

# 2017 STAAR Accessibility and Supports Quick Reference

- The student should routinely receive the accommodation during classroom instruction and testing.
- The student should use the accommodation often enough that he or she is comfortable using it on the day of the state assessment.
- The student does not necessarily have to use the accommodation every day during instruction.
- Data should show the use and effectiveness of the accommodation.

<b>Accessibility Features</b> (previously referred to as “Allowable Test Administration Procedures and Materials”) available to any student who regularly benefits from the use of these procedures or materials during instruction
Signing Directions
Translating Test Directions
<b>Bilingual dictionary with word/phrase translation for math, science, social studies (if used does not change whether student is Exited from LEP status )</b>
Read test aloud to self
Read aloud or sign the expository or persuasive writing prompt
Reading assistance on grade 3 math test
Scratch paper
Color Overlays or <b>online color setting</b>
Blank place markers or <b>online guideline tool</b>
Magnifying devices or online zoom feature
Highlighters, colored pencil, or crayons
Tools to minimize distractions- stress ball, headphones, instrumental music
Individual administration
Small group administration
Reminders to stay on task

**The decision to provide a designated support to a student is made by the appropriate team: ARD committee, section 504 committee, LPAC, or RTI team.**

<b>Designated Supports</b> (previously referred to as Type 1 accommodation)	Eligibility	Committee
1 Amplification Devices	The student routinely & effectively uses during classroom instruction & testing	RTI / LPAC 504 / ARD
2 Basic transcribing	The student routinely & effectively uses during classroom instruction & testing	RTI / LPAC 504 / ARD
3 Braille	The student routinely & effectively uses during classroom instruction & testing	RTI / 504 / ARD
<b>4 Dictionary on STAAR and STAAR spanish reading and writing Grades 3-5</b>	The student routinely & effectively uses during classroom instruction & testing	RTI / LPAC 504 / ARD
5 Individualized Structured Reminders	The student routinely & effectively uses during classroom instruction & testing	RTI / LPAC 504 / ARD
6 Manipulating Test Materials	The student routinely & effectively uses during classroom instruction & testing	RTI / LPAC 504 / ARD
7 Projection Devices	The student routinely & effectively uses during classroom instruction & testing	RTI / LPAC 504 / ARD

Designated Supports	Eligibility	Committee
<b>8 Large Print</b>	Impairment in vision, or Unable to track letter to letter, word to word, or line to line, or Physical disability	RTI / LPAC 504 / ARD
<b>9 Extra time</b>	<p>The student is unable to effectively use other accommodations or accessibility features to address this need AND</p> <ul style="list-style-type: none"> <li>● Is a current ELL</li> <li>● Has an impairment in vision</li> <li>● Is receiving SPED services and has documented evidence of reading difficulties*</li> <li>● Is identified with Dyslexia or related disorder** or has documented evidence of reading difficulties*</li> <li>● Requires frequent or lengthy breaks due to behavioral or emotional disabling condition that affect attention or focus.</li> <li>● The student requires frequent or lengthy breaks because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery</li> <li>● The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible.</li> <li>● Routinely &amp; effectively uses during classroom instruction &amp; testing</li> </ul>	RTI LPAC 504 ARD

<p><b>10 Oral/Signed Administration</b> <b>PART or ALL</b></p> <p><b>Online tests with Text To Speech (TTS)</b></p> <ul style="list-style-type: none"> <li>- STAAR math, sci, ss, reading and English I-III: TTS reads questions and embedded supports</li> <li>- STAAR writing and English I-III writing section: TTS reads revising passages, questions and embedded supports.</li> </ul> <p><u>Paper Test with Oral Admin</u> can include Read <u>parts</u> of the test at student request OR Read <u>all</u> test questions and answer choices throughout the test</p> <p><u>Math, science and social studies</u> Questions, reference materials and accommodations may be read aloud by test administrator <u>Reading and English I-II reading section</u> Questions, reference materials and accommodations may be read aloud by test administrator <u>Writing and English I-III writing section</u> Required reference material and accommodations may be read aloud by test administrator.</p>	<ul style="list-style-type: none"> <li>● ELL</li> <li>● Any student identified with dyslexia or a related disorder** or documented evidence of reading difficulties*.</li> <li>● 504 student identified with dyslexia or related disorder** or documented evidence of reading difficulties*</li> <li>● SPED student identified with dyslexia or a related disorder** or documented evidence of reading difficulties*</li> <li>● The student routinely &amp; effectively uses during classroom instruction &amp; testing</li> </ul>	LPAC RTI 504 ARD
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<p><b>*Evidence of reading difficulties:</b></p> <ul style="list-style-type: none"> <li>■ Learning disability in reading</li> <li>■ Behavioral or emotional problem</li> <li>■ ADD/ADHD</li> <li>■ Processing or memory issue</li> </ul> <p><b>** “Related disorders”</b> includes disorders similar to or related to dyslexia, such as developmental auditory perception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p> <p style="text-align: right;"><i>Requires documented evidence of necessity and effectiveness.</i></p>
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Designated Supports	Eligibility	Committee
<p><b>11 Calculation Aids</b></p> <p>Four function calculator  Scientific calculator  Graphing calculator  Large-key calculator  Abacus or Cranmer modified abacus  Audio graphing calculator  Speech-output calculator  0-9 addition grid  (no special numbers indicated)  Grade-appropriate multiplication grid (no special numbers indicated)</p>	<ul style="list-style-type: none"> <li>• SPED student or</li> <li>• 504 student</li> </ul> <p>Grades 3 and 4  The student has a physical disability, or  The student has an impairment in vision</p> <p>Grades 5 through 8  The student has a physical disability, or  The student has an impairment in vision, or  The student has a disability that affects mathematics calculations, such as:</p> <ul style="list-style-type: none"> <li>■ A learning disability in mathematics</li> <li>■ ADD/ADHD</li> <li>■ Behavioral or emotional problem</li> <li>■ Processing or memory issue</li> </ul>	<p>ARD 504</p>
<p><b>12 Math Manipulatives</b></p> <p>Money, clocks with no gears, base-ten blocks, counters, any of the following with no labels: algebra tiles, fraction pieces, geometric figures</p>	<ul style="list-style-type: none"> <li>• SPED student or</li> <li>• 504 student</li> <li>• The student routinely &amp; effectively uses during classroom instruction &amp; testing</li> </ul>	<p>LPAC ARD 504</p>
<p><b>13 Spelling Assistance</b></p> <p>Frequently misspelled word list  Spell check function of word processor  Pocket spellchecker  Word-prediction software  Text to speech software or device  Speech to text software</p>	<ul style="list-style-type: none"> <li>• SPED student or 504 student, and</li> <li>• Is capable of organizing and developing ideas and using written language conventions, but has a disability so severe he or she cannot apply basic spelling rules or word patterns.</li> </ul> <p>Available for Reading- English I, II, short answer and Writing- 4, 7, and English I, II</p>	<p>504 ARD</p>

<p><b>14 Supplemental Aids</b></p> <p>Only the paper-based supplemental aids listed are allowed</p> <p><u>All subjects</u></p> <ul style="list-style-type: none"> <li>→ Mnemonic Devices</li> <li>→ Blank Graphic Organizers</li> </ul> <p><u>Math Charts and Graphics</u></p> <ul style="list-style-type: none"> <li>→ Number charts (e.g. 100 chart) with no special highlighting</li> <li>→ Place value chart with no labels (i.e. words) or specific examples.</li> <li>→ Pictorial models of fraction bars or fraction circles with no labels showing individual fractions or equivalencies</li> <li>→ Pictorial models of one, two, and three dimensional geometric figures with no labels.</li> </ul> <p><u>Written composition</u></p> <ul style="list-style-type: none"> <li>→ Grammar and Mechanics rules with no specific examples</li> </ul> <p><u>Science Graphics</u></p> <ul style="list-style-type: none"> <li>→ Graphics of scientific concepts with no labels</li> <li>→ Formula triangles with variables only</li> </ul> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>→ Blank maps</li> <li>→ Timelines with dates only</li> </ul>	<ul style="list-style-type: none"> <li>• SPED student or</li> <li>• 504 student</li> <li>• The student routinely &amp; effectively uses during classroom instruction &amp; testing</li> </ul>	<p>LPAC ARD 504</p>
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# Online tests only

Designated supports must be specified. Online tests do not automatically include content supports, language and vocabulary supports, or text to speech.

Designated Supports	Requirements	Committee
<p><b>15 Content Supports</b></p> <ul style="list-style-type: none"> <li>• Provide a visual representation in the selection, questions, answer choices, or writing prompt by adding graphics, photographs, or animations</li> <li>• Isolate specific text or information in a selection that is referenced in the question or answer choice</li> <li>• Isolate specific information in a graphic or list that is referenced in the question</li> <li>• Apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices</li> <li>• Include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed</li> <li>• Direct student attention to parts of the grade-specific Reference Materials</li> <li>• Provide clarifying information for a graphic organizer, political cartoon, or map</li> <li>• Bullet or separate steps in a process (e.g. multi-step problem, sequence of events)</li> <li>• Blank Punnett squares (biology only)</li> <li>• Writing checklists</li> </ul>	<p>Routinely &amp; effectively uses during classroom instruction &amp; testing</p> <p><i>Available in the form of pop-ups and rollovers on STAAR online tests only</i></p>	<p>LPAC 504 ARD</p>
<p><b>16 Language and Vocabulary Supports</b></p> <ul style="list-style-type: none"> <li>• define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language</li> <li>• provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations</li> <li>• reword complex question or answer choices to condense text</li> <li>• paraphrase historical excerpts</li> <li>• pre-reading text prior to selection (reading, writing, English I, and English II only)</li> </ul>	<p>Routinely &amp; effectively uses during classroom instruction &amp; testing</p> <p><i>Available in the form of pop-ups and rollovers on STAAR online tests only</i></p>	<p>LPAC 504 ARD</p>
<p><b>TTS- Text to Speech</b></p>	<p>See Oral Administration for requirements</p>	

## Designated Supports Requiring TEA Approval

Requirements <http://tea.texas.gov/student.assessment/accommodations/>

These supports require the submission and approval of a TEA Accommodation Request Form.

Complex Transcribing	RTI/LPAC/504/ARD
Extra Day	RTI/LPAC/504/ARD
Math Scribe	RTI/LPAC/504/ARD
Other	RTI/LPAC/504/ARD
Photo Copy	ARD