

Edinburg Consolidated Independent School District

Curriculum and Instruction



Special Education Resource Guide

Secondary

2014-2015

Excel in Academics and Ensure Equal Access

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Communicate and Connect with All Stakeholders

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Innovate Through Technology

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Develop and Retain Highly Qualified Staff

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Secure a Safe Learning Environment

Edinburg Consolidated Independent School District



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Mission: To Accomplish Educational Excellence through Creativity and Innovation

Edinburg CISD



Curriculum & Instruction



Synchronizing Creativity and Innovation

Critical Information about Accommodations for Students with Disabilities taking State Assessments

This document outlines the appropriate use of accommodations for students with disabilities. For purposes of state assessments, students needing accommodations due to a disability include

- students with an identified disability who receive special education services and meet established eligibility criteria for certain accommodations
- students with an identified disability who receive Section 504 services and meet established eligibility criteria for certain accommodations
- students with a disabling condition who do not receive special education or Section 504 services but meet established eligibility criteria for certain accommodations

For students who receive special education or Section 504 services, the decision to use accommodations during the state assessments is made by the ARD committee or Section 504 placement committee. In those rare instances where a student does not receive services but meets the eligibility criteria because of a disabling condition, the decision about using accommodations on the assessments is made by the appropriate team of people at the campus level, such as the Response to Intervention (RTI) team or student assistance team.

Understanding the basic principles of accommodations helps ensure their appropriate use in all educational settings.

Accommodations



- are changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction
- should be effective in allowing a student access to the Texas Essential Knowledge and Skills (TEKS)
- must be individualized for each student
- are intended to reduce the effect of a student's disability
- can change over the course of the school year or from year to year based on student needs
- might be appropriate for classroom use but might not be appropriate or allowed for use on a state assessment
- should be documented in the appropriate student paperwork
- should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year



- are not necessary for every student
- are not changes to the performance criteria of an assignment or assessment
- 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
- should not be provided to an entire group of students, such as those in the same classroom or disability category, as a "one-size-fits-all" accommodation
- are not intended to provide an advantage to a student with a disability (e.g., increase a passing score to a higher score)
- should not be provided to a student without evidence of effectiveness from year to year

Accommodations During Classroom Instruction and Testing

Accommodations are changes to the materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student, thus allowing each student to maximize his or her academic potential. In many instances, students use an accommodation only on a temporary basis while they are learning a new skill. In some cases, though, a student might require the accommodation throughout the school year or over several years.

In order to make accommodation decisions for students, educators should have knowledge of the TEKS and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation 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 accommodation.

Accommodations During State Assessments

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing might differ from accommodations allowed for use on state assessments. While classroom instruction can be individualized to meet the unique educational needs of each student, the state assessment is a standardized tool for measuring every student's learning in a reliable, valid, and secure manner. Certain accommodations 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 accommodations suitable for instruction are allowed during the state assessments.

The decision to use an accommodation during a state assessment should be made on an individual-student basis and take into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction and testing. A student who is unaccustomed to using a particular accommodation might be hindered rather than helped by an accommodation not routinely used. However, this does not mean that the accommodation must be used every day during instruction. Routine accommodation use, as defined by the Texas Education Agency (TEA), results in two important outcomes.

1. The student has used the accommodation often enough during classroom instruction and testing that he or she is able to use it independently during the state assessment. Independent accommodation use is applicable to some accommodations (e.g., calculator) but not to others (e.g., oral administration).
2. The accommodation has proven to be effective in meeting the student's specific needs, as evidenced by student scores or teacher observations with and without accommodation use.

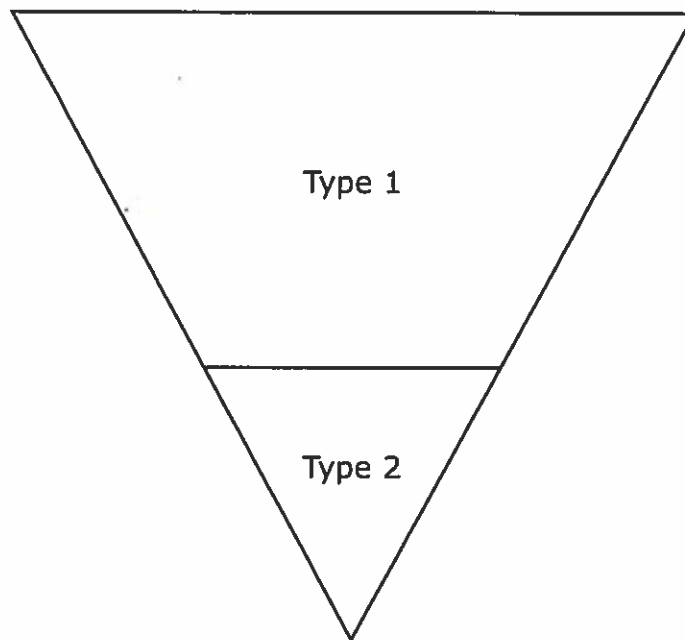
It is important to keep in mind that the policies for accommodation use on state assessments should not limit an educator's ability to develop individualized materials and techniques to facilitate student learning. Instruction comes first and can be customized to meet the needs of each student. Unlike instruction, state assessments must be standardized so that student results can be compared and interpreted.

NOTE: Test administration procedures and materials that any student may use on state assessments are described in the Allowable Test Administration Procedures and Materials document

on the Accommodation Resources webpage. These are not considered testing accommodations and are allowed for any student who needs them.

The Accommodation Triangle

After determining which accommodations are effective for a student, the educator should investigate whether each accommodation is allowed on a particular state assessment, as not all accommodations are applicable to all assessments. The Accommodation Triangle below organizes accommodations for students with disabilities by type, depending on the decision-making authority—appropriate team of people at the campus level or approval of an Accommodation Request Form by TEA. The complete Accommodation Triangle, with links to each accommodation policy, is available on the Accommodations for Students with Disabilities webpage.



Type 1—accommodations approved locally: This type of accommodation is available for students who meet specific eligibility criteria. The decision to provide a Type 1 accommodation to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team). It is not necessary to submit an Accommodation Request Form to TEA.

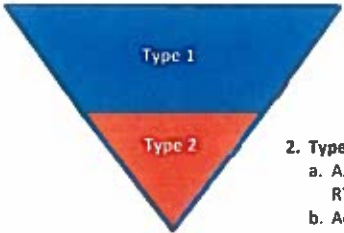
Type 2—accommodations requiring TEA approval: This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decisions). The request must be approved by TEA before a student can use the accommodation on the state assessment. Any accommodation that requires the submission and approval of an Accommodation Request Form must be documented in the

student's paperwork as "pending TEA approval." In the event that a request is denied, the campus should be prepared to meet the student's needs with allowable accommodations.

Planning for Testing Accommodations

Careful review of state accommodation policies is required so that students receive only those accommodations that are allowed or approved by TEA for use on state assessments. Testing coordinators, test administrators, and other campus personnel involved in state testing must consider the following questions related to providing accommodations on test day.

- Which students will receive accommodations on test day?
- What special arrangements need to be considered for students who will use accommodations on test day? For example, ensuring that calculators and other equipment have sufficient batteries or choosing separate settings for students who use certain accommodations requires advance planning.
- What staff training is needed to properly provide certain testing accommodations? For instance, transcribing a student's responses onto an answer document or providing an oral administration requires advance training.
- What campus and district procedures are in place to ensure test security?
- What procedure is in place and who is responsible for recording accommodations on the answer document or in the Assessment Management System for online tests?

Topic	Summary	Considerations
<p>General Accommodations and Allowable Test Administration Procedures and Materials</p>	<p>Accommodations</p> <ul style="list-style-type: none"> Accommodations are <ul style="list-style-type: none"> changes to instructional materials, procedures or techniques that allow a student with a disability or an English Language Learner (ELL) to participate meaningfully in grade-level or course instruction and testing activities should be effective in allowing a student to access the TEKS must be individualized for each student can change over the course of the school year or from year to year based on student needs might be appropriate for classroom use, but NOT be appropriate or allowable on a statewide assessment It is important to keep in mind that the policies for accommodation use on state assessments should not limit an educator's ability to develop individualized materials and techniques to facilitate student learning. <p>Allowable Test Administration Procedures and Materials</p> <ul style="list-style-type: none"> For STAAR, STAAR Spanish, STAAR A, STAAR L and TELPAS May be provided to students based on their needs Available to any student who regularly benefits from the use of these procedures or materials during instruction (although a student cannot be required to use them during testing) Students using these may need to complete the test in a separate setting in order to eliminate distractions to other students and ensure that security and confidentiality of the tests are maintained NOT considered testing accommodations (so no coding is required on answer documents) Allowable procedures and materials <ol style="list-style-type: none"> Signing test administration directions for a student who is deaf or hard of hearing Translating test administration directions into the native language of an English language learner Allowing a student to read the test aloud to facilitate comprehension Reading aloud or signing the personal narrative, expository, literary or persuasive writing prompt to any student who requests this assistance Providing reading assistance on the Grade 3 Mathematics test for any student Making the following assistive tools available: scratch paper, colored overlays, blank place markers, magnifying devices, highlighters, colored pencils or crayons Giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music with no lyrics played through an individual student's headphones or ear buds) Allowing individual and small-group administrations Reminding students to stay on task 	<ul style="list-style-type: none"> For an additional resource, see the lead4ward Allowable Test Administration Procedures and Materials quicklook posted at the website noted at the bottom of this page Students using an Allowable Test Administration Procedure or Material during a state assessment should have had practice and experience using the procedure or material during instruction There should be some indication or evidence that the procedure or material benefits the student during assessment Coordinators are responsible for ensuring that test administrators understand the proper implementation of General Test Administration Procedures and Materials
<p>Accommodations for Students with Disabilities</p>	<p>Applicable to STAAR, STAAR Spanish, STAAR L, STAAR A and TELPAS for:</p> <ol style="list-style-type: none"> A student with an identified disability who receives special education services and meets established eligibility criteria for the accommodation (determined by ARD committee) A student with an identified disability who receives Section 504 services and meets established eligibility criteria for the accommodation (determined by 504 committee) A student with a disabling condition who does not receive special education or Section 504 services but who meets established eligibility criteria for the accommodation (determined by RTI team, student assistance team or other appropriate team of people at the campus level) <p>Accommodations Triangle</p>  <ol style="list-style-type: none"> Type 1 – Accommodations Approved Locally <ol style="list-style-type: none"> Student meets specific eligibility criteria Decision to use is made by appropriate campus-level team (i.e., ARD committee, 504 committee, RTI team) No Accommodation Request Form required Type 2 – Accommodations Requiring TEA Approval <ol style="list-style-type: none"> Appropriate campus-level team (i.e., ARD committee, 504 committee, RTI team) determines if student meets all specific eligibility criteria Accommodation Request Form must be submitted to TEA <p>The decision to use an accommodation during state assessment should be made on an individual-student basis and take into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction and testing</p> <p>Routine accommodation use results in 2 outcomes:</p> <ol style="list-style-type: none"> The student has used the accommodation often enough during classroom instruction and testing that he/she is able to use it independently (if appropriate) during state assessment (independent use is applicable to some accommodations, such as calculator, but not to others, such as oral administration) The accommodation has proven to be effective in meeting the student's specific needs, as evidence by student scores or teacher observations with and without accommodation use <p>Accommodations In Unexpected or Emergency Situations</p> <p>Routine use in classroom instruction and testing not required</p> <p>Follow these steps (encouraging student independence should be a priority)</p> <ol style="list-style-type: none"> Consider General Test Administration Procedures and Materials Consider a Type 1 Accommodation (encouraging student independence as much as possible) If the student's needs cannot be met with Step 1 or 2, review Type 2 Accommodations and, if needed, contact TEA's Accommodation Task Force 	<ul style="list-style-type: none"> For additional resources, see the lead4ward Type 1 and Type 2 Accommodations for Students with Disabilities quicklooks posted at the website noted at the bottom of this page Routine use of an accommodation does NOT require that it be used every day during instruction A student should be accustomed to using the accommodation so that it helps, not hinders, the student during state assessment Teachers should collect data (e.g., test results with and without an accommodation) to evaluate and analyze whether an accommodation is effective Whether an accommodation is allowable on state assessments should NOT limit an educator's ability to develop individualized materials and techniques to facilitate student learning during classroom instruction and assessment

Topic	Summary	Considerations
<p>Linguistic Accommodations for ELLs</p>	<p>Linguistic Accommodations</p> <ul style="list-style-type: none"> • Language supports that decrease the language barrier ELLs experience when learning and demonstrating knowledge and skills in English • In the classroom, linguistic accommodations help ELLs understand the language of instruction and accelerate the learning of both the subject matter and English • Not all linguistic accommodations suitable for instruction are appropriate or allowable during state assessments <p>Use of Linguistic Accommodations for STAAR, STAAR L, and STAAR A</p> <ul style="list-style-type: none"> • LPAC makes and documents decisions about the use of linguistic accommodations (in conjunction with appropriate campus-level team for an ELL student with a disability) • Decisions about use of linguistic accommodations are to be based on <ol style="list-style-type: none"> 1. Student's particular need for second language acquisition support and 2. Whether the student uses the accommodation routinely in classroom instruction and assessment <p>Linguistic Accommodations are NOT available for</p> <ul style="list-style-type: none"> • STAAR Spanish • An ELL whose parent or guardian has declined bilingual/ESL program services <p>STAAR</p> <ol style="list-style-type: none"> 1. Math, Science, Social Studies <ol style="list-style-type: none"> a. Bilingual dictionary b. Extra time (same day) 2. Reading and Writing <ol style="list-style-type: none"> a. Dictionaries of various types (in addition to STAAR Dictionary Policy for all students) b. Extra time (same day) 3. Writing <ol style="list-style-type: none"> a. Clarification in English of word meaning in writing prompts 4. English I and English II <ol style="list-style-type: none"> a. Dictionaries of various types (in addition to STAAR Dictionary Policy for all students) b. Extra time (same day) c. Clarification in English of word meaning in short answer questions and writing prompts <p>STAAR L</p> <ol style="list-style-type: none"> 1. Math, Science, Social Studies <ol style="list-style-type: none"> a. Bilingual Dictionary b. Extra Time (same day) c. Clarification in English of word meaning and reading aloud of text (provided through online interface for ALL students taking STAAR L – so if an ELL student does not need these accommodations, the student should take STAAR) <p>STAAR A</p> <ol style="list-style-type: none"> 1. Math, Science, Social Studies <ol style="list-style-type: none"> a. Bilingual dictionary b. Extra Time (same day) c. Clarification in English of word meaning 2. Reading and Writing <ol style="list-style-type: none"> a. Dictionaries of various types (in addition to STAAR Dictionary Policy for all students) b. Extra time (same day) c. Clarification in English of word meaning 3. English I and English II <ol style="list-style-type: none"> a. Dictionaries of various types (in addition to STAAR Dictionary Policy for all students) b. Extra time (same day) c. Clarification in English of word meaning 	<ul style="list-style-type: none"> • For an additional resource, see the lead4ward Linguistic Accommodations quicklook posted at the website noted at the bottom of this page • Base decisions on student's language needs and whether student uses the accommodation routinely in instruction and testing • It is essential that testing coordinators, special program coordinators, and test administrators communicate to plan the logistics for test day • Document current accommodations used with students • Do students have experience using the accommodation? • Review LPAC processes

Accommodation	Special Education	504	Other	Tests	Additional Information
<p>Large Print Code = LP</p>	<p>Yes IF ↓</p> <p>1. routinely and effectively uses large print materials during classroom instruction and testing AND</p> <p>2. meets at least one of the following</p> <p>a. has an impairment in vision (e.g., uncorrected vision, nyctalopia, VI for sped services) OR</p> <p>b. has a disability that affects accuracy in tracking letter to letter, word to word, and/or line to line</p> <p>OR</p> <p>c. has a physical disability which necessitates the use of large-print materials</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>STAAR</p> <p>STAAR Spanish</p>	<p>Description: Provides a student with enlarged test materials when he/she has a disabling condition that limits the ability to effectively access test materials in a standard print size. See <i>General Instructions for Administering Large-Print State Assessments</i>. STAAR A, STAAR L and TELPAS Grades 2-12 Reading are online testing programs. Technology based accommodations enable most students who require large-print materials to test online; however, a special request may be made to TEA for approval to administer a paper test booklet.</p>
<p>Manipulating Test Materials Code = MA</p>	<p>Yes IF ↓</p> <p>1. routinely and effectively uses this accommodation during classroom instruction and testing AND</p> <p>2. has a disabling condition that interferes with the physical manipulation of test materials</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>STAAR</p> <p>STAAR Spanish</p> <p>STAAR L</p> <p>STAAR A</p> <p>TELPAS (Gr. 2-12 Edg)</p>	<p>Description: Allows test administrator to physically manipulate materials, online tools, and equipment for a student who is unable to do so independently</p> <p>Examples include (all per student direction): turning test booklet pages, positioning ruler, using mouse to navigate the pages and operate the tools in an online administration, operating technology, highlighting, positioning mathematics manipulatives</p> <p>Description: Manipulatives are concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts</p> <p>ONLY Includes: real or play money (both head and tails); blocks (with or without numbers); base-ten blocks; various types of counters (e.g., 2-sided chips, blocks, beans); algebra tiles (NOT with words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables); fraction pieces (e.g., fraction bars or circles, which may be labeled to show each individual fraction but NOT to show equivalencies or the cumulative sequence); grade or course appropriate geometric figures (either 2 or 3 dimensional but not both and NOT with words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables); translucent (tracing) paper</p>
<p>Mathematics Manipulatives Code = MA</p>	<p>Yes IF ↓</p> <p>1. routinely, independently and effectively uses this accommodation during classroom instruction and testing AND</p> <p>2. if 504, is identified as a student with dyslexia or a related disorder under TEC §38.003 AND</p> <p>3. meets at least one of the following</p> <p>a. has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent student from learning and retaining information as effectively as non-disabled peers (despite multiple opportunities to learn, varied instructional strategies and high quality instruction) OR</p> <p>b. has a visual impairment</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>No</p>	<p>Math:</p> <p>STAAR</p> <p>STAAR Spanish</p> <p>STAAR L</p> <p>STAAR A</p>	<p>Description: Allows test material to be read aloud to a student</p> <p>Math and Science: applies to test questions, answer choices and required reference materials</p> <p>Social Studies: applies to test questions and answer choices</p> <p>Reading (Grades 3-8) and Reading Section of English I and English II: applies to test questions, answer choices and required reference materials (reading selections may NOT be read aloud)</p> <p>Writing (Grade 7) and Writing Section of English I and English II: applies to required reference materials (revising and editing passages, test questions and answer choices may NOT be read aloud)</p> <p>2 Levels of Oral Administration for Paper Tests (level must be documented, including whether student has option to change the level of support during testing):</p> <ol style="list-style-type: none"> 1. read parts of the test questions and/or answer choices at student request 2. read all test questions and answer choices throughout the test <p>Standardized Oral Administration (SOA) – online option for Grades 4, 6 and 7 Reading and Math Grade 5 Science Grade 8 Science and Social Studies</p> <p>Allows a student to independently select and change his/her level of reading support during the test administration</p>
<p>Oral/Signed Administration Code = OA</p>	<p>Yes IF ↓</p> <p>1. routinely and effectively uses this accommodation during classroom instruction and testing AND</p> <p>2. meets at least one of the following</p> <p>a. receives special education services and is identified with dyslexia or a related disorder under TEC §38.003 OR has evidence of reading difficulties*</p> <p>b. receives Section 504 services and is identified with dyslexia or a related disorder under TEC §38.003 OR has evidence of reading difficulties*</p> <p>c. does not receive special education or Section 504 services but is identified with dyslexia or a related disorder under TEC §38.003</p> <p>* "Reading difficulties" means a problem with reading. The problem could be caused by a learning disability in reading or the problem could be caused by other conditions (e.g., ADHD, an emotional or behavioral disability, or a processing or memory issue)</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>Math and Science:</p> <p>STAAR</p> <p>STAAR Spanish</p> <p>STAAR L</p> <p>Social Studies:</p> <p>STAAR</p> <p>STAAR L</p> <p>Reading:</p> <p>STAAR</p> <p>STAAR Spanish</p> <p>Grade 7 Writing and English I and II:</p> <p>STAAR</p>	<p>Description: Allows test material to be read aloud to a student</p> <p>Math and Science: applies to test questions, answer choices and required reference materials</p> <p>Social Studies: applies to test questions and answer choices</p> <p>Reading (Grades 3-8) and Reading Section of English I and English II: applies to test questions, answer choices and required reference materials (reading selections may NOT be read aloud)</p> <p>Writing (Grade 7) and Writing Section of English I and English II: applies to required reference materials (revising and editing passages, test questions and answer choices may NOT be read aloud)</p> <p>2 Levels of Oral Administration for Paper Tests (level must be documented, including whether student has option to change the level of support during testing):</p> <ol style="list-style-type: none"> 1. read parts of the test questions and/or answer choices at student request 2. read all test questions and answer choices throughout the test <p>Standardized Oral Administration (SOA) – online option for Grades 4, 6 and 7 Reading and Math Grade 5 Science Grade 8 Science and Social Studies</p> <p>Allows a student to independently select and change his/her level of reading support during the test administration</p>
<p>Projection Devices Code = PA</p>	<p>Yes IF ↓</p> <p>1. routinely and effectively uses this accommodation during classroom instruction and testing</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>STAAR</p> <p>STAAR Spanish</p> <p>STAAR L</p> <p>STAAR A</p> <p>TELPAS (Gr. 2-12 Edg)</p>	<p>Description: Allows for enlarging text, graphics, or the display on a computer monitor for a student</p> <p>Examples Include: Closed-circuit TV (CCTV), document camera or LCD projector (for online tests)</p> <p>Secure test materials cannot be saved in any way in order to use this accommodation.</p>
<p>Spelling Assistance Code = SA</p>	<p>Yes IF ↓</p> <p>1. routinely, independently and effectively uses this accommodation during classroom instruction and testing AND</p> <p>2. is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he/she cannot apply basic spelling rules and/or word patterns (e.g., silent letters, base words with affixes) to written responses</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>No</p>	<p>Writing:</p> <p>STAAR</p> <p>STAAR Spanish</p> <p>STAAR A</p> <p>English I and II:</p> <p>STAAR</p> <p>STAAR A</p>	<p>Description: Provides various types of spelling assistance to a student (electronic devices with Internet or photographic capabilities cannot be used)</p> <p>Grades 4 & 7 Writing: applies ONLY to writing compositions (NOT the multiple choice revising and editing section)</p> <p>English I and English II: applies ONLY to short answer questions and the written composition (NOT the reading selections or multiple choice questions in the Reading Section OR the multiple choice revising and editing questions in the Writing Section)</p> <p>ONLY Includes: frequently misspelled word list (student-made, teacher-made or commercially produced), spell check function on a word processor, pocket spellchecker, word-prediction software, text-to-speech software or devices (i.e., software or devices that read aloud student-generated speech), speech-to-text software (i.e., software that converts student's spoken language into print)</p>
<p>Supplemental Aids Code = SA</p>	<p>Yes IF ↓</p> <p>1. routinely, independently and effectively uses this accommodation during classroom instruction and testing AND</p> <p>2. if 504, is identified as a student with dyslexia or a related disorder under TEC §38.003 AND</p> <p>3. has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent student from learning and retaining information as effectively as non-disabled peers (despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction)</p>	<p>Yes IF ↓</p> <p>Yes IF ↓</p>	<p>No</p>	<p>STAAR</p> <p>STAAR Spanish</p> <p>STAAR L</p> <p>STAAR A</p>	<p>Description: Supplemental Aids are paper-based resources that assist a student in recalling information. ONLY the paper-based listed Supplemental Aids are allowed</p> <p>All Subjects: Mnemonic Devices (subject-specific words are NOT allowed), Blank Graphic Organizers (NOT to contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables)</p> <p>Writing: Grammar and Mechanics Rules (may NOT contain specific examples)</p> <p>Math: Math Charts (+, x, 100, place value – but indicating special numbers NOT allowed) and Graphics (e.g., pictorial models)</p> <p>Science: Graphics of scientific concepts (may NOT contain titles, words, labels, etc.) and formula triangles for formulas on state-supplied reference materials (NO math symbols)</p> <p>Social Studies: Graphics (e.g., blank maps that do not contain titles, words, labels, etc. and timelines that contain only dates)</p>

Accommodation	Special Education	504	Other	Tests	Additional Information
Amplification Devices Code = GA	Yes IF ↓ 1. routinely and effectively uses this accommodation during classroom instruction and testing	Yes IF ↓ Yes IF ↓	Yes IF ↓ Yes IF ↓	STAAR Spanish STAAR L STAAR A TELPAS (Gr. 2-12 Rdg)	Description: Reduces interference of background noise and the effect of distance between a speaker and a student whose disability affects hearing or focus in large-group settings. Examples Include: Speakers and FM system
Basic Transcribing Code = GA	Yes IF ↓ 1. routinely and effectively uses this accommodation during classroom instruction and testing AND 2. meets at least one of the following: a. has an impairment in vision that necessitates the use of braille or large-print test materials OR b. has a disabling condition (e.g., severe fine motor deficits, visual tracking difficulties, difficulty with letter formation) that prevents student 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	Yes IF ↓ Yes IF ↓	Yes IF ↓ Yes IF ↓	STAAR Spanish STAAR L STAAR A TELPAS (Gr. 2-12 Rdg)	Description: Allows test administrator to transfer student responses onto an answer document or into the Assessment Management System for online administration when student is unable to accomplish this task independently May be carried out ONLY in situations specifically defined in the Basic Transcribing accommodation policy (electronic devices with Internet or photographic capabilities cannot be used) Basic Transcribing must be done by a trained test administrator who has signed the "Oath of Test Security and Confidentiality for Test Administrator." The test administrator's role is to record on the answer document exactly what student has indicated. The test administrator may not provide feedback regarding the correctness of the student's response.
Braille Code = BK	Yes IF ↓ 1. routinely uses braille materials during classroom instruction and testing	Yes IF ↓ No	Yes IF ↓ No	STAAR	Description: Provides brailled test materials to a student with a Visual Impairment who is unable to access printed test material Student responses on braille tests must be transcribed onto an answer document (see Basic Transcribing and/or Complex Transcribing accommodation policies) See also, General Instructions for Administering Braille State Assessments and the Specific Braille Instructions that supplement the test administrator manuals
Calculation Devices Code = GA	Yes IF ↓ 1. routinely, independently, and effectively uses this accommodation during classroom instruction and testing AND 2. meets at least one of the following for the applicable grade For Grades 3-8 a. has a physical disability that prevents independently writing #s required for computations (and cannot effectively use other allowable materials) OR b. has an impairment in vision that prevents seeing #s written during computations (and cannot effectively use other allowable materials) OR for Grades 5-8 c. has a disability that affects math calculations and even after intensive instruction & remediation, is consistently unable to memorize basic +, -, x, or ÷ facts or perform the steps in an algorithm correctly when solving problems	Yes IF ↓ Yes IF ↓	Yes IF ↓ No	Math (Gr. 3-7): STAAR Spanish STAAR L STAAR A Science (Gr. 5, 8): STAAR STAAR Spanish STAAR L STAAR A	Description: Provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods ONLY includes: 4-function calculator, scientific calculator, graphing calculator, large-key calculator, abacus or Crainmer modified abacus, audio-graphing calculator, speech-output calculator Calculators used by eligible students as a testing accommodation must adhere to the guidelines set forth in the STAAR Calculator Policy Calculators are required for assessments in Grade 8 Math, Algebra I and Biology and are not considered accommodations (see STAAR Calculator Policy). For these assessments, a simpler calculator may be provided (if necessary) along with the required calculator to a student receiving special education or Section 504 services.
Dictionary Code = GA	Yes IF ↓ 1. routinely, independently, and effectively uses this accommodation during classroom instruction and testing AND 2. meets the following based on subject area For Reading: is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he/she cannot apply basic spelling rules and/or word patterns (e.g. silent letters, base words with affixes) to written responses For Writing: is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he/she cannot apply basic spelling rules and/or word patterns (e.g. silent letters, base words with affixes) to written responses	Yes IF ↓ Yes IF ↓	Yes IF ↓ No	Reading (Gr. 3-5) and Writing (Gr. 4): STAAR STAAR Spanish STAAR A	Description: Facilitates comprehension of unfamiliar words and provides spelling assistance ONLY includes: standard/general dictionary in English (or Spanish for Spanish-version tests), dictionary/thesaurus combination, electronic dictionary (e.g., handheld electronic dictionary, speaking dictionary with headphones), bilingual dictionary (word-to-word translations; no definitions or examples), ESL dictionary (definition of an English word using simplified English), picture dictionary, sign language dictionary. Internet access is NOT permitted during testing. Electronic devices with Internet or photographic capabilities cannot be used. See STAAR Dictionary Policy for use of dictionaries as part of standardized test administration procedures (not a test accommodation)
Extra Time (Same Day) Code = GA	Yes IF ↓ 1. routinely and effectively uses this accommodation during classroom instruction and testing, AND 2. is unable to effectively use other accommodations or any allowable test administration procedures or materials to address this need, AND 3. meets at least one of the following (which requires more than standard allowable time to test): a. has an impairment in vision (e.g., uncorrected vision, nyctalopia, VI for speed services), OR b. is identified with dyslexia or a related disorder under TEC §38003, OR c. is receiving sped services and has evidence of reading difficulties documented in the IEP, OR d. requires frequent or lengthy breaks because of a behavioral or emotional disabling condition that affects attention and/or focus, OR e. requires frequent or lengthy breaks because of a physical disability or medical condition that requires a significant amount of time for treatment and/or recovery, OR f. is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much typical structure and routine as possible	Yes IF ↓ Yes IF ↓	Yes IF ↓ Yes IF ↓	STAAR STAAR Spanish STAAR L STAAR A	Description: Allows a student to have extra time until the end of the school day to complete a state assessment Not intended for all students in a specific disability category. It is only for student with a proven need It would not be appropriate or allowable to provide extra time to all students identified with dyslexia or ADHD, but it would be appropriate or allowable for students who have documented success with the use of extra time on assignments similar in length and rigor to the state assessment. It is also 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. A student receiving Extra Time should be allowed to continue testing until the end of the regularly scheduled school day, but cannot be required to continue testing until that time Extra time testing sessions should start at the beginning of the school day and must NOT extend beyond a typical 7-hour school day for any one student
Individualized Structured Reminders Code = GA	Yes IF ↓ 1. routinely and effectively uses this accommodation during classroom instruction and testing	Yes IF ↓ Yes IF ↓	Yes IF ↓ Yes IF ↓	STAAR STAAR Spanish STAAR L STAAR A TELPAS (Gr. 2-12 Rdg)	Description: Allows test administrator to provide a student with individualized structured reminders to stay on task during state testing beyond what is required or allowed during standard test administration procedures Examples Include: paperclips or adhesive notes to divide test into sections; more or less frequent reminders of time left to test; structured reminders that are part of a behavior plan; personal timer or clock set to remind student to move on to the next question, page or section or to stop at pre-established times during the test; index cards with handwritten or color-coded reminders to keep working

[ARD Committee for SpEd | 504 Committee for Appropriate Campus Level Team | R11 or Student Campus Assistance Team for Other]

Accommodation	Special Education	504	Other	Tests	Additional Information
<p>Complex Transcribing</p> <p>Code = GA</p>	<p>Yes IF ↓</p>	<p>Yes IF ↓</p>	<p>Yes IF ↓</p>	<p>Writing: STAAR Spanish STAAR A</p> <p>English I and II: STAAR L STAAR A</p>	<p>Description: Allows a test administrator to record onto an answer document or in the Assessment Management System for online tests a student's dictated or signed responses to the Writing prompts when a student is unable to accomplish this task independently. Grades 4 and 7 Writing: applies ONLY to written compositions (including student prewriting), NOT multiple choice revision and editing section. English I and English II: applies ONLY to written composition (including student prewriting), NOT the multiple choice reading questions, short answer reading questions, or the multiple choice revision and editing questions. TEA will provide, with any approved ARF, specific guidelines about how to transcribe the student's responses to the Writing prompts, including how to indicate the student's spelling, punctuation, and capitalization. STAAR A is an online testing program. A special request may be made to TEA for approval to administer a paper test booklet.</p>
<p>Extra Day</p> <p>Code = XD</p>	<p>Yes IF ↓</p>	<p>Yes IF ↓</p>	<p>Yes IF ↓</p>	<p>STAAR Spanish STAAR L STAAR A</p> <p>TELPAS (Gr. 2-12 Reg)</p>	<p>Description: Allows a student to have an extra day to complete a state assessment. Receiving an extra day to complete the test is an accommodation intended for an extremely small group of students with disabilities who have a TEA-approved ARF. TEA will provide additional procedures specific to this accommodation with any approved ARF. Students will only be permitted to test over 2 regularly scheduled, consecutive school days (or 3 full, regularly scheduled, consecutive school days for 2-day tests, such as Grades 4 and 7 Writing). Each day of testing may not extend beyond 7 hours.</p>
<p>Mathematics Scribe</p> <p>Code = EA</p>	<p>Yes IF ↓</p>	<p>Yes IF ↓</p>	<p>Yes IF ↓</p>	<p>Math and Science: STAAR STAAR Spanish STAAR L STAAR A</p>	<p>Description: Allows a test administrator to record a student's dictated mathematics scratch work and computations when a disabling condition prevents the student from accomplishing this task independently. Examples: the test administrator may write the student's dictated scratch work and computations onto scratch paper, a chalkboard, white board, or in the space in the student's test booklet – including when student uses a calculator device as an allowable accommodation or a required part of test administration procedures. The role of the Mathematics Scribe is to record the student's dictated work and computations exactly as the student indicates. TEA will provide, with any approved ARF, specific guidelines about how to carry out this accommodation.</p>
<p>Photocopying Test Materials</p> <p>Code = GA</p>	<p>Yes IF ↓</p>	<p>No</p>	<p>No</p>	<p>STAAR Spanish</p>	<p>Description: Allows for test materials to be photocopied for a student whose disability prevents the student from effectively using test materials provided by the state. ONLY Includes: enlarging the test materials to a size larger than the state-supplied, large-print test materials; photocopying the double-sided test materials into single-sided sheets. The following documents may be photocopied or enlarged for a student to use during testing without an ARF: test administration directions given verbally before or after testing; blank answer documents; state-supplied mathematics graph paper; state-supplied reference materials for Grade 8 Science and Algebra 1. TEA will provide, with any approved ARF, specific guidelines about how to carry out this accommodation. Special requests may be made to TEA for approval to administer a paper test booklet for TELPAS grades 2-12 Reading, STAAR L and STAAR A.</p>
<p>Other</p> <p>Code = GA</p>	<p>Yes IF ↓</p>	<p>Yes IF ↓</p>	<p>Yes IF ↓</p>	<p>STAAR Spanish STAAR L STAAR A</p> <p>TELPAS (Gr. 2-12 Reg)</p>	<p>Description: Accommodations that fall into this category are only for students who have unique needs that are not specifically addressed in the Accommodations Triangle. These accommodations are not intended to provide additional supplemental aids not listed as allowable, or for students who fail to meet established eligibility criteria for accommodations in the Accommodations Triangle.</p>

All Type 2 accommodations require submission of an online Accommodation Request Form (ARF) to TEA. For each Type 2 accommodation, the appropriate campus-level team (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an ARF to TEA. ARFs must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision) – in which case the District Testing Coordinator should contact TEA for further instructions. The ARF must be approved by TEA before a student can use the accommodation on the state assessment. Any accommodation that requires the submission and approval of an ARF must be documented in the student's paperwork as "pending TEA approval." In the event that an ARF is denied, the campus should be prepared to meet the student's needs with allowable accommodations.

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