instructions and passage:

Read the selection and choose the best answer to the question.

Gabriella's teacher asked her to write a persuasive paper expressing her thoughts about owning a pet. Gabriella believes that everyone should own a pet and gives many reasons she feels this way. For example, according to the Centers for Disease Control and Prevention, pets can have a positive effect on people's emotional well-being. Owning a pet also fosters a sense of purpose and belonging and provides owners with the opportunity to meet different people and engage in conversation. Gabriella insists that there is a pet for everyone and that owning a pet is a truly rewarding experience.

Read Gabriella's paper and think about any corrections she needs to make. Then answer the questions that follow.

Owner's Best Friend

(1) Last year my family and I adopted a puppy

Training Reminders

Potential Designated Supports Topics

- Understanding accessibility policies, including eligibility criteria
- Ensuring that testing personnel have a current list of each student's allowed or approved accessibility features and designated supports
- Ensuring that test administrators giving an oral administration are thoroughly trained in oral administration procedures
- Collecting materials and preparing designated supports for eligible students
- Preparing testing locations for students who need certain designated supports or accessibility features (e.g., oral administration, individual or small-group administration)
- Basic and Complex Transcribing policies and how to enter student responses into DEI

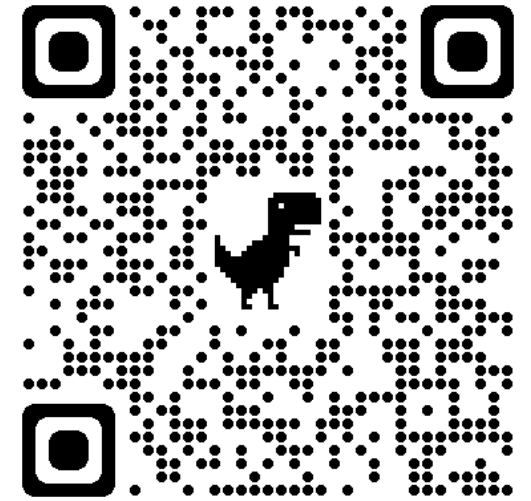
Accommodation Resources

- Allowable Supplemental Aids
- Technology Guidelines
- Technology Use Guidelines Presentation
- Accommodations in Unexpected or Emergency Situations
- TEA-Approved Accommodations Procedure documents:
 - Math Scribe
 - Extra Day
 - Complex Transcribing STAAR
 - Complex Transcribing TELPAS
- General Instructions for Administering Large-Print State Assessments
- General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing
- General Instructions for Administering Braille State Assessments
- Oral and Signed Administrations: Guidelines for Reading Aloud Various Types of Test Questions
- Font and Point Size Matrices for STAAR, STAAR Spanish, and TELPAS
- Parent Resource: Designated Supports Available for STAAR, STAAR Spanish, and TELPAS

Texas Educator Assessment Committees

Classroom teachers, instructional coaches, campus and district content specialists, and campus administrators can serve in a variety of ways:

- **Educator passage review** – each potential passage for the RLA test is reviewed and approved by a committee of Texas educators
- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Constructed response range-finding** – educators are convened to set the scoring boundaries for student essays based on the rubric
- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific topics



TEA Contact Information

For inquiries related to development and administration of state assessments, reporting activities, or data corrections, please contact:

- [Student Assessment Help Desk](#)
- (512) 463-9536
- <https://tea.Texas.gov/student.assessment/>

