STAAR Accessibility

Educator Guide

STAAR®
State of Texas Assessments of Academic Readiness

2022–2023

Table of Contents

Resources

General Resources	
Online Resource	**Location**
Accommodation Resources	https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793210041/Accessibility
District and Campus Coordinator Resources	http://txetests.com/dccr/
Language Proficiency Assessment Committee (LPAC) Resources	http://tea.texas.gov/student.assessment/ell/lpac/
STAAR and STAAR Spanish Released Test Questions	https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793211433/STAAR+Released+and+Practice+Tests
STAAR Resources	https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793211280/STAAR
STAAR Spanish Resources	https://tea.texas.gov/student-assessment/testing/staar-l/staar-spanish-resources
Student Assessment Division	http://tea.texas.gov/student.assessment/

Understanding STAAR Accessibility

The goal of STAAR and STAAR Spanish accessibility is to ensure that each student can interact appropriately with the content, presentation, and response modes of the state assessments. In order to meet this goal, STAAR accessibility features and designated supports are designed to allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, the non-tested language, or the type of response needed to answer the questions being barriers. The various accessibility features and designated supports made available on STAAR online and paper assessments are also designed to be the same or similar to the designated supports commonly used during classroom instruction.

Accessibility Within the STAAR Program

For STAAR and STAAR Spanish, accessibility falls into three categories: accessibility features, locally-approved designated supports, and designated supports requiring Texas Education Agency (TEA) approval. It is important to refer to the individual designated support policy documents in the Accessibility section of the *District and Campus Coordinator Resources*. for comprehensive information about the procedures and materials within each of these categories.

Accessibility Features

Accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from their use during instruction; however, a student cannot be required to use them during a state assessment. District or campus testing coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student 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 are maintained.

Locally-Approved Designated Supports

Locally-approved designated supports include designated supports that may be made available to students who meet eligibility criteria without TEA approval. 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. Eligibility is determined by the appropriate team of people at the campus level as indicated in each policy document. The decision to use a designated support during a state assessment should be made on an individual student basis and should take into consideration the student's needs and whether the student receives that designated support during classroom instruction and classroom testing routinely. This does not mean that the designated support must be used every day during instruction. Routine accommodation, or designated support use, as defined by TEA, means that the student has used the support often enough during classroom instruction and testing that the student can use it independently during the state assessment. (Independent use is applicable to some designated supports [e.g., Calculation Aids] but may not be to others [e.g., Oral Administration].) In addition, the designated support has been

proven to be effective in meeting the student's specific needs as evidenced by student scores or teacher observations with and without designated support use.

Designated Supports Requiring TEA Approval

For designated supports requiring TEA approval, districts must submit an Accommodation Request Form through the [Test Information Distribution Engine (TIDE)](#) under the *Administration and Security Forms* module. 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 procedures for administering a TEA-approved designated support. Requests should be submitted at least two weeks prior to the individual student's testing window. For circumstances that require a designated support request but occur after this time (e.g., newly enrolled student; medical emergency; updated admission, review, and dismissal [ARD] committee decision), the district coordinator should contact the Student Assessment Division at 512-463-9536 and ask to speak to a member of the Accommodations Task Force for further instructions. This type of support must be documented in the student's paperwork as "pending TEA approval."

Considering Paper Versus Online

A student should be designated as eligible for a special paper administration of an online assessment only if a required accommodation documented in the student's individualized education program (IEP), individual accommodation plan (IAP), or section 504 plan paperwork cannot be delivered in an online format. Careful consideration should be given to whether the paper mode offers the necessary supports to allow the student to successfully demonstrate their understanding of the tested content. If the student has previous experience receiving instruction or taking assessments online (e.g., STAAR Interims), it may be more appropriate to maintain consistency by providing the student with an online administration.

Some supports, such as Mathematics Manipulatives or Oral/Signed Administration, can be provided to students taking either an online or paper test.

Due consideration should be given to the mode in which various designated supports can be offered. A mathematics or science braille test can be provided only with a paper form; however, a reading language arts (RLA) or social studies braille test can be provided online using a refreshable braille display.

Content and language supports are embedded online supports. Paper versions of these designated supports are available for students who cannot access computers or technology.

Refer to the [Special Administration of an Online Assessment](#) section of the *Coordinator Resources* for more information.

Refer to the table on the following pages for more information on available accessibility features.

Type of Support	Accessibility Feature	Description	Allowed Examples*	Not Allowed Examples*
Language Supports	Signing Test Directions	Test administration directions can be signed to a student who is deaf or hard of hearing.	• A test administrator signs the test administration 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.
	Translating Test Directions	Test directions can be translated into the native language of an emergent bilingual (EB) student.	• 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 uses its resources and personnel to translate the test directions into the targeted language before a test administration and distributes the translations to the campuses where needed.	• 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 for an EB student.
	Bilingual Dictionary	The use of a bilingual dictionary is allowed for mathematics, science, and social studies assessments. Bilingual dictionaries used in these cases should include only word-to-word translations.	• A student uses a hard copy word-to-word bilingual dictionary during a mathematics, science, or social studies assessment.	• 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 an administration of 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.
Reading Assistance	Reading or Signing constructed-response items	A test administrator may read or sign an extended constructed-response item or a short constructed-response item to any student who requests it.	• A test administrator reads or signs the constructed-response item at a student's request.	• A test administrator reads or signs the extended-constructed response to the entire class.

Type of Support	Accessibility Feature	Description	Allowed Examples*	Not Allowed Examples*
				• A test administrator reads or signs a short-constructed response to the entire class.
	Reading Assistance for Grade 3 Mathematics	A test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.	• A test administrator reads a word to a student taking a grade 3 mathematics test from the student's computer screen. NOTE: This accessibility feature allows for an exception to the policy that requires test administrators not to look at students' computer screens.	• Text-to-speech (TTS) is turned on for a student taking the grade 3 mathematics test so the student can have reading assistance as needed. • A majority of the questions and answers choices are read aloud to a student at the student's request.
Assistive Technology: Learning and Cognition Supports	Reading the Test Aloud	Students who use this accessibility feature are allowed to read the test aloud to themselves to facilitate comprehension.	• A student uses a whisper phone to read the test aloud to himself during a administration. • A student records herself reading the test material aloud. The recording is deleted after a test administration.	• A student in a testing room with other students reads the test aloud to himself.
	Blank Scratch Paper	Any medium that can be erased or destroyed may be used as blank scratch paper. To choose the type of scratch paper, the student's intent needs to be considered. If students have a method they have been taught with a certain kind of paper, then it is not scratch paper and may be considered a graphic organizer.	• A student uses a dry erase board during a test administration to draw, write, and perform calculations. • A student uses patty paper during a mathematics test administration. • A student uses lined paper during a reading language arts (RLA) test administration and graph paper during a mathematics test administration. • A student uses blank scratch paper during a TELPAS administration. • A student uses a packet of 10 blank pages that are stapled together.	• A student uses paper with numbered 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 or words on it.
	Sticky Notes	The 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.	• A student leaves a test question unanswered and uses the sticky notes tool to make notes about the question for later use.	• A student uses the sticky notes tool for notes that he wants to access on later test questions.

Type of Support	Accessibility Feature	Description	Allowed Examples*	Not Allowed Examples*
	Notepad	The notepad tool allows a student to write notes that can be accessed from any page in the online test.	• A student uses the notepad tool to write down things she wants to remember throughout the test.	• A student uses the notepad tool to write her constructed response but does not transfer the response to the actual item.
Assistive Technology: Hearing Supports	Amplification Devices	Amplification devices amplify sounds to louder levels.	• A student with autism who does not do well with headphones uses external speakers for 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.	• A student who uses external speakers to amplify TTS is in a testing room with other students.
Assistive Technology: Visual Supports	Color Settings	Color settings for online tests and colored overlays for paper tests are used by some students to improve the processing of visual information.	• A student uses the color settings drop-down 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.	• A student uses a colored overlay that has boxes, text, or symbols on it.
	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.	• 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.
	Zoom Feature	The zoom feature for online tests and magnifying devices for paper tests enlarge the test content.	• 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.

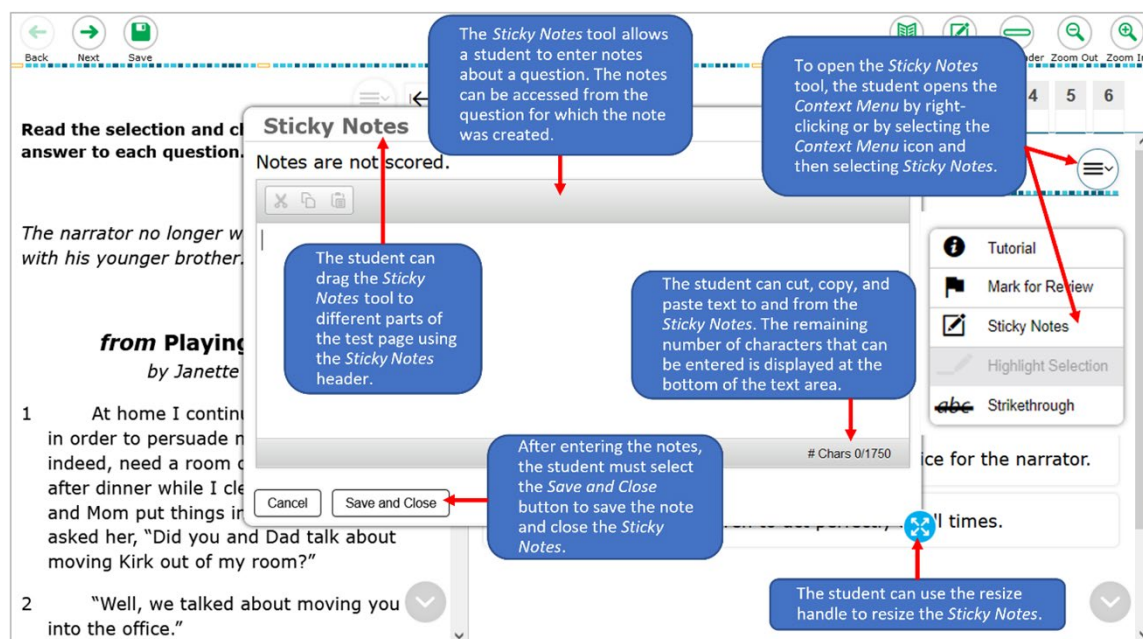| Type of Support	Accessibility Feature	Description	Allowed Examples*	Not Allowed Examples*
	Highlighters and Colored Pencils	Highlighters, colored pencils, or any other tool that can help focus attention on text may be used.	• A student uses the highlighter tool during an online test administration. • 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 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.
	Projection Devices	Projection devices enlarge the test content.	• A computer is connected to a larger monitor or television with an HDMI cable so a student can see the test. • A CCTV is used during a paper administration. • A student's test is projected onto a wall or screen to enlarge the test.	• A student's test is enlarged using a projection device in a testing room with other students.
Assistive Technology: Focus and Attention Supports	Tools to Minimize Distractions or Maintain Focus	Tools that minimize distractions or help a student maintain focus are allowed during a test administration as long as test security is maintained.	• 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 using headphones or Bluetooth earbuds. • Because the phone is on the student's desk, the test administrator is able to monitor phone use.	• 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.
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 regularly uses a predictive text application during classroom assignments is allowed to use the same application with permissive mode as part of an approved designated support during a test administration.	• A student with Permissive Mode turned on uses an Internet browser to access supports.
	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	• A student is allowed to keep his mobile phone in his backpack and take it out periodically to monitor

Type of Support	Accessibility Feature	Description	Allowed Examples*	Not Allowed Examples*
			app on the phone. Because the phone is on the student's desk, the test administrator is able to monitor phone use.	his glucose levels through an app. Because the phone is not continuously accessible, the test administrator is not able to monitor phone use.
Setting Supports	Individual Test Administration	A student receives an individual test administration with a test administrator.	- An individual student is paired with one test administrator during a test administration 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.	An individual student sits at a desk in the front of a large testing room so that a test administrator can help the student as needed.
	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.	- 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.	- 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 reminds students to use their testing strategies.

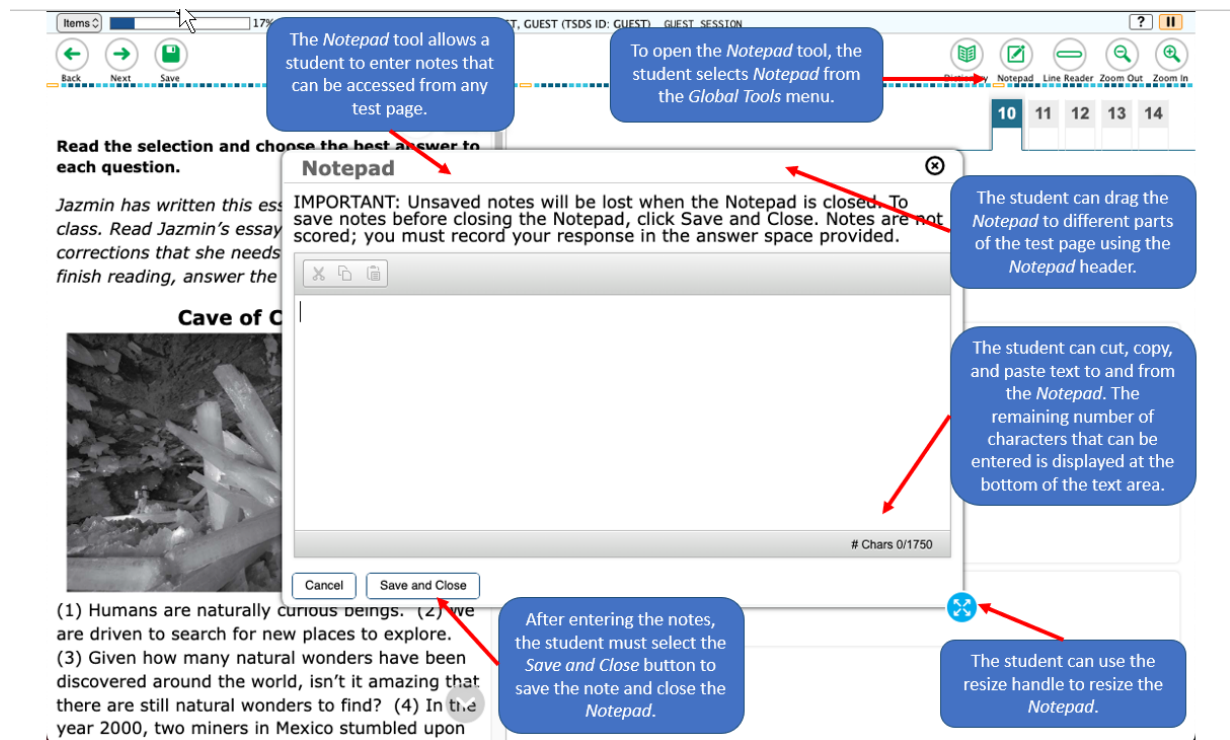*These examples are not an exhaustive list of allowable and non-allowable uses.

Online Accessibility Features

Accessibility features are available to all students taking STAAR and STAAR Spanish tests. Some of these features are embedded in the online system, while others (e.g., individual test administration, general reminders to stay on task) are not. Students can practice using the online accessibility features by accessing STAAR Online Practice Tests. The following figures describe the accessibility features that are embedded in the online system and provide their associated icon. These features are available automatically on all STAAR assessments (i.e., mathematics, RLA, science, and social studies) and do not need to be activated in the online system.

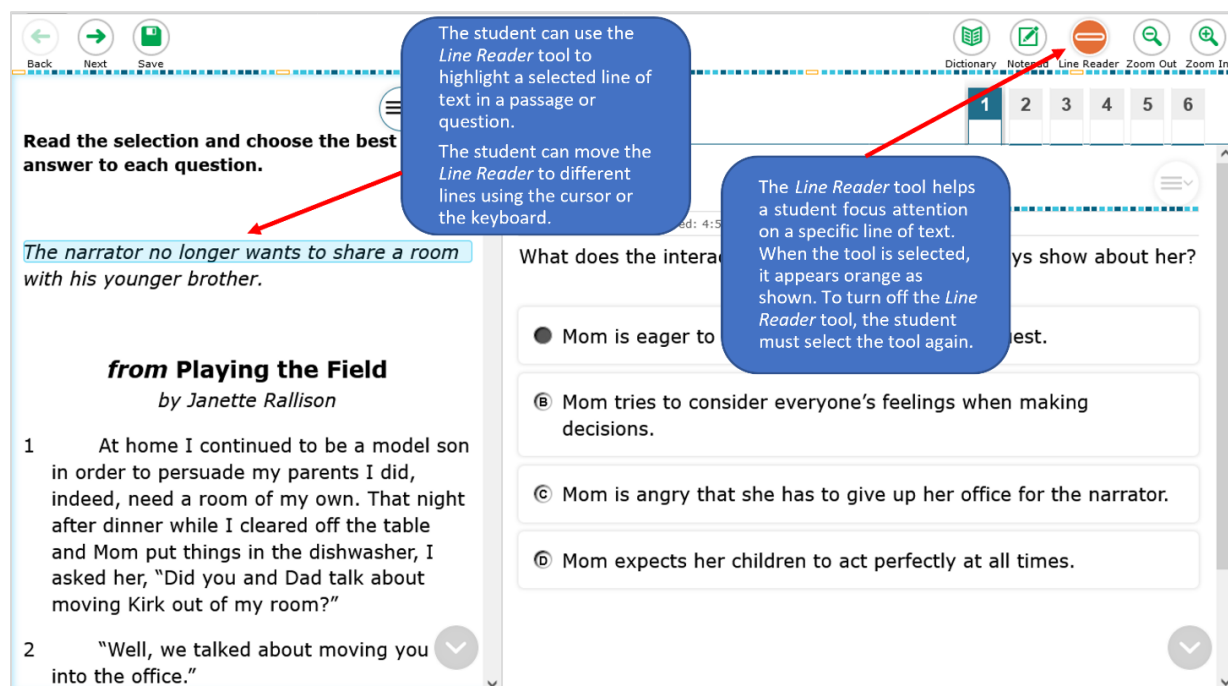**Figure 1. Sticky Notes (available in English and Spanish)**
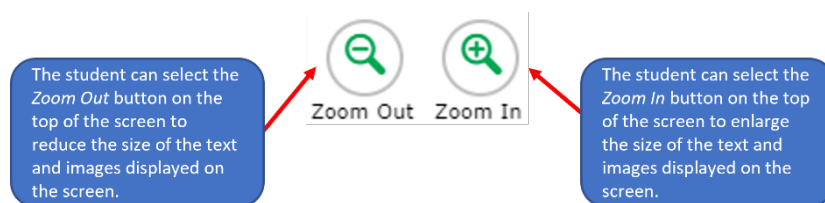
Figure 2. Notepad (available in English and Spanish)

The *Notepad* tool allows a student to enter notes that can be accessed from any test page.

To open the *Notepad* tool, the student selects *Notepad* from the *Global Tools* menu.

The student can drag the *Notepad* to different parts of the test page using the *Notepad* header.

The student can cut, copy, and paste text to and from the *Notepad*. The remaining number of characters that can be entered is displayed at the bottom of the text area.

After entering the notes, the student must select the *Save and Close* button to save the note and close the *Notepad*.

The student can use the resize handle to resize the *Notepad*.

Figure 3. Color Setting (available in English and Spanish)

The student can open the *Color Setting* dropdown menu on the Choose Settings page to select from eight different color settings.

When the student selects a color setting, the option is applied to the screen for the student to preview.

If the student wishes to apply the selected color scheme to all the pages of the test, the student selects the *Select* button.

Please note that the student cannot change the selected color setting after the test starts.

Figure 4. Line Reader (available in English and Spanish)

Figure 5. Zoom (available in English and Spanish)

Figure 6. Highlight Selection/Reset Highlighting (available in English and Spanish)

Figure 7. Mouse Pointers (available in English and Spanish)

Online Designated Supports

Designated supports are available to students who meet the eligibility criteria as determined and documented by the appropriate team at the local level. Some of these designated supports are embedded in the online system, while others are not. More specific information can be found in the individual policy documents in the DCCR.

Non-embedded designated supports may be made available to students testing online as well as to those testing on paper. The test administrator will provide the supports to the student on test day. For example, a student needing supplemental aids will need to use the type of assistance he or she uses in the classroom (e.g., grade-appropriate grammar and mechanics rules, mnemonic devices), since supplemental aids are not embedded into the online system.
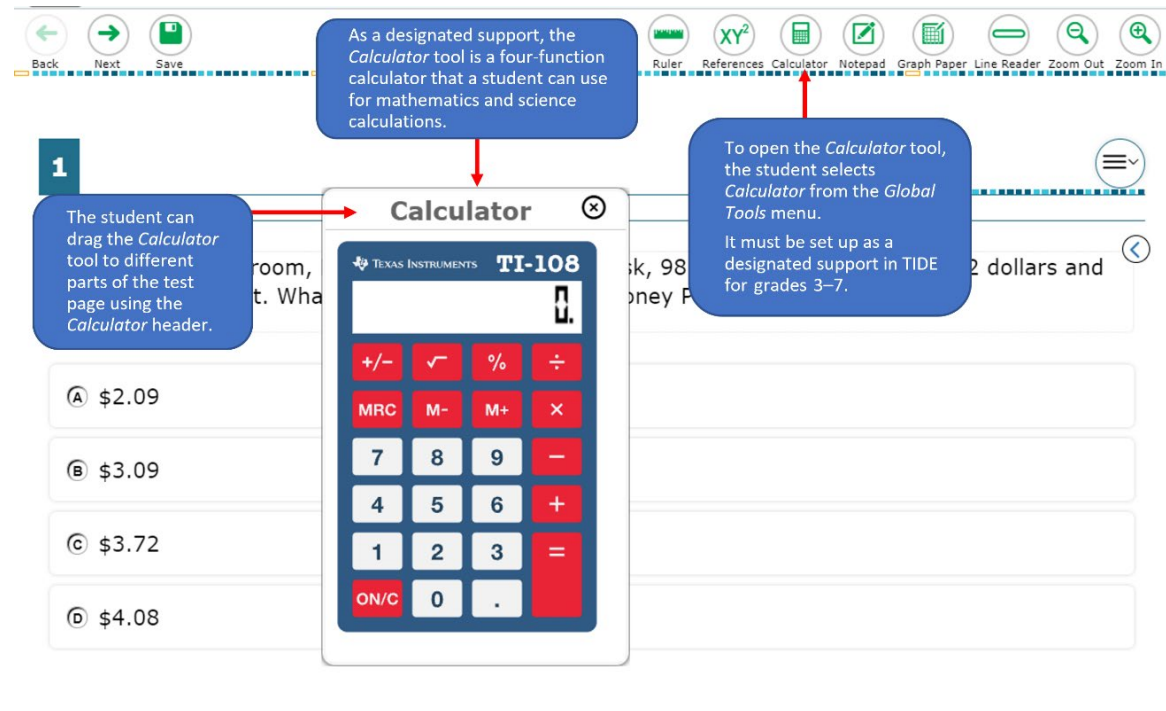
Some designated supports are also available as embedded online designated supports. For example, a student needing reading support can receive an oral or signed administration of the test using TTS or American Sign Language (ASL) videos.

Content and language supports are available as embedded online designated supports. Content and language supports have designated supports in the form of pop-ups, rollovers, supplementary materials, and prereading text. To receive these supports, a student must test online. The delivery of an online test offers an opportunity to provide these types of supports in a standardized way to students who use similar designated supports in the classroom and find the test to be the most appropriate and accessible for them. These supports are applied only to particular passages and test questions based on expert judgments about which designated supports are likely to make a question more accessible to students.
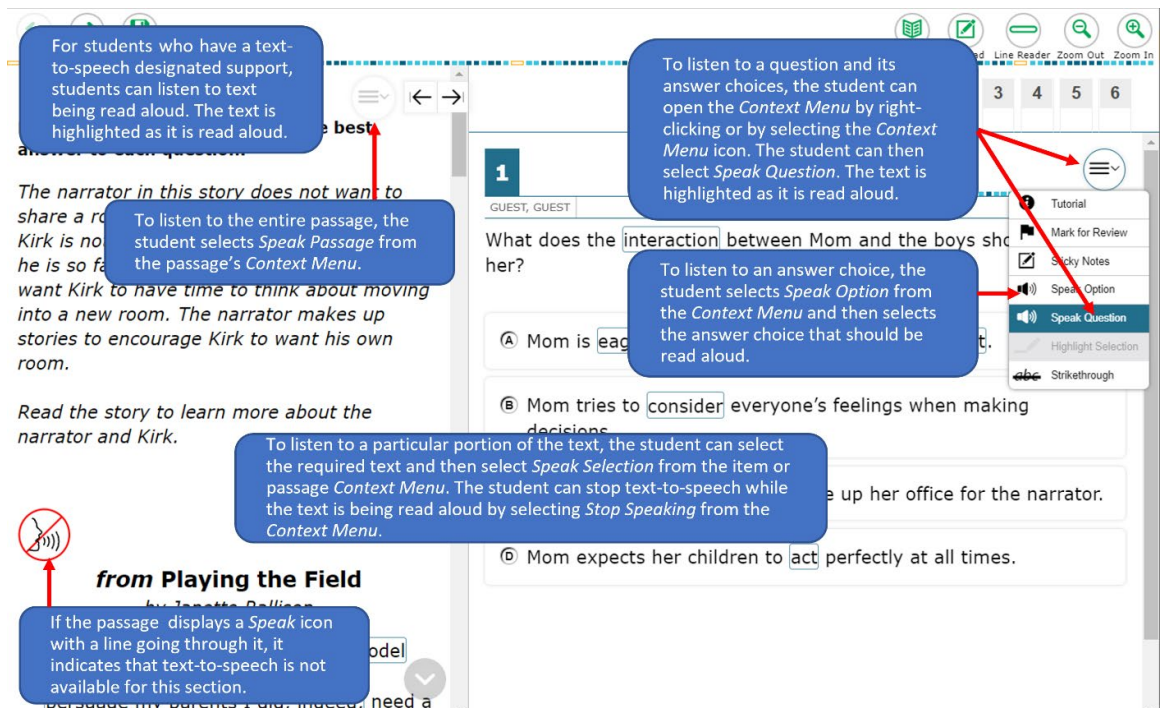
Students should practice using the online designated supports by accessing STAAR Online Practice Tests. The following figures describe the embedded designated supports in the online testing system.

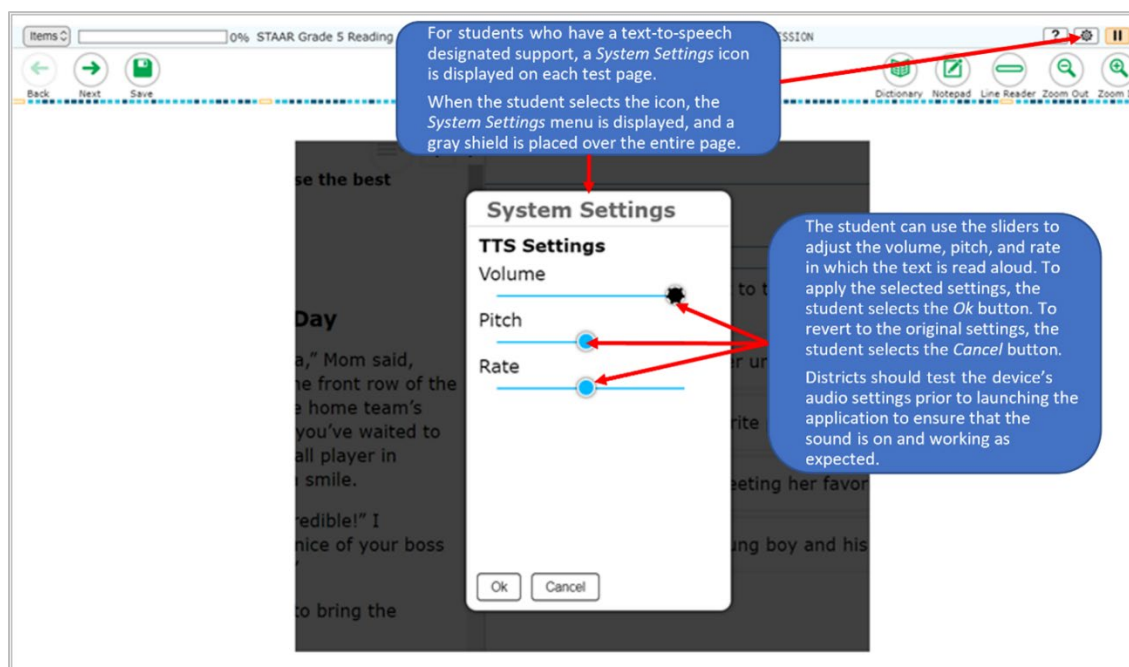**Figure 8. Calculator (available in English and Spanish)**

As a designated support, the *Calculator* tool is a four-function calculator that a student can use for mathematics and science calculations.

To open the *Calculator* tool, the student selects *Calculator* from the *Global Tools* menu.

It must be set up as a designated support in TIDE for grades 3–7.

The student can drag the *Calculator* tool to different parts of the test page using the *Calculator* header.

Figure 9. Text-to-speech (available in English and Spanish)

For students who have a text-to-speech designated support, students can listen to text being read aloud. The text is highlighted as it is read aloud.

To listen to a question and its answer choices, the student can open the *Context Menu* by right-clicking or by selecting the *Context Menu* icon. The student can then select *Speak Question*. The text is highlighted as it is read aloud.

To listen to the entire passage, the student selects *Speak Passage* from the passage's *Context Menu*.

To listen to an answer choice, the student selects *Speak Option* from the *Context Menu* and then selects the answer choice that should be read aloud.

To listen to a particular portion of the text, the student can select the required text and then select *Speak Selection* from the item or passage *Context Menu*. The student can stop text-to-speech while the text is being read aloud by selecting *Stop Speaking* from the *Context Menu*.

If the passage displays a *Speak* icon with a line going through it, it indicates that text-to-speech is not available for this section.
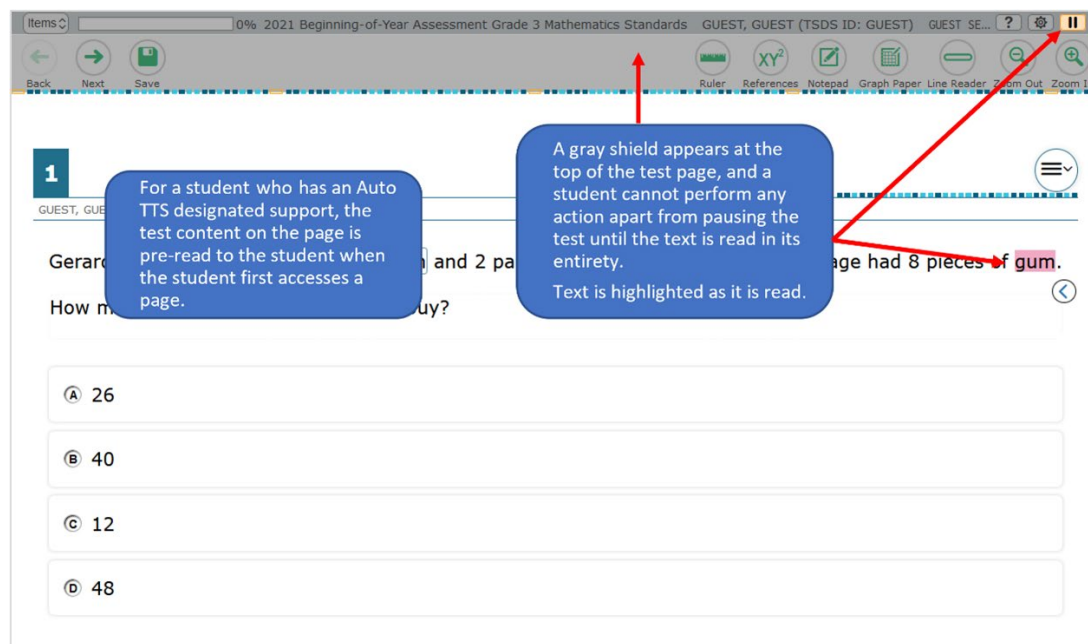
NOTE: TTS uses the local device's native accessibility voice packs. Please make sure that a Spanish voice pack has been activated and tested prior to the administration of an assessment with Spanish TTS.
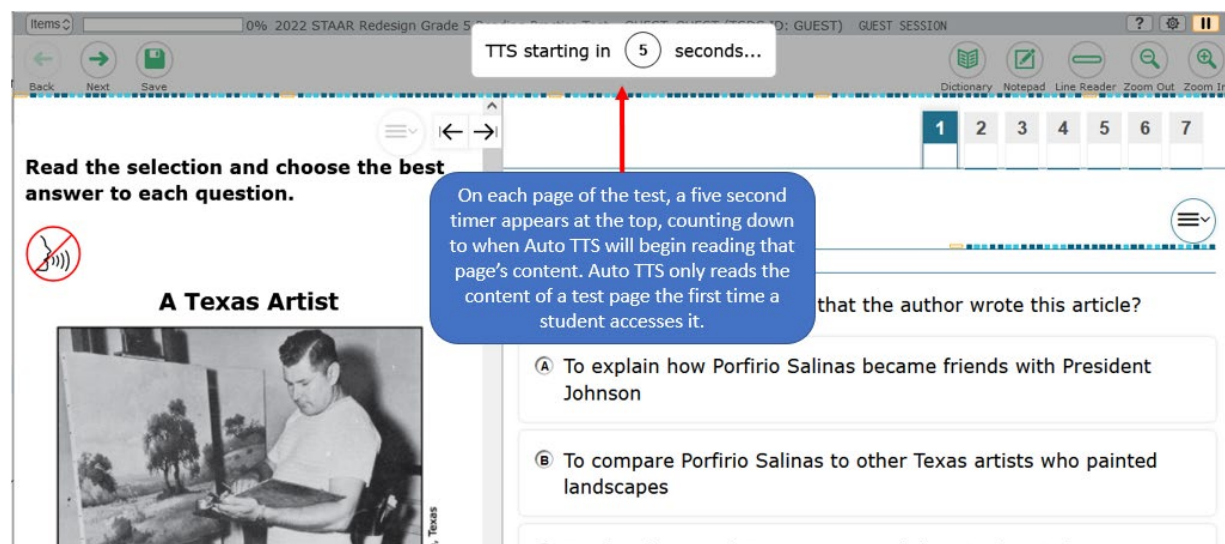
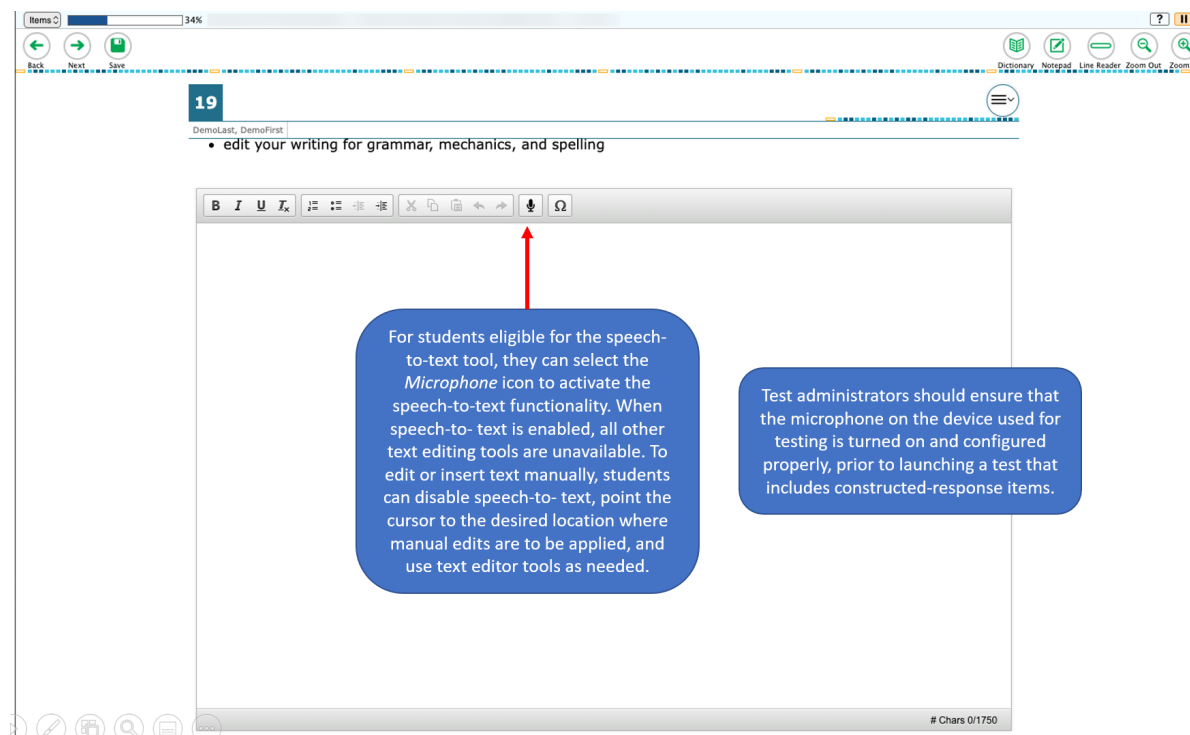**Figure 10. Text-to-speech (available in English and Spanish)**

Figure 11. Auto Text-to-speech (available in English and Spanish)
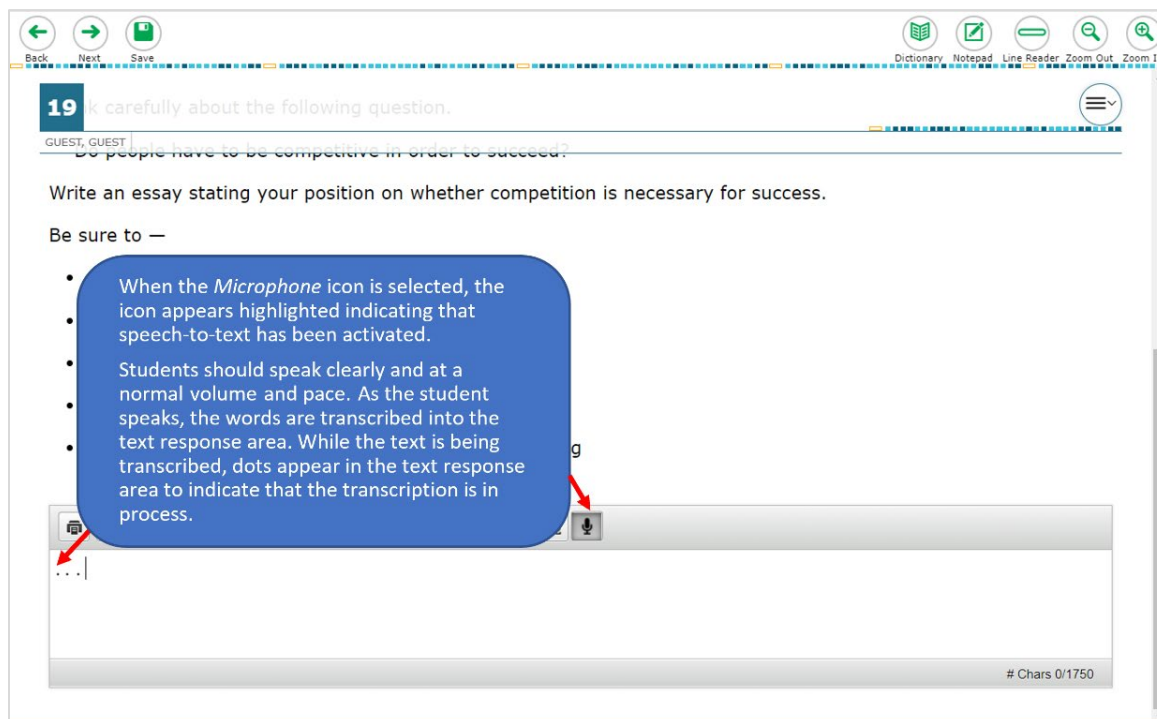
Figure 11a. Auto Text-to-Speech (available in English and Spanish) which includes the 5 second countdown timer
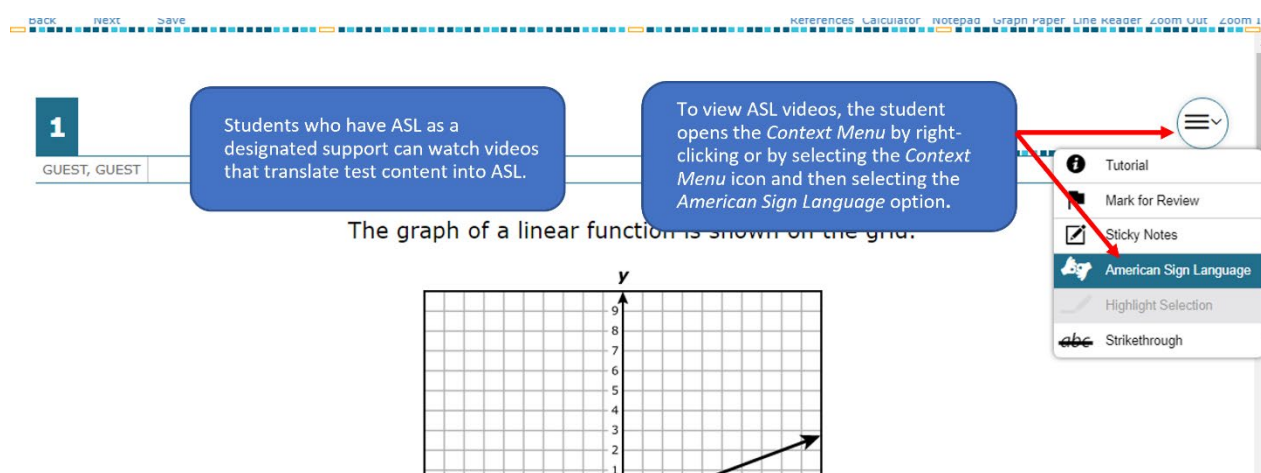

Figure 12. Speech-to-text (available in English and Spanish for constructed-response questions only)

Figure 13: Speech-to-text (available in English and Spanish for constructed-response questions only)

Figure 14. ASL Videos (available in English)

Figure 15. ASL Videos (available in English)

Figure 16. Rollovers (available in English and Spanish)

Back　Next　Save　Ruler　References　Calculator　Notepad　Graph Paper　Line Reader　Zoom Out　Zoom In

1

GUEST, GUEST

While cleaning his room, Paul found 7 cents on his desk, 98 cents under his bed, and 2 dollars and 4 cents in his closet. What was the total amount of money Paul found?

Ⓐ $2.09

Ⓑ $3.09

Ⓒ $3.72

Ⓓ $4.08

For students who are eligible for content and language supports, certain test questions include a small *Rollover* arrow pointing towards words or phrases. Clicking this arrow opens a rollover containing simplified text.

Figure 17. Rollovers (available in English and Spanish)

Back　Next　Save　Ruler　References　Notepad　Graph Paper　Line Reader　Zoom Out　Zoom In

A rollover covers the original text. Clicking the *Rollover* arrow again closes the rollover.

1

GUEST, GUEST

The list shows different amounts of money Paul found when he cleaned his room.

- 7 cents
- 98 cents
- 2 dollars and 4 cents

What was the total amount of money Paul found?

Ⓐ $2.09

Ⓑ $3.09

Ⓒ $3.72

Ⓓ $4.08

- ℹ Tutorial
- ⚑ Mark for Review
- ✎ Sticky Notes
- 🔊 Speak Option
- 🔊 Speak Question
- Highlight Selection
- a̶b̶c̶ Strikethrough

For students who have a text-to-speech accommodation, text in the rollover can be read aloud.

To listen to the rollover, the student opens the *Context Menu* by right-clicking or by selecting the *Context Menu* icon and then selecting the *Speak Question* option.

Figure 18. Pop-ups (available in English and Spanish)

Figure 19. Spelling Assistance (available in English and Spanish)

Figure 20. Refreshable Braille Display (available on English versions of grades 3–8 RLA, grade 8 social studies, English I, English II, and U.S. History only)
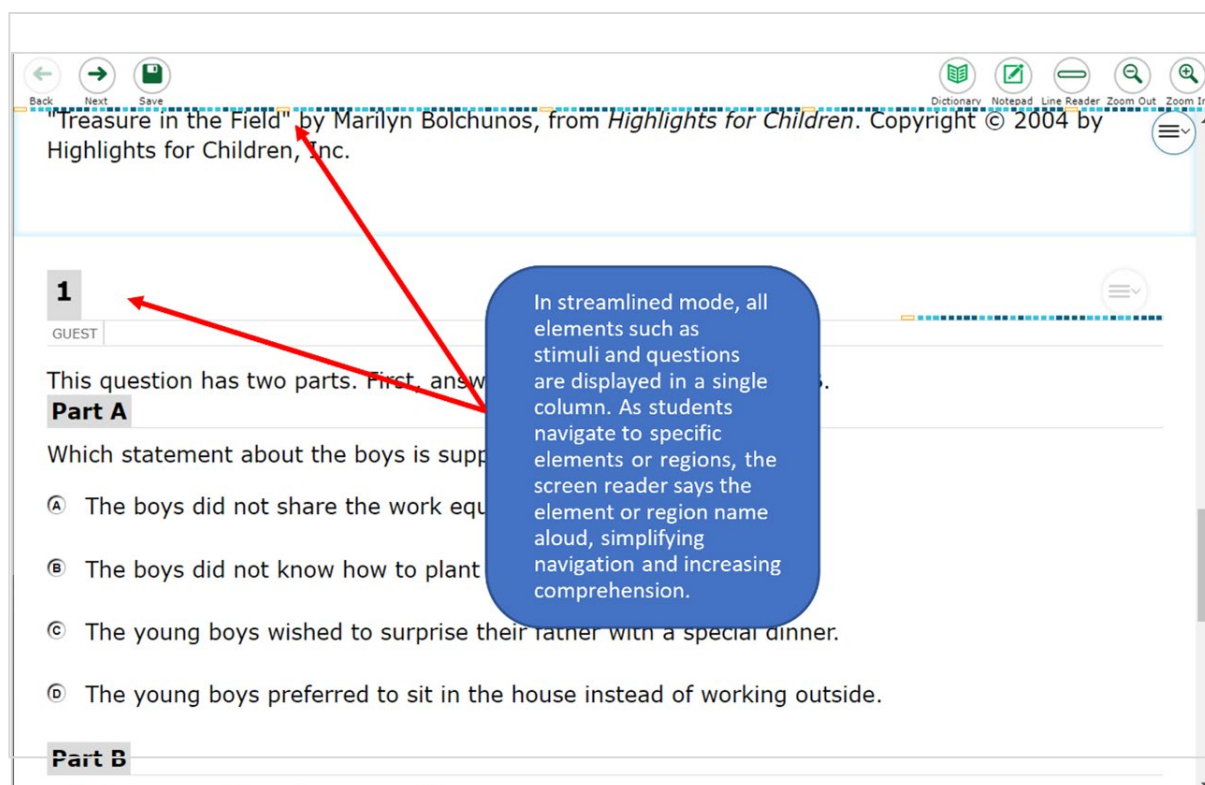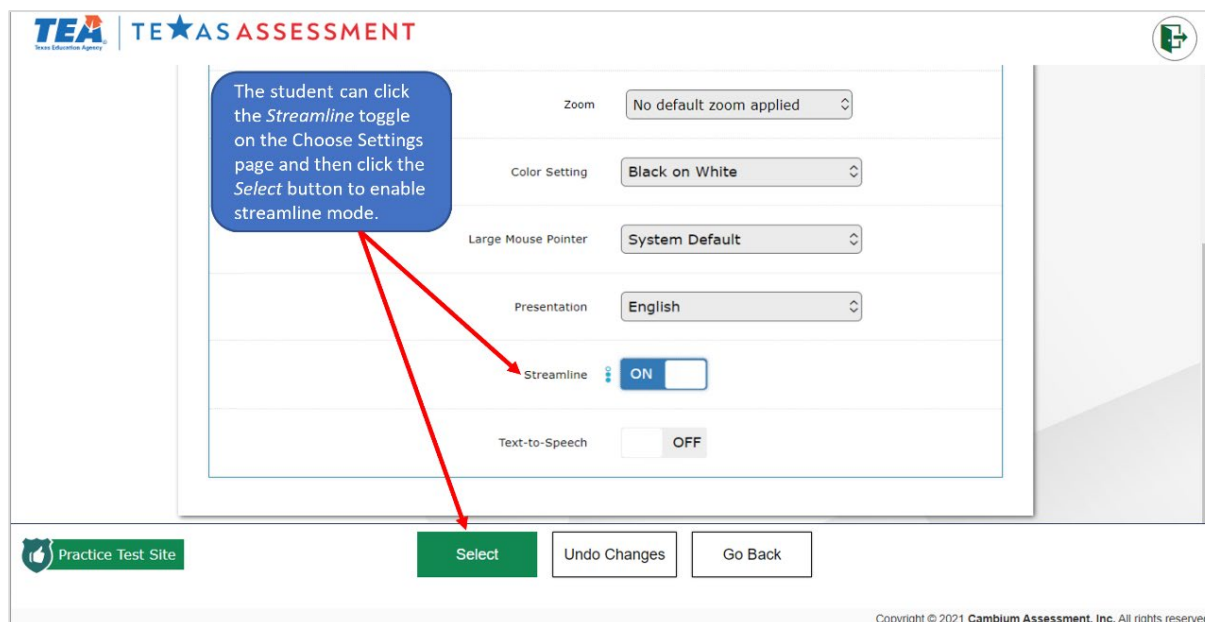
NOTE: A Refreshable Braille Display will not function with all the supported devices used for testing. Refer to the [Minimum System Requirements](#) for supported systems and requirements.

Additional Information on Content and Language Supports

Content and Language Supports Guidelines

These designated supports are available on STAAR and STAAR Spanish tests in the form of pop-ups, rollovers, prereading text, and supplementary materials. Although STAAR Spanish uses the same guidelines for content and language supports as the English version, some of the accommodations in the pop-ups and rollovers may not be identical due to linguistic differences.

Pop-Ups

- Isolate specific information in a question that corresponds to each answer choice.
- Isolate specific text or information in a passage that is referenced in the question or answer choices.
- Isolate specific information in a graphic or list that is referenced in the question.
- Define literary terms.
- Apply an allowable supplemental aid (e.g., graphic organizer, place value chart, t-chart, graphic of a scientific concept, timeline, map) to specific questions or answer choices.
- Include the formula from the grade-specific reference material when the question specifies the measure or conversion to be performed.
- Direct student attention to parts of the grade-specific reference materials.
- Provide clarifying information for a graphic organizer, political cartoon, or map.
- Provide a visual representation in the passage, question, answer choices, or constructed-response items by adding graphics, photographs, or animations.
- Define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language.

Rollovers

- Provide a visual representation in the passage, question, answer choices, or constructed-response items by adding graphics, photographs, or animations.
- Define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language.
- Bullet or separate steps in a process (e.g., multi-step problem, sequence of events).
- Reword complex questions or answer choices to condense text.
- Reorganize and simplify historical excerpts.

Prereads

- Offer text before the reading and editing passages (for RLA, including English I and English II).

Supplementary Materials

- Include blank Punnett squares for Biology.

- Include writing checklists for RLA.

Classroom Designated Supports and the Link to Content and Language Supports

The use of designated supports occurs primarily during classroom instruction as educators use various instructional strategies to meet the student's individual needs, thus allowing those students to maximize their academic potential. Content and language supports available for STAAR tests offer opportunities for students to access the required state assessments meaningfully.

To make designated support decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of designated supports (e.g., assignment and test scores with and without the designated support, observational reports) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine whether the designated support becomes inappropriate or unnecessary over time due to the student's age or changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the designated support.

Decisions about designated supports used during a statewide assessment should

- be made on an individual basis,

- consider the student's needs, and

- be routinely and effectively used during classroom instruction and testing.

Although it is unlikely that students routinely use the computer-based content and language supports during classroom instruction, they may use variations of them as illustrated in the table on the following page. This list is not exhaustive; it includes examples of classroom designated supports that may correspond to the embedded content and language supports on STAAR.

Classroom Designated Support Examples That Link to STAAR Content and Language Supports
The teacher introduces a new book to a struggling reader prior to it being read aloud or independently. The topics discussed might include major concepts, difficult words, setting, characters, or prior knowledge of the subject.
The teacher points out the meaning of a word in a dictionary or synonym in a thesaurus.
The teacher isolates specific information to focus the student on the core concept being taught.
The teacher acts out or has the students role-play newly introduced vocabulary or difficult concepts.
The teacher simplifies difficult vocabulary and then reformats complex word problems by bulleting or spacing out each step required to solve the problem.
The teacher provides the student with a specific supplemental aid (e.g., chart, table, graph, checklist, map, timeline) applicable to the question being posed, the assignment, or the task.
The teacher provides the formulas needed to solve a problem.
The teacher provides visual aids (e.g., demonstrations, photographs, art) to identify people and places.
The teacher provides visual aids (e.g., demonstrations, photographs, art) to define or clarify vocabulary.
During classroom discussions, the teacher clarifies or rewords complex text or questions using simpler language.
The teacher directs the student (e.g., highlight, bold, point to, flag the information) to the specific parts of the passage, diagram, map, or figure that is being discussed.
The teacher presents parts of a complex concept one at a time.

Educators, parents, and students must understand that designated supports provided during classroom instruction and testing might differ from designated supports allowed for use on state assessments. Instruction comes first and can be customized to meet each student's needs. Unlike instruction, state assessments are standardized to provide a reliable comparison of outcomes across all test takers. Certain designated supports used in the classroom would invalidate the content being assessed or compromise the security and integrity of the state assessment. For this reason, not all designated supports suitable for instruction are allowed during state assessments. However, the policies for accessibility on

state assessments do not limit an educator's ability to develop individualized materials and techniques to aid student learning.

Special Situations for Content and Language Supports

Because content and language supports are embedded designated supports presented in an online format, replicating these features in a paper or braille test version is not always possible. Technology-based supports enable most students to test online; however, in rare instances in which the use of an embedded support is not feasible, or if the administration of an online test is inappropriate due to a student's particular disability, a student may be tested using a paper test booklet. Additional information can be found in the Special Administration of an Online Assessment section of the *Coordinator Resources*.

For students who take a braille test (including students who use the screen reader support for Refreshable Braille Displays) and are eligible for content and language supports, districts should ensure student eligibility is correctly marked in TIDE in order to receive a STAAR with Embedded Supports paper test booklet and place an order for braille materials in TIDE. Once materials are received, the test administrator will use the secure test instructions to provide access to the content and language supports in the specific test being administered. The secure test instructions will provide picture descriptions of content and language support images and graphics (e.g., charts, tables, graphs) that may be reproduced for accessibility (e.g., brailling graphics, pairing graphics with tactile symbols, texts, or objects, enlarging or projecting).

Students who are deaf or hard of hearing and eligible for oral or signed administrations and content and language supports need to take STAAR online to access these embedded supports. However, since these students are unable to access the TTS function, a signed administration is allowed for those parts of the test that can be read aloud. ASL videos are offered as an online option for a signed administration.

ASL videos allow a student to independently select and change the level of signing support during the test administration by selecting chapters to review specific parts of the videos as needed. However, it is important to note 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 (e.g., pop-ups, rollovers). In these instances, test administrators may sign test content in the same way they do for paper tests. Test administrators should be trained using the *STAAR Oral and Signed Administrations Educator Guide* and should also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing section of the *Coordinator Resources*.

Planning for Testing

Careful review of the state accessibility policies is required so that students receive only those accessibility features and designated supports that are allowed or approved by TEA for use on state assessments. Coordinators, test administrators, and other campus personnel involved in state testing must consider the following questions related to ensuring accessibility for students on test day:

- Which students will receive accessibility features or designated supports on test day?

- What special arrangements need to be considered for students who will use accessibility features and designated supports on test day? For example, ensuring that calculators and other equipment have sufficient batteries or choosing separate settings for students who use certain supports requires advance planning.

- What staff training is needed to properly provide certain designated supports? For example, entering a student's response into the Data Entry Interface (DEI) or providing an oral or signed administration of a paper test requires advance training.

- What campus and district procedures are in place to ensure test security, especially if the student is using technology as a support? Please refer to the Technology Guidelines for the Texas Assessment Program page in the *Coordinator Resources* and the Technology Use Guidelines Presentation on the Accommodation Resources webpage.

- What procedure is in place, and who is responsible for recording designated supports in TIDE?

- Have students had the opportunity to practice interacting with the tools and features in the Practice Test Site? It is important that students have used the online practice tests to become familiar with selecting answers, using the online tools, moving through the test, submitting the test, etc.

- What special arrangements need to be considered for students taking different versions of STAAR with different designated supports? For example, should students taking STAAR online without designated supports be grouped with students taking STAAR online with designated supports? Should students taking STAAR on paper and STAAR online be grouped together?

- Are computers prepared for testing? Refer to the Setting Up TDS Workstations webpage.

- If your students are using the Refreshable Braille Display embedded online support, are the computers prepared for testing according to the guidelines laid out in the Setting Up TDS Workstations webpage?

For additional information, contact TEA using the Student Assessment Help Desk or call 512-463-9536.