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Parent Resource:

Designated Supports Available for STAAR, STAAR Spanish, and TELPAS

TEXAS EDUCATION AGENCY
STUDENT ASSESSMENT DIVISION
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OVERVIEW

This guide provides parents with a general overview of the designated supports that are available for use on the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment System (TELPAS). Designated supports are accommodations that change the way a student accesses an assessment, without changing the content being assessed. **This guide provides an overview of the designated supports that can be approved by the appropriate team at a student’s school and should not be independently used to make assessment decisions for students.** For more information on other supports, or for a more detailed explanation of the designated supports listed below, please refer to the Accommodations Resources webpage.

LAYOUT OF THIS GUIDE

The heading lists the student populations that are eligible for the designated supports listed.

If the student has a Section 504 committee, the student may be eligible for:

Below are descriptions of what each column includes.

| Support | Description | Eligibility | Examples |
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| This column includes the name of the designated support and lists the assessments it can be used on. Clicking on the link will open the applicable policy document. | This column provides a description of what a test administrator is allowed to do, or the process/materials allowed during testing. | This column provides the eligibility criteria that the student must meet in order to be able to use the designated support. Eligibility will be determined and documented by the appropriate committee. | This column includes specific examples of how the designated support should be used during testing. For some designated supports, only the specific given examples may be provided to the student. For the remaining designated supports, the examples are suggestions of what could be provided to students. |

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SUMMARY OF DESIGNATED SUPPORTS AVAILABLE FOR STAAR, STAAR Spanish, AND TELPAS

This chart provides a summary of all available designated supports based on student committee.

| If the student has one or more of the following committees, he/she may qualify for: | RTI, Student Assistance Team, or other related support | Language Proficiency Assessment Committee (LPAC) | Section 504 Committee | Admission, Review, and Dismissal (ARD) Committee |
|---|--|--|-----------------------|--|
| Basic Transcribing | X | | X | X |
| Braille | X | | X | X |
| Calculation Aids | | | X | X |
| Content and Language Supports | | X | X | X |
| Extra Time | X | X | X | X |
| Individualized Structured Reminders | X | | X | X |
| Large Print | X | | X | X |
| Manipulating Test Materials | X | | X | X |
| Mathematics Manipulatives | X | | X | X |
| Oral/Signed Administration | X | X | X | X |
| Spelling Assistance | | | X | X |
| Supplemental Aids | X | | X | X |

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If the student has a Section 504 committee, the student may be eligible for:

| Support | Description | Eligibility | Examples |
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| Basic Transcribing Available for: STAAR STAAR Spanish TELPAS | Allows a test administrator to transfer student answers onto an answer document or into the online system for a student who is not able to do so on their own | Available for students who already routinely and effectively use Basic Transcribing in class* | The test administrator may carry out Basic Transcribing to transfer student responses onto the test booklet, answer document, or into the online testing platform only when the student: <ol style="list-style-type: none"> 1. Writes or circles responses in the test booklet 2. Points to responses in the test booklet or on the computer screen 3. Dictates or signs responses for multiple-choice and griddable questions. 4. Writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor 5. Uses speech-to-text technology 6. Dictates or signs information to be written 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). |
| Braille Available for: STAAR | Provides braille test materials to a student with a Visual Impairment (VI) who is unable to access printed test materials | Available for students who routinely and effectively use braille materials in class* | The student may ONLY use: <ol style="list-style-type: none"> 1. Contracted and uncontracted braille test materials in Unified English Braille (UEB) in all grades and subjects 2. Online screen reader support for refreshable braille displays in reading, writing, and social studies assessments |
| Mathematics Manipulatives | Allows for the use of objects or pictures of objects for a student to | Available for students who routinely and effectively use math manipulatives in class* | The student may ONLY use: <ol style="list-style-type: none"> 1. Real or play money |

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| <p>Available for: STAAR STAAR Spanish</p> | <p>move and touch in order to visualize abstract concepts</p> | | <ol style="list-style-type: none"> 2. Clocks with or without numbers shown on clock face; the clock should NOT have gears 3. Base-ten blocks 4. Different types of counters 5. Algebra tiles without words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables 6. Fraction pieces without labels 7. Geometric figures that are grade- or course-appropriate; either three-dimensional form or two-dimensional form (but not in both forms), without words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables |
| <p>Individualized Structured Reminders</p> <p>Available for: STAAR STAAR Spanish TELPAS</p> | <p>Allows a test administrator to provide (beyond what is required or allowed for other students) a student with reminders to stay on task during testing</p> | <p>Available for students who routinely and effectively rely on structured reminders in class*</p> | <p>The student MAY use but is not limited to:</p> <ol style="list-style-type: none"> 1. Paperclips or sticky notes to divide the test into sections 2. More-frequent or less-frequent reminders of time left to test 3. Structured reminders that are part of a behavior plan 4. Personal timer or clock 5. Index cards that have reminders to continue working |
| <p>Manipulating Test Materials</p> <p>Available for: STAAR</p> | <p>Allows the test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so on their own</p> | <p>Available for students who routinely and effectively use this accommodation during class*</p> | <p>The test administrator MAY follow student directions to:</p> <ol style="list-style-type: none"> 1. Turn test booklet pages 2. Position the ruler |

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| STAAR Spanish TELPAS | | | 3. Use technology (e.g., using the mouse to navigate the pages and use the tools in an online administration), 4. Highlight 5. Position mathematics manipulatives |
| Supplemental Aids Available for: STAAR STAAR Spanish | Allows a student to use certain allowable paper-based resources that help in recalling information | Available for students who routinely and effectively use supplemental aids in class* | ONLY paper-based supplemental aids that follow the guidelines described in the Supplemental Aids policy document are allowed on the state assessment. Examples of allowable and non-allowable supplemental aids are available in the 2019-2020 Accommodations Allowable Supplemental Aids training PowerPoint® on TEA's Accommodation Resources webpage. |
| Large Print Available for: STAAR STAAR Spanish TELPAS Reading | Provides a student with enlarged test materials when he or she is unable to effectively access test materials in standard print size | Available for students who routinely and effectively use large-print materials in class* and meet one of the following criteria: <ul style="list-style-type: none"> • Has an impairment in vision • Is not able to correctly track letter to letter, word to word, or line to line • Has a physical disability which requires the use of large-print materials | The state provides large-print test materials. Available font sizes can be found in the TEA Accommodation Resources webpage. |
| Extra Time Available for: STAAR STAAR Spanish | Allows a student to have extra time (until the end of the school day) to complete a state assessment | Available for students who routinely and effectively use extra time in class* and are unable to use any accessibility features or other accommodations to address this need, and meets one of the following criteria: <ul style="list-style-type: none"> • The student is a current English learner | NA |

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| | | <ul style="list-style-type: none"> •The student has an impairment in vision •The student is identified with dyslexia or a related disorder •The student has documented evidence of reading difficulties •The student needs frequent or long breaks because he or she has a behavioral or emotional condition that affects attention or focus •The student needs frequent or long breaks because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery •The student is identified with an autism spectrum disorder and needs the entire school day to complete testing in order to maintain as much daily structure and routine as possible | |
| <p>Oral/Signed Administration</p> <p>Available for: STAAR STAAR Spanish</p> | Allows test material and reference materials to be read aloud or signed to a student | <p>Available to students who routinely and effectively use oral/signed support in class*, and who also meet at least one of the following criteria:</p> <ul style="list-style-type: none"> • The student is a current English learner and takes a STAAR test in English • The student is identified with dyslexia or a related disorder • The student has documented evidence of reading difficulties | <p>Several types of oral administration are available. During an online administration, oral/signed administration can only be provided by using text-to-speech (TTS) or American Sign Language (ASL) videos only.</p> <p>Guidelines on how to provide an oral administration can be found in the Accommodation Resources webpage.</p> |

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| <p>Calculation Aids</p> <p>Available for STAAR STAAR Spanish</p> | <p>Allows a student to use an alternative way to complete computations</p> | <p>Available to students who routinely and effectively use calculation aids in class* and meet one of the grade specific eligibility criteria.</p> <p>Please visit the Calculation Aids policy document to determine if student meets the grade specific eligibility criteria.</p> | <p>The student may ONLY use a/an:</p> <ol style="list-style-type: none"> 1. Basic (i.e., four-function) handheld calculator or calculator application 2. Basic calculator available as an online embedded support on STAAR 3. Abacus or Cranmer modified abacus 4. 0–9 addition grid without special numbers (e.g., even numbers) indicated 5. Grade-appropriate multiplication grid without special number (e.g., perfect squares) indicated |
| <p>Spelling Assistance</p> <p>Available for the written composition on STAAR and STAAR Spanish</p> | <p>Allows a student to use different types of spelling assistance</p> | <p>Available to students who routinely and effectively use spelling assistance in class* and have a disability that prevents them from applying basic spelling rules or word patterns to written responses.</p> | <p>The student may ONLY use:</p> <ol style="list-style-type: none"> 1. Visual sound cards 2. Frequently misspelled word list 3. Spell-check function on a word processor or as an online embedded support on STAAR 4. Pocket spell-checker 5. Word-prediction software 6. Text-to-speech software or devices 7. Speech-to-text software, applications, or devices |
| <p>Content and Language Supports</p> <p>Available for STAAR STAAR Spanish</p> | <p>Allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student’s understanding of selections, test questions, and answer choices.</p> | <p>Available to students who routinely and effectively use content and language supports in class* and have a Section 504 committee, ARD committee, or an LPAC for an English learner taking STAAR in English.</p> | <p>Content and Language supports are available only in an online administration as pop-ups, rollovers, prereading text, and supplementary materials.</p> <p>Please visit the Accommodations Resources page for more information on how to provide Content and Language Supports during a paper administration.</p> |

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If the student has an Admission, Review, and Dismissal (ARD) committee, the student may be eligible for:

| Support | Description | Eligibility | Examples |
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| <p>Basic Transcribing</p> <p>Available for: STAAR STAAR Spanish TELPAS</p> | <p>Allows a test administrator to transfer student answers onto an answer document or into the online system for a student who is not able to do so on their own</p> | <p>Available for students who already routinely and effectively use basic transcribing in class*</p> | <p>The test administrator may carry out Basic Transcribing to transfer student responses onto the test booklet, answer document, or into the online testing platform only when the student:</p> <ol style="list-style-type: none"> 1. Writes or circles responses in the test booklet 2. Points to responses in the test booklet or on the computer screen 3. Dictates or signs responses for multiple-choice and griddable questions. 4. Writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor 5. Uses speech-to-text technology 6. Dictates or signs information to be written 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). |
| <p>Braille</p> <p>Available for: STAAR</p> | <p>Provides braille test materials to a student with a Visual Impairment (VI) who is unable to access printed test materials</p> | <p>Available for students who routinely and effectively use braille materials in class*</p> | <p>The student may ONLY use:</p> <ol style="list-style-type: none"> 1. Contracted and uncontracted braille test materials in Unified English Braille (UEB) in all grades and subjects 2. Online screen reader support for refreshable braille displays in applicable reading, writing, and social studies assessments |

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| <p>Mathematics Manipulatives</p> <p>Available for: STAAR STAAR Spanish</p> | <p>Allows for the use of objects or pictures of objects for a student to move and touch in order to visualize abstract concepts</p> | <p>Available for students who routinely and effectively use math manipulatives in class*</p> | <p>The student may ONLY use:</p> <ol style="list-style-type: none"> 1. Real or play money 2. Clocks with or without numbers shown on clock face; the clock should NOT have gears 3. Base-ten blocks 4. Different types of counters 5. Algebra tiles without words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables 6. Fraction pieces without labels 7. Geometric figures that are grade- or course-appropriate; either three-dimensional form or two-dimensional form (but not in both forms), without words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables |
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| <p>Available for: STAAR STAAR Spanish TELPAS</p> | <p>materials, online tools, and equipment for a student who is unable to do so on their own</p> | | <ol style="list-style-type: none"> 1. Turn test booklet pages 2. Position the ruler 3. Use technology (e.g., using the mouse to navigate the pages and use the tools in an online administration), 4. Highlight 5. Position mathematics manipulatives |
| <p>Supplemental Aids</p> <p>Available for: STAAR STAAR Spanish</p> | <p>Allows a student to use certain allowable paper-based resources that help in recalling information</p> | <p>Available for students who routinely and effectively use supplemental aids in class*</p> | <p>ONLY paper-based supplemental aids that follow the guidelines described in the Supplemental Aids policy document are allowed on the state assessment. Examples of allowable and non-allowable supplemental aids are available in the 2019-2020 Accommodations Allowable Supplemental Aids training PowerPoint® on TEA’s Accommodation Resources webpage.</p> |
| <p>Large Print</p> <p>Available for: STAAR STAAR Spanish TELPAS Reading</p> | <p>Provides a student with enlarged test materials when he or she is unable to effectively access test materials in standard print size</p> | <p>Available for students who routinely and effectively use large-print materials in class* and meets one of the following:</p> <ul style="list-style-type: none"> • Has an impairment in vision • Is not able to correctly track letter to letter, word to word, or line to line • Has a physical disability which requires the use of large-print materials | <p>The state provides large-print test materials. Available font sizes can be found in the TEA Accommodation Resources webpage.</p> |
| <p>Extra Time</p> <p>Available for:</p> | <p>Allows a student to have extra time (until the end of the school day) to complete a state assessment</p> | <p>Available for students who routinely and effectively use extra time in class*, and are unable to use any accessibility features or</p> | <p>NA</p> |

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| <p>STAAR STAAR Spanish</p> | | <p>other designated supports to address this need, and meets one of the following:</p> <ul style="list-style-type: none"> •The student is a current English learner •The student has an impairment in vision •The student is identified with dyslexia or a related disorder •The student has documented evidence of reading difficulties •The student needs frequent or long breaks because he or she has a behavioral or emotional condition that affects attention or focus •The student needs frequent or long breaks because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery •The student is identified with an autism spectrum disorder and needs the entire school day to complete testing in order to maintain as much daily structure and routine as possible | |
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| | | <ul style="list-style-type: none"> The student has documented evidence of reading difficulties | |
| <p>Calculation Aids</p> <p>Available for STAAR STAAR Spanish</p> | Allows a student to use an alternative way to complete computations | <p>Available to students who routinely and effectively use calculation aids in class* and meets one of the grade specific eligibility.</p> <p>Please visit the Calculation Aids policy document to determine if student meets the grade specific eligibility criteria.</p> | <p>The student may ONLY use a/an:</p> <ol style="list-style-type: none"> Basic (i.e., four-function) handheld calculator or calculator application Basic Calculator available as an online embedded support on STAAR Abacus or Cranmer modified abacus 0–9 addition grid without special numbers (e.g., even numbers) indicated Grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated |
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| <p>Extra Time</p> <p>Available for: STAAR STAAR Spanish</p> | <p>Allows a student to have extra time (until the end of the school day) to complete a state assessment</p> | <p>Available for students who routinely and effectively use extra time in class*, and are unable to use any accessibility features or other designated supports to address this need, and meets one of the following:</p> <ul style="list-style-type: none"> •The student is a current English learner •The student has an impairment in vision •The student is identified with dyslexia or a related disorder •The student has documented evidence of reading difficulties •The student needs frequent or long breaks because he or she has a behavioral or emotional condition that affects attention or focus •The student needs frequent or long breaks because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery •The student is identified with an autism spectrum disorder and needs the entire school day to complete testing in order to maintain as much daily structure and routine as possible | <p>NA</p> |
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* Routinely does not mean the student uses the support every day, it means the student has used the support often enough during class and testing that he or she is able to use it independently. In addition, the support has been proven to be effective in meeting the student's needs.

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| <p>Oral/Signed Administration</p> <p>Available for: STAAR STAAR Spanish</p> | <p>Allows test material and reference materials to be read aloud or signed to a student.</p> | <p>Available to students who routinely and effectively use oral/signed support in class*, and who also meet at least one of the following criteria:</p> <ul style="list-style-type: none"> • The student is a current English learner and takes a STAAR test in English • The student is identified with dyslexia or a related disorder • The student has documented evidence of reading difficulties | <p>Several types of oral administration are available. During an online administration, oral/signed administration can only be provided by using text-to-speech (TTS) or American Sign Language (ASL) videos.</p> <p>Guidelines on how to provide an oral administration can be found in the Accommodation Resources webpage.</p> |
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* Routinely does not mean the student uses the support every day, it means the student has used the support often enough during class and testing that he or she is able to use it independently. In addition, the support has been proven to be effective in meeting the student's needs.

If the student has a Language Proficiency Assessment Committee (LPAC), the student may be eligible for:

| Support | Description | Eligibility | Examples |
|---|---|--|-----------|
| <p>Extra Time</p> <p>Available for: STAAR STAAR Spanish</p> | <p>Allows a student to have extra time (until the end of the school day) to complete a state assessment</p> | <p>Available for students who routinely and effectively use extra time in class*, and are unable to use any accessibility features or other designated supports to address this need, and meets one of the following:</p> <ul style="list-style-type: none"> •The student is a current English learner •The student has an impairment in vision •The student is identified with dyslexia or a related disorder •The student has documented evidence of reading difficulties •The student needs frequent or long breaks because he or she has a behavioral or emotional condition that affects attention or focus •The student needs frequent or long breaks because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery •The student is identified with an autism spectrum disorder and needs the entire school day to complete testing in order to maintain as much daily structure and routine as possible | <p>NA</p> |

* Routinely does not mean the student uses the support every day, it means the student has used the support often enough during class and testing that he or she is able to use it independently. In addition, the support has been proven to be effective in meeting the student’s needs.

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|---|--|---|--|
| <p>Oral/Signed Administration</p> <p>Available for: STAAR STAAR Spanish</p> | <p>Allows test material and reference materials to be read aloud or signed to a student.</p> | <p>Available to students who routinely and effectively use oral/signed support in class*, and who also meet at least one of the following criteria:</p> <ul style="list-style-type: none"> • The student is a current English learner and takes a STAAR test in English • The student is identified with dyslexia or a related disorder • The student has documented evidence of reading difficulties | <p>Several types of oral administration are available. During an online administration, oral/signed administration can only be provided by using text-to-speech (TTS) or American Sign Language (ASL) videos.</p> <p>Guidelines on how to provide an oral administration can be found in the Accommodation Resources webpage.</p> |
| <p>Content and Language Supports</p> <p>Available for STAAR STAAR Spanish</p> | <p>Allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student’s understanding of selections, test questions, and answer choices.</p> | <p>Available to students who routinely and effectively use content and language supports in class* and have a Section 504 committee, ARD committee, or an LPAC for an English learner taking STAAR in English.</p> | <p>Content and Language supports are available only in an online administration as pop-ups, rollovers, prereading text, and supplementary materials.</p> <p>Please visit the Accommodations Resources page for more information on how to provide Content and Language Supports during a paper administration.</p> |

* Routinely does not mean the student uses the support every day, it means the student has used the support often enough during class and testing that he or she is able to use it independently. In addition, the support has been proven to be effective in meeting the student’s needs.