Is THAT Allowable?

STAAR Accommodations and Other Procedures

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Accommodations for Students with Disabilities Taking
STAAR, STAAR Spanish, STAAR Modified, STAAR L, and TELPAS
The Texas Education Agency (TEA) has categorized possible accommodations into three types.

- **Type 1 Accommodations:**
  - are available for students who have a specific need
  - and who routinely, independently, and effectively use the accommodation during classroom instruction and testing.
  - It is not necessary to submit an Accommodation Request Form (ARF) to TEA.

- **Type 2 Accommodations:**
  - include the requirements of Type 1,
  - and additional specific eligibility criteria.
  - It is not necessary to submit an ARF to TEA.

- **Type 3 Accommodations:**
  - require the submission of an ARF to TEA.
  - require the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) determine whether the student meets all of the specific eligibility criteria.
  - require an ARF to be received by TEA at least one week prior to testing.
  - whose requests are sent after this deadline will NOT be processed.
  - requests must be approved by TEA before a student can use the accommodation on the statewide assessment.
  - that require the submission and approval of an ARF must be documented in the student’s paperwork as “pending TEA approval.”

**Type 1 accommodations are for a larger number of students. As the triangle narrows, the policies become more restrictive, addressing fewer students who have these specific needs. Type 3 accommodations are intended for a small number of students.**

Supplemental Aids

Description of Accommodation

Supplemental aids are paper-based resources that assist a student with a disability in recalling information.

Assessments

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

- STAAR
- STAAR Spanish
- STAAR L
- STAAR Modified

Student Eligibility Criteria

A student may use this accommodation if he or she

☑ receives special education services,
☑ routinely, independently, and effectively uses this accommodation during classroom instruction and testing, and
☑ has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction.

Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After statewide testing, the accommodation type must be recorded in the ACCOMMODATIONS field on the student’s answer document. The accommodation type is indicated in the triangle at the top of this document.

No Accommodation Request Form required.
### Supplemental Aids

**Examples/Types**

Only the paper-based supplemental aids listed below are allowed on the statewide assessment. Examples of allowable and non-allowable supplemental aids are available in a training PowerPoint on the Accommodations for Students with Disabilities webpage.

#### All Subjects

| Mnemonic Devices | A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym should be used. The subject-specific words that the mnemonic represents are NEVER allowed. For example, the acronym “PEMDAS” and/or the phrase “Please Excuse My Dear Aunt Sally” may be used in mathematics to help a student recall the correct order of operations. However, the subject-specific words “Parentheses, Exponents, Multiplication, Division, Addition, Subtraction,” as well as the mathematical symbols associated with the words, are not allowed. In social studies, the acronym “HOMES” may be used to help a student recall the names of the Great Lakes, but the names of the lakes are not allowed. In science, the acronym “ROY G. BIV” may be used to help a student recall the colors of the rainbow, but the actual colors or color words are not allowed. |
|---|
| Blank Graphic Organizers | Blank graphic organizers may be used. Blank graphic organizers should NEVER contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. |

#### Mathematics

| Math Charts | 1. Addition charts may be used. The addition chart must be a grid used to find the sum, not a list of addition facts. Each axis may be numbered up to 9, but no higher than 9. Indicating special numbers (e.g., highlighting or circling even numbers within the body of the chart) is NEVER allowed.  
2. Multiplication charts may be used. The multiplication chart must be a grid used to find the product, not a list of multiplication facts. Each axis may be numbered up to 12, but no higher than 12. Indicating special numbers (e.g., highlighting or circling perfect squares within the body of the chart) is NEVER allowed.  
3. A 100 chart may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is NEVER allowed.  
4. A place value chart may be used. Words for place value labels and a decimal point are allowed only if they are grade-appropriate. For example, the word “hundredths” may be used at grade 4 and above, but the fraction “1/100” cannot be included. Including numbers as specific examples is NEVER allowed. |
| Graphics | 1. Pictorial models of fraction bars or fraction circles may be used. The models may be labeled to show each individual fraction, but they should NEVER show equivalencies (e.g., 1/2 = 2/4 = 0.5 = 50%) or a cumulative sequence (e.g., 1/4, 2/4, 3/4, 4/4).  
2. Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate. In addition, a pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form (net), but NOT in both forms. The figures may NEVER contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. |
### Written Composition (grades 4 and 7 and English I, II, and III)

<table>
<thead>
<tr>
<th>Grammar &amp; Mechanics Rules</th>
<th>A list of grade-appropriate grammar and mechanics rules may be used. The list should NEVER contain any specific examples.</th>
</tr>
</thead>
</table>

### Science

| Graphics | 1. Graphics of scientific concepts may be used. The graphics should NEVER contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.  
2. Formula triangles representing relationships between variables may be used. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can only contain the variables m, D, and V. Symbols for mathematical operations (e.g., ×, ÷) are NEVER allowed. |
|----------|-------------------------------------------------------------------------------------------------------------------|

### Social Studies

| Graphics | 1. Blank maps may be used. Blank maps should NEVER contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps.  
2. Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is NEVER allowed. |
|----------|-------------------------------------------------------------------------------------------------------------------|

### Special Instructions/Considerations

1. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation.

2. Colors may be used in a supplemental aid to enhance readability or improve tracking, but may never be used as a label.

3. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts, but not in other supplemental aids.

4. Using a supplemental aid as an accommodation during classroom instruction and testing should not replace the teaching of subject-specific skills as outlined in the TEKS.

5. The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.

6. Supplemental aids, like all accommodations, 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.

7. The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.

8. The supplemental aid must be factual and error-free.
9. The supplemental aid must be concise and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the statewide assessment.

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

11. For supplemental aids in a digital format, contact TEA’s Accommodations Task Force. An Accommodation Request Form in the Other category may be required.
Critical Information about Accommodations for Students with Disabilities
Taking STAAR, STAAR Spanish, STAAR Modified, STAAR L, or TELPAS

For the purposes of statewide testing,

<table>
<thead>
<tr>
<th>Students needing accommodations due to a disability include:</th>
<th>Who makes decisions about accommodations?</th>
<th>Where should the decisions be documented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student with an identified disability who receives special education services and meets established eligibility criteria for certain accommodations. <strong>(SE)</strong></td>
<td>ARD committee</td>
<td>IEP</td>
</tr>
<tr>
<td>A student with an identified disability who receives Section 504 services and meets established eligibility criteria for certain accommodations. <strong>(504)</strong></td>
<td>504 placement committee</td>
<td>IAP</td>
</tr>
<tr>
<td>A student with a disabling condition who does not receive special education or Section 504 services but meets established eligibility criteria for certain accommodations. <strong>(DC)</strong></td>
<td>appropriate campus level team such as: ○ Response to Intervention (RTI) team ○ student assistance team This applies to a small group of students</td>
<td>documentation determined at local level</td>
</tr>
</tbody>
</table>

**Accommodations** primarily occur in the classroom on a daily basis. Understanding the basic principles of accommodations helps ensure their appropriate use in all educational settings.

<table>
<thead>
<tr>
<th>✔️</th>
<th>✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>are changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction</td>
<td>are not changes to the performance criteria of an assignment or assessment</td>
</tr>
<tr>
<td>should be effective in allowing a student access to the Texas Essential Knowledge and Skills (TEKS)</td>
<td>are not changes to the content being assessed and should not replace the teaching of subject-specific knowledge and skills as outlined in the TEKS</td>
</tr>
<tr>
<td>must be individualized for each student</td>
<td>are not necessary for every student</td>
</tr>
<tr>
<td>are intended to reduce the effect of a student’s disability</td>
<td>are not intended to provide a student with a disability an advantage (e.g., increase a passing score to a higher score)</td>
</tr>
<tr>
<td>should be routinely used during classroom instruction and testing</td>
<td>should not be provided to an entire group of students, such as those in the same class or disability category, as a “one-size-fits-all” accommodation</td>
</tr>
<tr>
<td>should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year</td>
<td>should not be provided to a student without evidence of effectiveness from year to year</td>
</tr>
<tr>
<td>should be documented in the appropriate student paperwork</td>
<td></td>
</tr>
<tr>
<td>may be appropriate for classroom use but may not be appropriate or allowed for use on a statewide assessment</td>
<td></td>
</tr>
</tbody>
</table>
Optional Test Administration Procedures and Materials
For STAAR, STAAR Spanish, STAAR L, STAAR Modified, and TELPAS

Educators often provide differentiated instruction in the classroom by altering certain procedures or supplying certain materials based on student needs. Many of these procedures and materials are considered good instructional practices rather than accommodations, and some may be used on statewide assessments.

During statewide assessments, optional test administration procedures and materials may be provided to any student based on his or her needs. However, the student must have sufficient experience with the specific procedure or material in order to determine that it is effective in meeting his or her needs. Optional test administration procedures and materials are not intended for every student in a classroom or disability category. The test administrator should make them available to students who need them but not require students to use them during the statewide assessment.

Local documentation of optional test administration procedures and materials is required only in order to plan for testing day(s). In many cases, test administrators are given the responsibility of arranging, coordinating, and providing optional test administration procedures and materials as well as testing accommodations. Thus, it is essential for all educators to know and understand the requirements related to administering statewide assessments.

The optional test administration procedures and materials are not considered testing accommodations, and their use during the statewide assessment is not recorded on the student’s answer document.

A student may use the following procedures and materials during the statewide assessments.

1. **Preferential seating** is allowed so that a student may sit where he or she is most comfortable. For example, some students should not sit near a door or window because they are easily distracted, while other students may need to sit closer to the teacher’s desk.

2. **Special lighting conditions** are allowed for a student to achieve optimal vision and comfort. For example, some students may need natural lighting or desk lamps.

3. **Signing test administration directions** for a student who is deaf or hard of hearing or **translating test administration directions** into the native language of an English language learner is allowed. This applies to test administration directions given verbally either before or after the test.

4. A student may **read the test out loud** to facilitate comprehension. This can include reading aloud to self, reading aloud into a voice-feedback device (e.g., PVC phone), or reading aloud into a voice recorder to listen to while testing.
The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation. All voice recordings must be erased or destroyed after testing.

5. The test administrator may read aloud or sign the personal narrative, expository, literary, or persuasive writing prompt to any student who requests this assistance. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign these specific writing prompts without the student requesting it. Using the student’s test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. It is important to note that the English III analytical prompt may never be read aloud to any student.

6. Any student may receive reading assistance on the grade 3 mathematics test. Upon request from a student, the test administrator may read aloud or sign any part of a mathematics test question or answer choice that the student is experiencing difficulty reading. This reading assistance is permitted on an individual basis for any grade 3 student who requests it. Test administrators must be aware that they are viewing secure test content and that responding to test questions or recording the information they see is strictly prohibited. If a student needs all of the test questions and answer choices read throughout the mathematics test, then this constitutes an oral administration and is limited to students who meet the eligibility criteria. Refer to the Oral/Signed Administration accommodation policy.

7. A student may use scratch paper or another workspace to make notes, write computations, or record responses when the space provided with the test questions does not meet the student’s needs. Scratch paper or another workspace includes blank paper, colored paper, lined paper, graph paper, butcher paper, adhesive notes, a chalkboard, or a white board. It does not include the use of a word processor. The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation. Any scratch paper must be destroyed after testing.

8. Procedures to minimize distractions may help a student maintain focus. These may include a stress ball, noise-reducing headphones, or instrumental
music (no lyrics) played through an individual student’s headphones or earbuds. The campus test coordinator must verify that the music played through headphones contains no lyrics or spoken language. The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation.

9. A student may use **colored overlays** if needed. The overlays may be placed over a page in the test booklet or taped to the computer monitor. A student may also use markers to make notes on the overlay if necessary and appropriate.

10. A student may use **magnifying devices**, such as handheld magnifiers, eyeglass-mounted magnifiers, freestanding magnifiers, or magnifying overlays, to enlarge text, graphics, or the display on a computer monitor. The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation. Secure test materials cannot be photocopied, scanned, or saved. If further enlargements to paper test materials are needed, refer to the Projection Devices or Photocopying Test Materials accommodation policies.

11. A student may use **blank place markers** on the test and answer document. This includes blank index cards, adhesive notes, or bubbling templates.

12. A student may use **highlighters, colored pencils, or crayons** in the test booklet to emphasize important information. They may not be used on the answer document.
### STAAR Accommodations

#### TYPE 1

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing. If this accommodation is distracting to other students or compromises the security of the test, an individual administration is required. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation. No Accommodation Request Form (ARF) required.

The accommodation type must be recorded in the ACCOMMODATIONS field on the student's answer document or in the Assessment Management System for online administrations, if applicable.

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Disability</th>
<th>STAAR</th>
<th>Modified</th>
<th>Spanish</th>
<th>STAAR L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual or Small Group Administration</td>
<td>SE 504 DC</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reminders to stay on task</td>
<td>SE 504 DC</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amplification Device</td>
<td>SE 504 DC</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projection Device</td>
<td>SE 504 DC</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Examples (EX)

**Special Instructions (SI)**

**EX:** This accommodation may include but is not limited to:
- a small number of students taking the test in the computer lab or library
- one student taking the test in an office

**SI:**
- A student placed in a separate setting due to the use of an OTAPM or other accommodation does not fall under this category unless he or she is unable to test in a standard classroom setting due to a disability.
- TEA does not define "small-group", but recommends 10 or fewer students and, in all cases, smaller than the number of students in a standard classroom setting.
- Groupings should be based on student need.

**EX:** This accommodation may include but is not limited to:
- more-frequent or less-frequent reminders of time left to test
- verbal reminders (e.g., “You need to continue working.”)
- visual reminders (e.g., color-coded cards)
- tactile reminders (e.g., tap student on shoulder, use paperclips to divide test into sections)
- auditory reminders (e.g., personal timer or clock to remind a student to move on)

**SI:** Student, not test administrator, directs or controls use of the reminder if possible.

**EX:** This accommodation may include but is not limited to:
- speakers
- frequency-modulated (FM) system

**SI:** Secure test materials cannot be saved in any way in order to use this accommodation.
# STAAR Accommodations

## TYPE 2

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing.

If this accommodation is distracting to other students or compromises the security of the test, an individual administration is required.

No Accommodation Request Form (ARF) required.

The accommodation type 2 or a specific descriptor (below) must be recorded in the ACCOMMODATIONS field on the student’s answer document.

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Disability</th>
<th>STAAR</th>
<th>Modified</th>
<th>Spanish</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulating Test Materials</td>
<td>SE 504 DC</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral/Signed Administration</td>
<td>SE 504 DC</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling Assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Eligibility Criteria (EC)

**Examples (EX)**

- **Special Instructions (SI)**
  
  - Reading selections may **NEVER** be read aloud to a student.
  - A word, phrase, or sentence may be read aloud as many times as requested.
  - All references to reading support during an oral administration also apply to signing during a signed administration.

**NOT APPLICABLE TO MATH TEST**
# STAAR Accommodations

## TYPE 2

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing.

If this accommodation is distracting to other students or compromises the security of the test, an individual administration is required.

No Accommodation Request Form (ARF) required.

The accommodation type 2 or a specific descriptor (below) must be recorded in the ACCOMMODATIONS field on the student’s answer document.

<table>
<thead>
<tr>
<th>BR: Braille</th>
<th>OA: Oral Administration</th>
<th>LP: Large print</th>
<th>XT: Extra Time (Same day)</th>
</tr>
</thead>
</table>

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### STAAR Accommodations

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Disability</th>
<th>STAAR</th>
<th>Modified</th>
<th>Spanish</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Manipulatives</td>
<td>SE</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Additional Eligibility Criteria (EC)**

**Examples (EX):**

**Special Instructions (SI):**

**EC:** Student meets at least one of the following:

- has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction
- qualifies for special education services with a Visual Impairment (VI)

**EX:** This accommodation may include ONLY:

- real or play money
- clocks
- base-ten blocks
- various types of counters
- algebra tiles
- fraction pieces
- translucent paper
- grade-appropriate geometric figures

**SI:**

- The mathematics manipulatives should provide needed assistance in recalling or visualizing the concept.
- The test administrator may not remind the student to use the mathematics manipulatives or explain how to use them.
### STAAR Accommodations

#### TYPE 2

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Disability</th>
<th>STAAR</th>
<th>Modified</th>
<th>Spanish</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculation Devices</td>
<td>SE 504</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Additional Eligibility Criteria (EC)**

EC: The student meets at least one of the following:

- a physical disability that prevents him/her from independently writing numbers required for computations and cannot effectively use other allowable materials (e.g., whiteboard, graph paper)
- an impairment in vision that prevents him/her from seeing the numbers they have written during computations and cannot effectively use other allowable materials to address this need (e.g., magnifier)
- has a disability that affects mathematics calculations

**Examples (EX)**

- four-function calculator
- scientific calculator
- graphing calculator
- large-key calculator
- abacus or Cranmer modified abacus
- audio-graphing calculator
- speech-output calculator

**Special Instructions (SI)**

SI: The calculation device may be provided by the school or brought from the student’s home.
# STAAR Accommodations

## TYPE 2

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing.

**If this accommodation is distracting to other students or compromises the security of the test, an individual administration is required.**

No Accommodation Request Form (ARF) required.

The accommodation type 2 or a specific descriptor (below) must be recorded in the ACCOMMODATIONS field on the student’s answer document.

- **BR** - Braille
- **OA** - Oral Administration
- **LP** - Large print
- **XT** - Extra Time (Same day)

### Additional Eligibility Criteria (EC)

**Examples (EX)**

- **Basic Transcribing**

<table>
<thead>
<tr>
<th>Accommodation</th>
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<th>Spanish</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Transcribing</td>
<td>SE 504 DC</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EC:** Student meets at least one of the following:

- has an impairment in vision that necessitates the use of braille or large-print test materials
- has a disabling condition (e.g., severe fine motor deficits, visual tracking difficulties, difficulty with letter formation) that prevents him or her from independently and effectively recording responses in the bubbles or on the lined pages of the answer document despite multiple unsuccessful attempts to indicate responses on a format similar to an answer document

**EX:** This accommodation may be carried out **ONLY** when the student:

- writes, circles, or points to responses in the test booklet
- dictates or signs responses for multiple-choice questions
- writes responses on scratch paper or another workspace
- types responses on a word processor for multiple-choice questions
- uses speech-to-text software to indicate responses

**SI:** * See TEA Basic Transcribing accommodation for information about transcribing on the STAAR L test.

- Role of the test administrator is to record on the answer document exactly what the student has indicated.
**STAAR Accommodations**  

**TYPE 2**

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Supplemental Aids</strong></td>
<td>SE</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Additional Eligibility Criteria (EC)**

**Examples (EX)**

**Special Instructions (SI)**

**EC:** Student has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction.

**EX:** Only paper-based supplemental aids listed below are allowed. See TEA Supplemental Aids accommodation for further explanation. Supplemental aids allowable for this test:

- mnemonic devices
- blank graphic organizers
- math charts (addition, multiplication, 100’s, place value)
- graphics and pictorial models

**SI:**

- Colors may be used to enhance readability or improve tracking but never as a label.
- Pictures may be used in pictorial models of geometric figures, but not in other supplemental aids.
- The supplemental aids should provide needed assistance in recalling or visualizing the concepts for the student.
- The test administrator may not remind the student to use the supplemental aids or explain to the student how to use them.
# STAAR Accommodations

## TYPE 2

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing.

If this accommodation is distracting to other students or compromises the security of the test, an individual administration is required.

No Accommodation Request Form (ARF) required.

The accommodation type 2 or a specific descriptor (below) must be recorded in the ACCOMMODATIONS field on the student's answer document.

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Disability</th>
<th>STAAR</th>
<th>Modified</th>
<th>Spanish</th>
<th>L</th>
</tr>
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<tbody>
<tr>
<td>Extra Time (Same Day)</td>
<td>SE 504 DC</td>
<td>✓</td>
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</table>

**Additional Eligibility Criteria (EC)**

**Examples (EX)**

**Special Instructions (SI)**

**EC:** Student cannot effectively use other accommodations or OTAPMs to address this need and meets at least one of the following:

- has an impairment in vision
- is identified with dyslexia
- is receiving special education services and has evidence of reading difficulties documented in the IEP
- requires frequent or lengthy breaks because of a behavioral disorder or emotional disability that affects attention and/or focus
- requires frequent or lengthy breaks because of a physical disability or medical condition that requires time for treatment and/or time to recover from extreme fatigue
- identified with an autism spectrum disorder requiring maintenance of typical routine

**SI:**

- Not intended for all students in a specific disability category; only for students with a proven need.
- Not appropriate or allowable to provide extra time to students for reasons associated with general test anxiety or to students needing extra time to complete specific testing strategies.
- Extra time should start at the beginning of the school day and may go until the end of the regularly scheduled school day. Must NEVER extend beyond a typical 7-hour school day.
- See TEA Extra Time accommodation for specific instructions regarding ELLs.

**Hh** Large Print

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>SE 504 DC</td>
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<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**EC:** Student meets at least one of the following:

- has an impairment in vision
- has a disability that affects his or her accuracy in tracking letter to letter, word to word, and/or line to line
- has a physical disability which necessitates the use of large-print materials

**SI:** See TEA General Instructions for Administering Braille and Large-Print Statewide Assessments for special instructions and more information about large print on the STAAR L test.

**Dictionary**

NOT APPLICABLE TO MATH TEST
## STAAR Accommodations

### TYPE 2

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing.

If this accommodation is distracting to other students or compromises the security of the test, an individual administration is required.

No Accommodation Request Form (ARF) required.

The accommodation type 2 or a specific descriptor (below) must be recorded in the ACCOMMODATIONS field on the student’s answer document.

- **BR** - Braille
- **OA** - Oral Administration
- **LP** - Large Print
- **XT** - Extra Time (Same day)

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**Additional Eligibility Criteria (EC)**

**Examples (EX)**

- **EC:** Student receives special education services as a student with a Visual Impairment.

  **EX:** The state provides:
  - contracted braille test materials
  - uncontracted braille test materials

**Special Instructions (SI)**

- **SI:** * See TEA [General Instructions for Administering Braille and Large-Print Statewide Assessments](#) for special instructions and more information about braille for STAAR L test.

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SE – Student receiving special education services

504 – Student receiving Section 504 services

DC – Student considered to have a disabling condition

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# STAAR Accommodations

**TYPE 3**

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing.

If this accommodation is distracting to other students or compromises the security of the test, an individual administration is required. Testing in a separate setting for this purpose is not considered the individual or Small-Group Administration accommodation.

Accommodation Request Forms (ARF) are required and must be received by TEA according to the posted deadlines. TEA will provide additional procedures specific to the requested accommodation with any approved ARF.

The accommodation Type 3 or a specific descriptor (XD - Extra Day) must be recorded in the ACCOMMODATIONS field on the student’s answer document or in the Assessment Management System for online administrations, if applicable.

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**NOT APPLICABLE TO MATH TEST**

**Additional Eligibility Criteria (EC)**

**Examples (EX)**

**Special Instructions (SI)**

**Examples (EX):**

Test administrator may write the student’s dictated scratch work & computations (including work done on a calculation device) onto:

- scratch paper
- chalkboard
- whiteboard
- student’s test booklet

**Special Instructions (SI):**

- The math scribe is to record the student’s dictated scratch work and computations EXACTLY as the student indicates.
- Student documentation should include “pending TEA approval” for this accommodation.
- Late requests will **ONLY** be considered if student circumstances change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision).
### STAAR Accommodations

#### TYPE 3

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing.

If this accommodation is distracting to other students or compromises the security of the test, an individual administration is required. Testing in a separate setting for this purpose is not considered the individual or Small-Group Administration accommodation.

Accommodation Request Forms (ARF) are required and must be received by TEA according to the posted deadlines. TEA will provide additional procedures specific to the requested accommodation with any approved ARF.

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**Additional Eligibility Criteria (EC)**

Examples (EX)

Special Instructions (SI)

**EC:** Student cannot effectively use OTAPMs, Type 1, or Type 2 accommodations to address his or her needs, and meets at least one of the following:

- an impairment in vision and requires printed materials in a size larger than the state-supplied, large-print test materials
- a physical disability that prevents him or her from effectively manipulating test materials printed on both sides of the paper and/or turning the pages in a test booklet
- a disability that necessitates test materials be presented in a printed format other than a test booklet in order to prevent behavioral outbursts or other severe behaviors that could interfere with the student completing the test

**EX:** This accommodation may include ONLY:

- enlarging the printed test materials to a size larger than the state-supplied, large-print materials
- photocopying the double-sided test materials into single-sided sheets
- photocopying the test materials onto separate sheets that can be presented in smaller portions

**SI:** * For more information regarding special requests for paper administrations of STAAR L, refer to the District and Campus Coordinator Manual.

The following documents may be photocopied without submitting an ARF:

- test administration directions given verbally before or after testing
- blank answer documents
- state-supplied mathematics graph paper

Student documentation should include "pending TEA approval" for this accommodation.

Late requests will ONLY be considered if student circumstances change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision).
## STAAR Accommodations

### TYPE 3

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing.

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<td>✓</td>
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**EC:** The student cannot effectively use OTAPMs, Type 1, or Type 2 accommodations to address his or her needs, and meets at least one of the following:
- has a severe impairment in vision. This includes students who take the braille test & require an extra day
- has a severe behavioral or emotional disabling condition, the manifestation of which affects his or her ability to continue working for a prolonged period of time or during certain times of the day
- has a severe physical disability or medical condition that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina
- is identified with an autism spectrum disorder that inhibits working for a prolonged period of time or during certain times of the day

**SI:**
- Receiving an extra day to complete the test is intended for an extremely small group of students with disabilities and documented or proven need.
- Students will **ONLY** be permitted to test over two full, regularly scheduled, consecutive school days. Each day of testing must not extend beyond 7 hrs.
- For more information regarding administrations of STAAR L, refer to the *District and Campus Coordinator Manual*, as well as Special Instruction #8 on the TEA **Extra Day Accommodations** document.
- Student documentation should include "pending TEA approval" for this accommodation.
- Late requests will **ONLY** be considered if student circumstances change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision).
### STAAR Accommodations

#### TYPE 3

A student may use the accommodations listed below if he or she routinely, independently (if appropriate), and effectively uses the same accommodations during classroom instruction and testing.

- **If this accommodation is distracting to other students or compromises the security of the test, an individual administration is required. Testing in a separate setting for this purpose is not considered the individual or Small-Group Administration accommodation.**

- **Accommodation Request Forms (ARF) are required and must be received by TEA according to the posted deadlines. TEA will provide additional procedures specific to the requested accommodation with any approved ARF.**

- **The accommodation Type 3 or a specific descriptor (XD - Extra Day) must be recorded in the ACCOMMODATIONS field on the student’s answer document or in the Assessment Management System for online administrations, if applicable.**

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#### Additional Eligibility Criteria (EC)

**Examples (EX)**

Examples that **MAY** be considered:

- test administrator outlines and/or darkens charts and graphs in test question for a student with degenerative visual impairment
- student with a physical disability uses 2 test booklets to reduce fatigue associated with turning pages
- test administrator highlights every other line of text in test booklet to aid a student with multiple disabilities in tracking
- oral administration of reading selections for a blind student who does not read braille
- assistive technology that is not addressed under Examples/Types of accommodation policies

**Special Instructions (SI)**

- Student documentation should include “pending TEA approval” for this accommodation.
- Late requests will **ONLY** be considered if student circumstances change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision).

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**Other**

The student cannot effectively use OTAPMs, Type 1, Type 2, or other Type 3 accommodations to address his or her needs, and the district testing coordinator has been advised by a member of TEA’s Accommodations Task Force that the accommodation fits into the category of Other.

**Examples**

- See the full description for examples that may or may not be considered under the category of Other.

**Examples that MAY be considered:**

- test administrator outlines and/or darkens charts and graphs in test question for a student with degenerative visual impairment
- student with a physical disability uses 2 test booklets to reduce fatigue associated with turning pages
- test administrator highlights every other line of text in test booklet to aid a student with multiple disabilities in tracking
- oral administration of reading selections for a blind student who does not read braille
- assistive technology that is not addressed under Examples/Types of accommodation policies

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**SI:**

- Student documentation should include “pending TEA approval” for this accommodation.
- Late requests will **ONLY** be considered if student circumstances change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision).
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