

Updates to the 2010–2011 Accommodations Manual

8/25/2010

Page 98

The first sentence of #3 should read “Graphics may be used if they do not contain titles, words, labels, acronyms, numbers, or symbols.” The word “pictures” has been deleted from the list.

The manual begins on the next page. Please scroll down.

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Texas Student Assessment Program

2010–2011 Accommodations Manual

Guidelines for Selecting, Providing, and Evaluating the Use of Accommodations for All Students

Including

- ★ General Education Students
- ★ Students Receiving Services through Section 504
- ★ Students Receiving Special Education Services
- ★ English Language Learners

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INTRODUCTION

Purpose of the 2010–2011 Accommodations Manual

The Texas Education Agency (TEA) has developed this manual to provide guidance to regional, district, and campus personnel; admission, review, and dismissal (ARD) committees; Section 504 committees; and language proficiency assessment committees (LPACs) in learning about, selecting, providing, and evaluating the use of accommodations in instruction and assessment. When appropriate accommodations are provided in classroom instruction and testing, students are more successful in learning. When students are provided appropriate accommodations that are allowed during state assessments, their test results will be more valid and reliable indicators of what they know and can do in relation to the grade-level Texas Essential Knowledge and Skills (TEKS).

The information in this manual is applicable to **all students** requiring accommodations, including general education students, students receiving services through Section 504, students receiving special education services, and English language learners. Therefore, it is especially important that all teachers know how to access this manual and are provided accommodation training opportunities.


Who Needs Accommodations Information

Regional Level	Education service center personnel
District Level	Superintendents
	Testing coordinators
	Curriculum directors
	Special education administrators
	Bilingual/English as a second language (ESL) coordinators
Campus Level	Principals and other administrators
	Testing coordinators
	Test administrators
	Educational diagnosticians
	Licensed Specialists in School Psychology
	Counselors
	Teachers
	Special education personnel
	Bilingual/ESL personnel
	Parents

Updates, the Texas Education Telecommunications Network (TETN) schedule, and other training opportunities can be found on the Accommodations Resources page at <http://www.tea.state.tx.us/student.assessment/resources/accommodations>. In addition, information about accommodations for the State of Texas Assessments of Academic Readiness (STAAR) program in 2011–2012 will be posted as it becomes available.

Key Changes to the 2010–2011 Accommodations Manual

The following are key changes to the *2010–2011 Accommodations Manual*. All changes are to be implemented for the 2010–2011 testing year.

1.  An icon has been used throughout the manual to direct the reader to additional materials that may assist educators when making accommodation decisions. All of these materials are available on the Accommodations Resources webpage at <http://www.tea.state.tx.us/student.assessment/resources/accommodations>.
2. The section titled “Selecting Accommodations for Assessment” has been revised to clarify the purpose of accommodation use on state assessments.
3. Information about the procedures test administrators must adhere to when transcribing certain types of student responses to a scorable document was located under “Other Methods of Response” in the Accommodations by Category Chart in the 2009–2010 manual. This information has been removed from the *Accommodations Manual* and is located in the *District and Campus Coordinator Manual*, test administrator manuals, and test administration directions manuals.
4. A new section titled “Accommodations for TAKS–Alt” has been included in the manual. This section contains the *Presentation Supports/Materials for TAKS–Alt* document which provides guidance on accommodations for TAKS–Alt.
5. The section titled “Linguistic Accommodations for English Language Learners” now includes information about special provisions for unschooled ELL asylees and refugees.
6. The list of supplemental aids allowed for TAKS (Accommodated) and TAKS–M in Appendix D has been clarified. In addition, information to help districts make determinations locally about supplemental aids for TAKS–M has been provided.
7. The accommodation of “Blank Graphic Organizers” that was located in the Accommodations by Category Chart in the 2009–2010 manual has been moved to Appendix D as an allowable supplemental aid for TAKS (Accommodated) and TAKS–M. Specific guidelines for this accommodation are described in each subject area.

FEDERAL AND STATE REQUIREMENTS

Achieving Grade-Level Academic Content Standards

The Texas Student Assessment Program is designed to reflect the rigor of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), and to meet federal and state requirements to hold schools accountable for helping students achieve grade-level academic content standards. The Texas state assessments must fulfill requirements of the Elementary and Secondary Education Act of 1965 (ESEA), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Texas Education Code (TEC).

This manual provides guidance to school districts in accommodating the special needs of students during instruction and testing.

Federal Requirements

Elementary and Secondary Education Act of 1965 (ESEA)

Stronger public accountability is one of the basic education reform principles contained in ESEA, also known as No Child Left Behind (NCLB). ESEA requires the participation of all public school students in the following assessments:

- reading/language arts and mathematics for all students in grades 3–8 and at least one grade in high school; and
- science in at least one grade in each of three grade spans (3–5, 6–9, and 10–12).

These assessments form the basis of the federal accountability system. Federal accountability is defined in terms of Adequate Yearly Progress (AYP), a way to measure the achievement of academic standards for all students and student demographic groups. Campuses, districts, and states are held accountable for achieving academic standards on an annual basis through public reporting and ultimately through consequences if AYP measures are not met.

Federal regulations require all students, including those receiving special education services, to be assessed on grade-level curriculum (34 Code of Federal Regulations Parts 200 and 300). To this end, ESEA explicitly calls for “reasonable adaptations and accommodations for students with disabilities (as defined under Section 602[3] of the Individuals with Disabilities Education Act) necessary to measure the academic achievement of such students relative to State academic content and State student academic achievement standards” [Sec. 1111 (b) (3) (C) (ix) (II)].

English language learners are required to be assessed in a valid and reliable manner and provided reasonable accommodations on assessments required by ESEA, “including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas” [Sec. 1111 (b) (3) (C) (ix) (III)].

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

IDEA specifically governs services for students served by special education and provides federal funding to states and school districts for this purpose. Those who are eligible must be provided an individualized education program (IEP) developed to meet their unique needs.

IDEA strengthens accountability for the education of students with disabilities by requiring their participation in statewide and districtwide assessments, with appropriate accommodations when necessary. Included in the IEP is a statement of any accommodations required to measure the academic achievement and functional performance of the student on such assessments. If the ARD committee determines that the child should take an alternate assessment, it must produce a statement indicating why the child cannot participate in the general assessment and why the alternate assessment selected is appropriate for the child.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities who seek access to programs and activities provided by entities that receive financial assistance from the federal government, including organizations that receive U.S. Department of Education funding. In the public school setting, students with disabilities protected by Section 504 have the right to the aids and services required to meet their educational needs to the same extent as other students.

State Requirements

Section 39.023 of the TEC, as it applies through the 2010–2011 school year, mandates that TEA develop and administer criterion-referenced assessments to students enrolled in grades 3–11, including students receiving special education services, students with dyslexia or a related disorder, and students with limited English proficiency. These assessments must be appropriate measures of achievement and must allow students receiving special education services to have necessary and appropriate accommodations.

Administrative rules for the assessment program authorized under the TEC appear in the Texas Administrative Code (TAC). The use of accommodations during assessments is governed by 19 TAC §101.29. Accommodations are permitted for eligible students unless their use would invalidate the test. Decisions about accommodations should take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction and testing.

Legislation as It Relates to Specific Student Populations

General Education Students, Including Students Receiving Services through Section 504 of the Rehabilitation Act of 1973

Students have varied learning strengths and needs. In order for each student to meet his or her academic potential, educators often provide differentiated instruction that addresses the learning style of each student within the parameters of the grade-level TEKS. This includes providing differentiated instruction for general education students, including those receiving services through Section 504.

Accommodations may be used to enhance the way instruction or materials are presented to a student or to provide different ways for a student to respond to instruction or materials without

changing the content being addressed. The decision to use a specific accommodation with a student should ensure the following:

- The accommodation addresses the individual student's needs.
- The accommodation is used routinely in classroom instruction and testing.
- The accommodation is documented in the student's individual accommodation plan (IAP) or in accordance with district policies and procedures.
- The accommodation is effective and appropriate as evidenced by improved student performance.
- The rigor of the grade-level curriculum is maintained.
- The accommodation is allowed or approved if used on a state assessment.

Students Receiving Special Education Services

Legislation in recent years has increased accountability by requiring the inclusion of students with disabilities, which includes students receiving special education services under IDEA. All students must have equal access to grade-level content. Teachers can ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students, including the use of accommodations during instruction and assessment.

To accomplish the goal of equal access for students with disabilities, ARD committee members should be familiar with the grade-level content standards and assessment requirements. In addition, general and special educators must collaborate on the most appropriate and effective ways to provide students with access to grade-level content. Most students with disabilities can achieve grade-level academic content standards when they receive

- instruction from teachers who are highly qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners,
- specialized instruction within the framework of an IEP, and
- appropriate accommodations to help them access grade-level content.

English Language Learners

The Texas English Language Proficiency Standards (ELPS) approved by the State Board of Education in December 2007 require school districts to linguistically accommodate the instruction of English language learners (ELLs). The ELPS are contained in the TAC, Chapter 74 Curriculum Requirements, Subchapter A Required Curriculum. Specifically, 19 TAC §74.4 (b) (2) requires that school districts "provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum."

Certain differences exist in state and federal legislation regarding provisions for the participation of eligible immigrant ELLs in state assessments.

Texas state law authorizes exemptions for eligible immigrant students for designated periods of time, if necessary, in accordance with TAC procedures delineated in the manual titled *LPAC Decision-Making Process for the Texas Assessment Program*.

Under federal law eligible immigrant students are generally not permitted to be exempt from federally required academic content assessments. In the case of reading assessments, an exception is made for newly arrived immigrants in their first year in the United States. Federal regulations allow a state to authorize an exemption for such students from the grades 3–8 and 10 academic content assessment in reading and instead use the state’s English language proficiency assessment in reading for AYP purposes during the student’s first year in the United States. Additionally, the reading and mathematics test results of first-year immigrants are required to be used only in AYP participation calculations and not in AYP performance calculations.

Because of the differing federal and state exemption provisions, the state of Texas has implemented a linguistically accommodated testing (LAT) process in mathematics, science, and language arts for students who are eligible for a limited English proficiency (LEP) exemption under Texas law but required to be assessed under federal law. LAT administrations enable Texas schools to fulfill federal testing requirements. LEP-exempt students* who participate in LAT administrations are eligible to receive certain types of linguistic accommodations that align with accommodations used during instruction. LAT administrations provide for a more valid and reliable assessment of what these students know and can do on federally required academic content assessments.

Federal legislation also requires ELLs to take annual English language proficiency assessments in the areas of listening, speaking, reading, and writing. The Texas English Language Proficiency Assessment System (TELPAS) for ELLs in kindergarten through grade 12 has been developed to fulfill this federal requirement. Neither LEP exemptions nor linguistic accommodations are permitted for these assessments, as they are designed specifically to measure the English language proficiency level of the students.

English Language Learners Served by Special Education

English language learners who receive special education services have special education needs related to a disability as well as needs related to second language learning. It is important for ARD committees and LPACs to work together to ensure that instruction is tailored to meet each student’s special education and linguistic needs. It is also important for ARD committees and LPACs to collaborate on the assessment needs of these students. As such, state regulations under 19 TAC §101.1009 (b) require the two committees to work in conjunction to make assessment decisions for ELLs receiving special education services, both in terms of appropriate participation in assessments and appropriate use of accommodations during testing.

ARD committees and LPACs should keep in mind that students who participate in LAT administrations may be eligible for accommodations related to a disability or other special need in addition to linguistic accommodations.

* State regulations that went into effect in the 2009–2010 school year permit qualifying asylee and refugee ELLs to be provided linguistic accommodations beyond the state-authorized LEP exemption period. More information about these provisions is found in the section of this manual titled “Linguistic Accommodations for English Language Learners.”

Components of the Texas Student Assessment Program

- The **Texas Assessment of Knowledge and Skills (TAKS)** measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). TAKS includes a form called **TAKS (Accommodated)** for students receiving special education services who meet the eligibility criteria for specific accommodations. This is a general assessment based on the same grade-level academic achievement standards as TAKS. The TAKS (Accommodated) form includes format changes (larger font, fewer items per page) and contains no embedded field-test items. TAKS (Accommodated) is administered in the same grades and subjects as TAKS, including all Student Success Initiative (SSI) and exit level retest opportunities.

TAKS, including TAKS (Accommodated), is administered in English for

- Grades 3–9 reading
- Grades 3–10 and exit level mathematics
- Grades 4 and 7 writing
- Grade 10 and exit level English language arts (ELA)
- Grades 5, 8, 10, and exit level science
- Grades 8, 10, and exit level social studies

TAKS, including TAKS (Accommodated), is administered in Spanish for

- Grades 3–5 reading
- Grades 3–5 mathematics
- Grade 4 writing
- Grade 5 science

- **TAKS–Modified (TAKS–M)** is an alternate assessment based on modified academic achievement standards and is designed for students receiving special education services who meet participation requirements for TAKS–M.* Each test covers the same grade-level content as TAKS, but TAKS–M tests have been changed in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.).

TAKS–M is administered in English for

- Grades 3–9 reading, including SSI retest opportunities in grades 5 and 8
- Grades 3–11 mathematics, including SSI retest opportunities in grades 5 and 8
- Grades 4 and 7 writing
- Grades 10 and 11 English language arts (ELA)
- Grades 5, 8, 10, and 11 science
- Grades 8, 10, and 11 social studies

* TAKS–M participation requirements can be found on the TAKS–M Resources page at <http://www.tea.state.tx.us/student.assessment/resources/taksm>.

- **TAKS–Alternate (TAKS–Alt)** is an alternate assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities receiving special education services who meet the participation requirements for TAKS–Alt.* This assessment is not a traditional paper or multiple-choice test. Instead, it involves teachers observing students as they complete state-developed assessment tasks that link to the grade-level TEKS. Teachers then evaluate student performance based on the dimensions of the TAKS–Alt rubric and submit results through an online instrument. This assessment can be administered using any language or other communication method routinely used with the student.

TAKS–Alt is administered for

- Grades 3–9 reading
- Grades 3–11 mathematics
- Grades 4 and 7 writing
- Grades 10 and 11 English language arts (ELA)
- Grades 5, 8, 10, and 11 science
- Grades 8, 10, and 11 social studies

- **Linguistically accommodated testing (LAT)** is an assessment process for immigrant English language learners (ELLs) who meet eligibility criteria in accordance with state and federal law. The LAT process enables eligible immigrant ELLs to be assessed with linguistic accommodations that help them better understand the language used on the tests.

LAT administrations are available for

- Grades 3–8 reading and grade 10 ELA
- Grades 3–8 and 10 mathematics
- Grades 5, 8, and 10 science

LAT administrations are available for eligible immigrant ELLs receiving special education services for whom TAKS, including TAKS (Accommodated), and TAKS–M are appropriate. Spanish-version LAT forms are available in grades 3–5 for TAKS, including TAKS (Accommodated).

- The **Texas English Language Proficiency Assessment System (TELPAS)** assesses the progress that ELLs make in learning the English language. TELPAS is composed of holistically rated assessments and multiple-choice tests. The TELPAS holistically rated assessments are based on student observations and written student work.

The holistically rated assessments are administered for

- Grades K–1 listening, speaking, writing, and reading
- Grades 2–12 listening, speaking, and writing

The TELPAS multiple-choice reading assessments for grades 2–12 are administered as an online testing program.

* TAKS–Alt participation requirements can be found on the TAKS–Alt Resources page at <http://www.tea.state.tx.us/student.assessment/resources/taksalt>.

Further information about the state curriculum and federal and state legislation can be found online at the following links:

- Texas Essential Knowledge and Skills (TEKS)
<http://www.tea.state.tx.us/curriculum>
- No Child Left Behind Act of 2001 (NCLB)
<http://www.ed.gov/policy/elsec/leg/esea02>
- Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
<http://idea.ed.gov>
- Texas Education Code (TEC)
<http://www.statutes.legis.state.tx.us/?link=ED>
- Texas Administrative Code (TAC)
<http://www.tea.state.tx.us/rules/home>

SELECTING ACCOMMODATIONS FOR ASSESSMENT

What are Accommodations?

Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction and testing. These changes do not substantially alter the content or performance criteria of assignments and assessments. Using accommodations should not replace the teaching of subject-specific knowledge and skills as outlined in the state curriculum for each grade.

Accommodations are intended to enable students with special needs, disabilities, or who are learning English to participate meaningfully in instruction, assignments, and testing. Accommodations allow students to demonstrate their abilities in a more valid and reliable manner.

Accommodations are not intended to provide a student with an advantage over other students. Rather, an accommodation is intended to provide access to a student who would not otherwise be able to participate in grade-level instruction. The goal of appropriate accommodation use is to determine which accommodation(s) a student *needs* (for access) as opposed to which accommodation(s) would merely provide a *benefit* (increasing a passing score to a higher score).

Accommodations can include changes in:

- **Presentation** A change that allows students to access information in various formats. These alternate modes of access may include auditory, multi-sensory, tactile, and visual modes. An example of a presentation accommodation is using a colored overlay with a textbook.
- **Response** A change that allows students to complete activities, assignments, and assessments using various methods. A response accommodation includes writing answers in the test booklet for the teacher to transcribe onto the answer document.
- **Setting** A change in the location in which an assignment or assessment is completed or a change to the conditions of the setting. Finishing an assignment in a small group is an example of a setting accommodation.
- **Timing and Scheduling** A change to increase the standard length of time to complete an assignment or assessment or to alter the way the time is organized. Frequent breaks during a test is an example of a timing and scheduling accommodation.

For information about linguistic accommodations for ELLs, refer to the section of this manual titled "Linguistic Accommodations for English Language Learners."

Who Can Use Accommodations?

Accommodations are for students with special needs and disabilities. In most cases, accommodations are unique to one student and should not be provided to an entire group of students, such as those in the same class or disability category. It is neither appropriate nor

effective to provide “one size fits all” accommodations to students. For example, one student with an impairment in vision might use large-print textbooks and worksheets while another student with an impairment in vision uses a magnification device. Committee meetings that simply involve checking boxes on a “compliance” document without carefully considering the needs of each student are neither conducive to sound decision-making practices nor beneficial in the advancement of opportunities for students to participate appropriately in the general education curriculum and assessments. **Although some accommodations may be appropriate for instructional use, they may not be appropriate or allowed for use on the state assessment.**

The decision to use an accommodation should be made on an individual basis and take into consideration the individual needs of the student and whether the student routinely receives the accommodation in instruction, assignments, and testing. Students unaccustomed to using a particular accommodation may be hindered rather than helped by accommodations not routinely used. However, this does not mean that the accommodation must be used every day. Sometimes an accommodation becomes ineffective or inappropriate over time due to the student’s age, changing needs, or environment. By analyzing observation data and test scores with and without the use of accommodations, an educator may be able to see how the student has gained skills, overcome weaknesses, or progressed in the curriculum. Or, it may confirm for the educator that the student still struggles in certain areas.

How are Accommodations Selected?

To ensure that educators are making informed and appropriate accommodation decisions for students, educators must be knowledgeable about the state curriculum (TEKS) and the required state assessments. Effective decision-making about the provision of appropriate accommodations begins with appropriate instructional decisions. Appropriate instructional decisions are facilitated by gathering and reviewing information about the student’s needs and present level of performance in relation to the TEKS. The process of making decisions about accommodations requires that educators attempt to “level the playing field” so that students can participate meaningfully in the general education curriculum and state assessments.

The questions below are provided to help guide district/campus personnel in the selection of appropriate accommodations for students who need them.

- What are the student’s learning strengths, and in which areas are improvements needed?
- How do the student’s learning needs affect the ability to master the grade-level TEKS?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need in order to master the grade-level TEKS?
- What accommodations will increase the student’s access to appropriate instruction and assessment by addressing the student’s learning needs and reducing the effect of the student’s disability or limitation? These may be new accommodations or accommodations the student is currently using.

- Does the student have the opportunity to learn how to use the accommodation in the classroom setting?
- What accommodations are routinely used by the student during instruction and testing?
- Are the student's accommodations effective? How is this determined? What data support the continued use of an accommodation, or should the accommodation be changed or discontinued? For example, compare and document the scores for assignments and tests when accommodations are used and not used.
- What difficulties does the student experience when using accommodations?
- What are the perceptions of the student, parents, teachers, and specialists about how well the accommodation works?
- Is the accommodation allowed for use on the state assessment?

The use of accommodations should be a routine part of a student's classroom instruction and testing. In most cases, students need ample experience with accommodations for them to be effective. However, accommodations do not have to be used every day in order for them to be considered for use on a state assessment. Be sure to plan for the ongoing evaluation of the student's use of accommodations in order to determine what accommodations are needed each year.



Teacher Tools 1, 2, and 3 provide additional assistance in selecting appropriate accommodations. Refer to the Accommodations Resources page at <http://www.tea.state.tx.us/student.assessment/resources/accommodations>.

Involving Students in Decisions about Accommodations

It is important for students to understand their strengths and weaknesses and to learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience advocating for themselves; therefore communicating about educational needs may be difficult for them. Educators can play a key role in teaching students to advocate for themselves in the context of selecting, providing, and evaluating the effectiveness of accommodations.

The more extensively students are involved in the selection process, the more likely appropriate accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become increasingly important during this time. Students may outgrow accommodations as their needs change. Students need opportunities to learn not only which accommodations are most helpful to them but also how to make use of those accommodations in their classes.

Typically, accommodation use does not begin and end in school. Generally, students who use accommodations in school will also need them at home and in the community. Some students may continue to need accommodations both in postsecondary education and in their careers.



Teacher Tools 5 and 7 provide additional information about involving students in accommodation decisions. Refer to the Accommodations Resources page at <http://www.tea.state.tx.us/student.assessment/resources/accommodations>.

Documenting Accommodations on Required Student Paperwork

The decision to use a specific accommodation on a state assessment should be made on an individual basis and should take into consideration both the needs of the student and whether the student routinely receives the accommodation in classroom instruction and testing. When documenting accommodation use, consider the services a student is receiving.

- If a student receives special education services, all accommodations must be documented in the student's IEP.
- If a student receives Section 504 services, all accommodations must be documented in the student's IAP.
- Assessment accommodations for ELLs receiving special education services must be documented by the LPAC and kept in the student's permanent record file.
- For students other than those described above, districts should document use of the accommodations according to local policies. Questions regarding local policies should be answered at the district level.

Any accommodation that requires the submission and approval of an Accommodation Request Form must be documented as "pending TEA approval." Documentation of an accommodation in a student's paperwork does not guarantee that the accommodation will be approved for state assessments. If the accommodation is approved, this information should then be communicated to test administrators and other appropriate individuals. **Although some accommodations may be appropriate for instructional use, they may not be appropriate or allowed for use on the state assessment.**

Accommodation Request Forms must be received by TEA **at least one week prior to testing** to ensure enough time to respond. Requests sent after this deadline will **NOT** be processed. However, in some cases (e.g., newly enrolled student, medical emergency, updated ARD committee decision) it may be necessary to submit a request after the deadline. In these situations, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.

In the case of an accommodation that necessitates use of a TELPAS reading paper test booklet (including large print), an Accommodation Request Form must be received by TEA **at least two weeks prior to testing** to allow time for processing the request and shipping materials. If the request is approved, TEA will notify the district testing coordinator and place the order for the test booklet.

Recording Accommodations on the Scorable Document for State Assessments

Information about the use of accommodations on state assessments is used to analyze policy decisions regarding accommodations. Any accommodation (other than a linguistic accommodation) used on a state assessment must be recorded on the scorable document according to its accommodation category: presentation (P), response (R), setting (S), and timing and scheduling (T).

The accommodation category is indicated in parentheses next to each accommodation listed on the Accommodations by Category Chart. If a student uses large print (LP), braille (BR), oral/signed administration (OA), and/or the dyslexia bundled accommodations (DB), only those bubbles should be marked on the scorable document. Any accommodation that is provided only because of circumstances surrounding test administration does not have to be marked on the scorable document. For example, if only one student receives the dyslexia bundled accommodations, the test administrator records only "DB" in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the scorable document, not "S" for individual administration. The test administrator would record "DB" and "S" only if the student required an individual administration as an additional accommodation.

For additional information about recording accommodations, including linguistic accommodations, on the scorable document, refer to the *District and Campus Coordinator Manual*.

Accommodations by Category Chart

The chart on the following pages describes accommodations in each of the four accommodation categories (Presentation, Response, Setting, and Timing and Scheduling). Checkmarks indicate whether an accommodation may be used by an eligible student during a state assessment. In some cases, conditions for use are listed below the accommodation. These conditions may include italicized text to indicate the requirement of an Accommodation Request Form with objective evidence of student need. An explanation of objective evidence can be found in this manual in the section titled "Accommodation Request Process." Some accommodations are determined locally based on specific conditions and do not require an Accommodation Request Form. Each accommodation has a code in parentheses [e.g., (LP)] that must be recorded on the scorable document.

Information about linguistic accommodations can be found in the section titled "Linguistic Accommodations for English Language Learners". Except as specified below, the accommodations listed for TAKS, TAKS (Accommodated), and TAKS-M are available for eligible students who participate in LAT administrations of these assessments. Accommodations allowed on TAKS-Alt are discussed separately in the section titled "Accommodations for TAKS-Alt." Additional information about accommodations for TEPAS not covered in this chart is found on page 29.

Presentation Accommodations

Large Print (LP)

A student who has an impairment in vision [e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment (VI)] and uses large-print materials in the classroom may use a large-print version of the test. An Accommodation Request Form is not required if the student meets both of these conditions. In most cases, large-print tests should be ordered only for students with an impairment in vision.

If a student does not meet both of the conditions above, an Accommodation Request Form with objective evidence of student need must be submitted to TEA for review.

TELPAS reading tests are administered online. Technology-based accommodations described under "Magnifying or Low-Vision Devices" on the next page enable most students with an impairment in vision to test online. For students for whom technology-based accommodations are not appropriate, large-print TELPAS test booklets are available through the special request process outlined on page 29.

Specific information about large-print tests is available in Appendix B.

Braille (BR)

A student who routinely uses braille materials in the classroom may use a braille version of the test. An Accommodation Request Form is not required.

Specific information about braille versions of the tests is available in Appendix B. For information about braille versions of LAT, call TEA's Student Assessment Division at 512-463-9536.

TAKS	TAKS (Accomm.)	TAKS-M	TELPAS Reading
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✓	✓	✓	✓
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✓	✓	✓	✓
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	TAKS	TAKS (Accomm.)	TAKS-M	TELPAS Reading
Magnifying or Low-Vision Devices (P) <p>A student who has an impairment in vision may read regular print materials using magnification devices such as eyeglass-mounted magnifiers, or freestanding or handheld magnifiers. A closed-circuit television (CCTV) or a document camera to enlarge print and display printed material with various image enhancements on a screen may also be used. An Accommodation Request Form is not required.</p> <p>For TEPAS reading tests, technology-based accommodations such as LCD projectors and interactive white boards, which enlarge the display of the online test, can be used to enable ELLs with impairments in vision to test online. An Accommodation Request Form is not required.</p>	✓	✓	✓	✓
Colored Overlays (P) <p>A student may use colored overlays. Markers may be used to make notes on the colored overlay. An Accommodation Request Form is not required.</p>	✓	✓	✓	✓
Photocopies of Test (P) <p>Photocopying tests is an accommodation reserved for extremely rare situations. <i>Test booklets are secure documents and may not be photocopied without advance written permission from TEA through the submission and approval of an Accommodation Request Form that includes objective evidence of student need and states why the student is not successful using other allowable accommodations</i> (e.g., use of a marker on a colored overlay, use of scratch paper to make notes, magnifying device, dividing the test into short sections).</p> <p>To maintain security and confidentiality, districts must ensure that all standard test security policies and procedures are followed. In addition, districts must adhere to specific procedures when photocopying secure test materials. These procedures will be provided to districts upon approval of an accommodation request.</p> <p>Blank answer documents and test administration directions given orally before or after the test do not contain secure information, and therefore may be photocopied. An Accommodation Request Form is not required.</p>	✓	✓	✓	✓*

* Applicable only for paper administrations of TEPAS grades 2–12 reading tests, which are available only through a special request process. For more information, refer to page 29.

	TAKS	TAKS (Accomm.)	TAKS-M	TLPAS Reading
Place Markers (P)	✓	✓	✓	✓
A student may use a blank place marker (e.g., index cards, adhesive notes) on the test and answer document. An Accommodation Request Form is not required.				
Reading Test Aloud to Self (P)	✓	✓	✓	✓
A student may read aloud or read into a recording device during testing and play it back while working. A student may also use a voice feedback device (e.g., PVC phone). If the use of these accommodations is distracting to other students or compromises the security of the test, an individual administration is required. An Accommodation Request Form is not required.				
Oral/Signed Administration for Mathematics, Science, and Social Studies (OA)	✓	✓	✓	
A test administrator may provide an oral administration for mathematics, science, and/or social studies to students who meet the eligibility criteria included in Appendix A. An oral administration may include different levels of reading support for each student, such as reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety. An Accommodation Request Form is not needed for students who meet the eligibility criteria outlined in Appendix A.				
For information regarding signed administrations for students who are deaf or hard of hearing, refer to Appendix C.				
For students in grade 3, reading assistance is part of the test administration procedures for the mathematics tests and is not considered an accommodation that must be documented.				
Reading Aloud Test Questions for TAKS-M Reading Selections (P)			✓	
On TAKS-M reading tests and the reading section of the TAKS-M ELA tests, reading the test questions and answer choices aloud is an accommodation for students whose ARD committees have determined a need and who routinely use this type of assistance in classroom instruction. It is the responsibility of the ARD committee to determine if a student needs all of the test questions and answer choices read aloud or if the accommodation will be provided only if the student asks for assistance. An Accommodation Request Form is not required.				
For information regarding signing test questions for TAKS-M reading selections, refer to Appendix C.				
Test questions and answer choices may NOT be read aloud for the revising and editing section of TAKS-M writing tests or the revising and editing section of TAKS-M ELA tests. Reading aloud the prompt is required for the written composition portion of the TAKS-M writing tests.				

	TAKS	TAKS (Accomm.)	TAKS–M	TELPAS Reading
Dyslexia Bundled Accommodations (DB) (Grades 3–8 Reading) <p>The dyslexia bundled accommodations include orally reading all proper nouns associated with each passage before students begin individual reading, orally reading all test questions and answer choices to students, and extending the testing time over a two-day period. These three accommodations must be “bundled,” meaning the accommodations must be provided together. Refer to Appendix A for specific requirements concerning eligibility and decision-making authority for the dyslexia bundled accommodations. Only students who meet the eligibility criteria outlined in Appendix A may use this accommodation. An Accommodation Request Form is not required.</p> <p>For information regarding this accommodation for students who are deaf or hard of hearing, refer to Appendix C.</p> <p>The dyslexia bundled accommodations are available ONLY for the TAKS and TAKS (Accommodated) reading tests at grades 3–8. Although dyslexia bundled accommodations are not available during LAT administrations, other similar linguistic accommodations are available.</p>	✓	✓		
Sign/Translate Directions (P) <p>Test administration directions given orally before or after the test may be either signed to a student who is deaf or hard of hearing or translated into the native language of a student with limited English proficiency. An Accommodation Request Form is not required.</p> <p>Translating directions into the native language of the student is not considered an accommodation for an ELL taking a TELPAS reading test or participating in a LAT administration. For these tests, translating directions is part of the test administration procedures and does not need to be documented.</p>	✓	✓	✓	✓
Amplification Devices (P) <p>Amplification devices help reduce the interference of background noise, override poor acoustics, and reduce the effect of distance between the student and the test administrator. A student may use an amplification device, such as a frequency modulated (FM) system, if the student is identified as having a hearing impairment and/or has a disability that affects the student's ability to focus or concentrate in large-group situations. An Accommodation Request Form is not required.</p>	✓	✓	✓	✓
Manipulating Test Materials for Students (P) <p>A student may have a temporary or permanent disabling condition that interferes with the ability to physically manipulate test materials such as test booklet pages, rulers, etc. The student must direct the test administrator very specifically regarding all steps necessary when manipulating the materials (e.g., when to turn the page or where to place the ruler). For online administrations, the test administrator may assist a student who is unable to move the mouse to navigate the online test. The student must provide specific directions to the test administrator regarding how to navigate the test. The test administrator may not provide feedback regarding the correctness of the student's directions. An Accommodation Request Form is not required.</p>	✓	✓	✓	✓

Response Accommodations

Other Methods of Response/Transcribing (R)

A student may have a temporary or permanent disabling condition that interferes with or limits the ability to make notes, write down computations, or record answers on a scorable document. This may include, but is not limited to, students with an injury (e.g., broken arm), physical condition (e.g., cerebral palsy), visual difficulties (e.g., extremely limited vision, broken eyeglasses, tracking difficulties), or a significant deficit in written expression. Students who simply have poor handwriting or poor spelling skills will most likely NOT fall into this category. However, this accommodation may be appropriate for students who have such severe fine motor or spelling deficits that they cannot communicate meaning through writing. An Accommodation Request Form is not required.

Any of the following methods of response are allowed for students who meet the conditions above. Students may respond orally or sign responses to test items; record responses in the test booklet; indicate responses by pointing; respond using an augmentative communication device; record responses on a dry-erase board, chalkboard, or scratch paper (e.g., blank, lined, or graph paper); or type responses on a typewriter, portable word processor, or computer. All special features (e.g., spell check, word predictor) must be disabled for all TAKS writing/ELA tests and the TAKS (Accommodated) or TAKS-M grade 4 writing tests. In addition, these special features should be disabled for TAKS (Accommodated) and TAKS-M grade 7 writing tests and all TAKS (Accommodated) and TAKS-M ELA tests unless the student receives spelling assistance as an accommodation. If a student uses a computer to generate a written response (e.g., written composition), the document may be saved periodically while the student is completing the response; however, the response must be deleted when the student finishes testing.

Students who use other methods of response may need their answers transcribed onto a scorable document. A scribe is a trained test administrator who transcribes, (writes down) what a student indicates through an assistive communication device, pointing, sign language, print, or speech. Being a scribe requires understanding the boundaries of the assistance to be provided. A scribe may not edit or alter student responses in any way and must record word for word on the standard answer document exactly what the student has indicated. The scribe may not provide feedback regarding the correctness of the student's response. Specific procedures for the transcription of the written composition, open-ended reading responses, griddable items, and computations or notes are in the *District and Campus Coordinator Manual*, test administrator manuals, and test administration directions manuals.

For information regarding the role of a scribe for students who use a braille or large print test, refer to Appendix B. For information regarding the role of a scribe for students who are deaf or hard of hearing, refer to Appendix C.

If the use of any of these accommodations is distracting to other students or compromises the security of the test, an individual administration may be required.

Spelling Assistance (R)

The use of spelling assistance as an accommodation does not replace the teaching of spelling skills as outlined in the state curriculum. If a student is capable of organizing thoughts and ideas in written responses but has a disability that affects the physical reproduction of letters and words or the ability to remember spelling rules, word structures, or letter patterns, spelling assistance may be used. For example, a list of frequently misspelled words would be appropriate only for a student who can select a word with an irregular spelling pattern for use on the written response but is unable to reproduce the letters or pattern needed to correctly and consistently spell the word independently.

A student taking the TAKS (Accommodated) or TAKS–M grade 4 writing test may only use word lists. Word lists may not contain definitions or examples of how to use words in a sentence. An Accommodation Request Form is not required if the above conditions are met. The use of spelling assistance as an accommodation applies only to the written composition. This accommodation does NOT apply to the revising and editing section of the test.

A student taking the TAKS (Accommodated) or TAKS–M grade 7 writing test, grade 9 reading test, or grade 10 or 11/exit level ELA test may use spelling assistance (e.g., spell check, pocket spell checkers, word lists) if the conditions above are met. An Accommodation Request Form is not required. The use of spelling assistance as an accommodation applies only to written responses (written composition and open-ended reading responses). This accommodation does NOT apply to the revising and editing section of the writing or ELA test.

Dictionaries and thesauruses MUST be provided to students taking the following TAKS, TAKS (Accommodated), and TAKS–M tests: the written composition section of the grade 7 writing test, the entire grade 9 reading test, and the written composition and reading sections of the grades 10 and 11/exit level ELA tests (including LAT grade 10 ELA). Dictionaries and thesauruses are not accommodations for these tests but a required part of standard test administration procedures. Refer to the *District and Campus Coordinator Manual* for more information. For information about the use of dictionaries as supplemental aids for other tests, refer to Appendix D.

TAKS

TAKS
(Accomm.)

TAKS–M

TELPAS
Reading

✓

✓

Calculation Devices (R)

The use of a calculation device as an accommodation does not replace the teaching of basic computation skills as outlined in the state curriculum. If a student possesses the knowledge to reason mathematically, but has a disability that affects mathematics calculation or the physical reproduction of numbers, a calculation device may be used. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. For example, a calculator would be appropriate only when a student knows what mathematical operations to use but needs assistance with calculation. Calculators may be adapted with large keys or voice output (talking calculators). An abacus may also be useful as it serves as a paper and pencil for some students. If the use of the accommodation is distracting to other students, an individual administration may be required.

For TAKS (Accommodated) mathematics tests at grades 3–6 and the science test at grade 5, the use of calculators requires the submission and approval of an Accommodation Request Form that includes objective evidence of student need. If approved, the student may use any calculator that is routinely used in instruction as long as the calculator fits within the parameters of appropriate calculator use found in the District and Campus Coordinator Manual.

Calculators are allowed for TAKS (Accommodated) mathematics tests at grades 7 and 8 and the science test at grade 8 if the above conditions are met. Calculators are allowed for TAKS–M mathematics at grades 3–8 and science tests at grades 5 and 8 if the above conditions are met. Students may use calculators that are routinely used in instruction as long as the calculators fit within the parameters of appropriate calculator use found in the District and Campus Coordinator Manual. An Accommodation Request Form is not required.

Graphing calculators MUST be provided to all students taking TAKS, TAKS (Accommodated), and TAKS–M mathematics tests at grades 9, 10, and 11/exit level. These are not accommodations, but a required part of standard test administration procedures. However, as an accommodation, a four-function calculator may be provided in addition to the graphing calculator. An Accommodation Request Form is not required.

Four-function, scientific, or graphing calculators MUST be provided to students taking TAKS, TAKS (Accommodated), and TAKS–M science tests at grades 10 and 11/exit level. These are not accommodations, but a required part of standard test administration procedures.

Refer to the *District and Campus Coordinator Manual* for more information about appropriate calculator use.

TAKS

TAKS
(Accomm.)

TAKS–M

TLPAS
Reading

✓

✓

Supplemental Aids (R)

A supplemental aid is a resource that assists a student in recalling information. The student must be able to understand the information, but simply needs assistance recalling it. If a student's disability affects memory retrieval, a supplemental aid may be allowed on certain state assessments. Using a supplemental aid as an accommodation during instruction should not replace the teaching of subject-specific skills as outlined in the state curriculum. The supplemental aid must serve only as a tool and not a source of direct answers. Additional information can be found in Appendix D of this manual.

For TAKS (Accommodated), refer to Appendix D for descriptions of supplemental aids that are allowed. *For supplemental aids not listed as allowable in Appendix D, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for review to determine whether a student may use it on TAKS (Accommodated). A copy of the supplemental aid must be included with the request.*

For TAKS–M, refer to Appendix D for descriptions of supplemental aids that are allowed. For supplemental aids not listed as allowable in Appendix D, district/campus personnel are responsible for reviewing the supplemental aid to determine whether a student may use it on TAKS–M. Accommodation Request Forms should not be submitted for supplemental aids for TAKS–M. Information to help districts make these determinations is provided in Appendix D.

For the TELPAS reading tests, the use of a supplemental aid requires an Accommodation Request Form.

Manipulatives (R)

Manipulatives are concrete objects that a student can move and touch in order to visualize abstract concepts. The manipulative must serve only as a tool and not as a source of direct answers—meaning it cannot provide direct answers to the TEKS being assessed.

For TAKS (Accommodated), the following manipulatives are allowed without the submission of an Accommodation Request Form: real or play money, clocks, base-ten blocks, various types of counters (e.g., two-sided chips, blocks), algebra tiles, fraction pieces, and non-labeled geometric figures. *For manipulatives not listed here, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for review. The name and a description of the manipulative must be included with the request.*

For TAKS–M, any manipulatives that serve as a tool and are not a source of direct answers are allowed. An Accommodation Request Form is not required.

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Setting Accommodations

Minimizing Distractions to the Student (S)

A student may need an accommodation that minimizes external and/or internal distractions. Some examples of this accommodation may include, but are not limited to, headphones or a stress ball. An Accommodation Request Form is not required.

Individual Administration (S)

A student may receive an individual administration. A trained test administrator must be present in the testing room at all times. An Accommodation Request Form is not required.

For LAT, individual and small-group test administrations are part of the test administration procedures and are not considered an accommodation.

Small-Group Administration (S)

A student may be tested in a small group. A trained test administrator must be present in the testing room at all times. The state does not define how many students constitute a small-group administration. Groupings for this accommodation should be based on student need and, in all cases, should be smaller than the number of students in a traditional testing room. An Accommodation Request Form is not required.

For LAT, individual and small-group test administrations are part of the test administration procedures and are not considered an accommodation.

TAKS
TAKS
(Accomm.)

TAKS-M
TAKS
Reading

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✓

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✓

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✓

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Timing and Scheduling Accommodations

Extended Time—Testing Over Two Days (T)

Testing over two days will be approved only for a very small number of students who have unique situations. Some examples of students who may need extended time on a test include those who take a braille version of the test, have a serious medical condition, a severe physical impairment, or a severe emotional disturbance.

This accommodation is not intended for all students in a specific disability category; it is only for students with unique situations and a proven need. For example, it would not be appropriate to submit a two-day request for all students who have autism, but it would be appropriate for those who have documented success with the use of extended time on assignments similar in length and rigor to the state assessments. It is not appropriate to request this accommodation for students with test anxiety, attention deficit disorder, or for students needing extra time to complete specific testing strategies unless there are other extenuating factors that make a student's situation unique.

When requesting extended time, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for review. (This requirement does not apply to dyslexia bundled accommodations.)

Prior to submitting an Accommodation Request Form, schools should consider whether other, less restrictive accommodations (e.g., individual administration, small-group administration, frequent breaks, dividing test into short sections, use of a scribe, oral/signed administration if eligible) may allow the student to complete the assessment within a single school day. It is also important to consider the assessment that the student will be taking, including any built-in accommodations such as format changes and fewer items that are inherent in some tests.

When administering a test over two days, specific procedures must be followed in order to maintain test security and confidentiality. These procedures will be provided to districts upon approval of an accommodation request.

Provisions for two-day testing as a LAT accommodation for eligible ELLs are described in the section titled "Linguistic Accommodations for English Language Learners."

TAKS

TAKS
(Accomm.)

TAKS–M

TELPAS
Reading

✓

✓

✓

✓

Multiple or Frequent Breaks (T)	TAKS	TAKS (Accomm.)	TAKS-M	TELPAS Reading
<p>A student who cannot concentrate continuously for an extended period or who becomes frustrated or stressed easily (e.g., a student with autism or a severe behavioral disability) may need frequent or extended breaks. This accommodation may also be helpful for a student who takes medication that causes fatigue or affects his or her ability to stay alert.</p> <p>The test booklet may be divided into short sections (e.g., by using paper clips or adhesive notes) so that a student can take a break between each section. A timer may be used so that the student can take breaks at planned intervals. A student may be allowed to take brief breaks in the testing room during a test session. However, testing personnel should ensure that while taking a break, the student does not participate in any activity that may potentially provide access to information related to any test content. For example, activities such as reading books or magazines are not permitted. The test booklet must be closed with the answer document inside, and it is essential that the student be closely monitored at all times so the content of the test is not discussed with others. If the use of any of these accommodations is distracting to other students or compromises the security of the test, an individual or small-group administration may be required. An Accommodation Request Form is not required.</p> <p>Provisions for multiple or frequent breaks as a LAT accommodation for eligible ELLs are described in the section titled "Linguistic Accommodations for English Language Learners."</p>	✓	✓	✓	✓
Visual, Verbal, or Tactile Reminders to Stay on Task (T)	✓	✓	✓	✓
<p>A student who loses focus easily may need general visual, verbal, or tactile reminders to stay on task. For example, a test administrator may say "You need to continue working" or "You are on page X." Or, the test administrator may gently tap a student's shoulder to redirect his or her attention to the test. If the use of any of these accommodations is distracting to other students or compromises the security of the test, an individual or small-group administration may be required. An Accommodation Request Form is not required.</p>				

Additional Information on TELPAS Testing Accommodations

Accommodation Decisions

Decisions about accommodations for ELLs taking TELPAS should be made by the LPAC and, in the case of an ELL receiving special education services, by the ARD committee in conjunction with the LPAC.

Holistically Rated Assessments in Grades K–12

Because TELPAS holistically rated assessments are based on student classwork and observation of students during daily instruction, most accommodations that are used during regular classroom instruction are appropriate. Exceptions are any accommodations that would interfere with the ability of the assessment to provide a clear picture of the student's English language proficiency. For example, submitting writing samples for which a student relied heavily on a dictionary for word selection would not be appropriate.

Accommodations Requiring Paper Administrations of Reading Tests

Information about accommodations for the TELPAS **online** reading tests for grades 2–12 is found in the Accommodations by Category Chart. In rare instances in which the use of an accommodation is not feasible or appropriate for an online administration, a paper test booklet (including large print) can be requested through the accommodation request process.*

An Accommodation Request Form must be submitted to TEA describing the student's specific circumstances, accommodation, and need for a paper-based rather than an online administration.

The request should include information explaining why a comparable online test accommodation is not appropriate for the student. All requests for paper administrations of TELPAS reading tests will be considered on a case-by-case basis.

Requests for paper administrations must be received at least two weeks prior to testing to allow time for processing the request and shipping materials. If the request is approved, TEA will notify the district testing coordinator and place the order for the test booklet. For more information on submitting Accommodation Request Forms, refer to the section of this manual titled "Accommodation Request Process."

If a paper administration of the TELPAS reading test is provided to a student, all student demographic and test data, including the student's holistic ratings, must be submitted on a paper answer document. A supplement with instructions for administering the TELPAS reading test on paper will be provided.

* **NOTE:** An Accommodation Request Form is used only to request testing accommodations that necessitate a paper rather than an online administration, not for special situations in which computers or technology are lacking (such as a homebound student testing, JJAEPs, jails, and detention centers). Refer to the *District and Campus Coordinator Manual* for more information about this process.

ACCOMMODATIONS FOR TAKS-ALT*

* An Accommodation Request Form is not required for any presentation supports or materials for TAKS-Alt.

Presentation Supports/Materials for TAKS–Alt

Assessment tasks are written very broadly in order to allow access for a wide range of student abilities. Because of this broad access, it is critical that TAKS–Alt tasks be accessible for each student through the use of accommodations and presentation supports/materials. Without access the student will not be able to demonstrate the skills he or she may have acquired. Since the teacher knows the student best, the teacher must select materials and determine how the materials will be presented to the student while considering the student's learning style preference. The teacher should plan the task in a manner that allows the student to perform the predetermined criteria without additional assistance from what was preplanned prior to the observation. Students do not receive lower scores because of these needed supports. Supports level the playing field so that the student's disability is not a factor in his or her performance. As long as the support does not change the complexity level of the task or give the student the answer, the student can have any routinely used accommodations and supports necessary to access the task. Starting on page 32, examples of possible supports and materials are provided for the verbs in each complexity level. These supports and materials can be used for students with cognitive disabilities as they perform the predetermined criteria for each assessment task.

Supports must:

- Provide access to the task to compensate for the student's disability
- Be routinely and successfully used in instruction
- Address the skill and subject that is being measured
- Be age appropriate
- Allow the student to be as independent as possible
- Be clearly defined with a definitive end
- Not contain any terminology from the *Hierarchy of Cueing and Prompting* document
- Maintain the integrity of the assessment task complexity level
- Not give the student the answer
- Be *preplanned* and recorded on the first page of the documentation form *before* the observation begins

SUPPORTS = ACCOMMODATIONS = ACCESS

The diagram illustrates the process of planning assessment tasks for TAKS-Alt. It features three main components:

- TAKS–Alt Documentation Form of Student Performance:** This form includes fields for Student Name, School Year, and Reading Grade. It contains sections for Task Objective, TEKS Knowledge and Skills Statement, Resource Statement, Prerequisite Skill, and Assessment Task. A Student Response Note is also present.
- Template for Planning Assessment Tasks for TAKS-Alt:** This template provides a structured layout for planning the assessment task, including sections for Task Objective, TEKS Knowledge and Skills Statement, Resource Statement, Prerequisite Skill, and Assessment Task.
- The Template for Planning Assessment Tasks for TAKS-Alt:** This template provides a structured layout for planning the assessment task, including sections for Task Objective, TEKS Knowledge and Skills Statement, Resource Statement, Prerequisite Skill, and Assessment Task.

Arrows indicate the flow of information and the relationship between these components, showing how the template guides the documentation form and how the preplanned presentation supports and materials are integrated into the assessment task.

EXAMPLES OF SUPPORTS AND MATERIALS

Level 3 Assessment Tasks

<p>The examples listed below are designed for the initial, preplanned presentation for a task. The presentation supports can never give the student the answer or appear as choices for Level 3 tasks. For some tasks, the student may be provided a wide array of materials for the student to determine which is appropriate and how the materials will be used to accomplish the task. The wide array should include both related and unrelated items to the task. The examples presented here are specific to the verb for one predetermined criterion and will need to be taken into context for the entire task. When the student begins to struggle, any additional assistance beyond the preplanned supports must be recorded as cues and prompts.</p>				
Level 3 Verbs	Verbal/Auditory Access	Physical Access	Visual Access	
analyze/evaluate	<p>The teacher could:</p> <ul style="list-style-type: none"> ask probing questions when presenting the task to encourage high-level thinking provide tapes, talking calculators, talking dictionaries or other oral presentations of information for the student to consider before arriving at a decision or relationship 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide materials and tools for the student to use in trial-and-error investigations provide objects or pieces of information for the student to manipulate to formulate opinions 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide completed graphic organizers, charts, maps, outlines, timelines, concept maps to help the student consider important ideas before arriving at a decision or relationship provide multimedia presentations to help the student focus on relationships present objects or data in different configurations allowing the student to compare variations to form his or her own opinion of what was observed 	
answer	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a defined number of question repetitions or rephrasing to elicit a student response provide opportunities for the student to summarize or talk about what he or she heard or observed before answering the question provide extended wait time for the student to retrieve the words he or she chooses to use 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide the student with a wide array of vocabulary options using his or her preferred communication device from which to formulate answers allow use of adaptive writing equipment or word prediction software for shortened or approximated written responses 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide picture/word question cards to help the student understand what type of higher-level question is being asked (Why, What if, How?) provide a list of written or pictorial questions for the student to think about before the information is presented highlight several smaller sections of a large text to reduce the amount to review provide enlarged text in chunks to aid the student in locating his or her answers 	

Level 3 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
classify/organize	<p>The teacher could:</p> <ul style="list-style-type: none"> state the name of each object provided to help the student focus on each individual item place items in a group or on graphic organizers as directed by the student to reflect the student's preferences for placement provide tapes or other oral presentations of information for the student to hear in small chunks before deciding on placement 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide objects or pieces of information for the student to manipulate to form defined groups provide computer software that allows sections of information to be moved around and organized according to student preference 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide objects with various visual attributes for the student to observe similarities and differences provide information on cards and sentence strips for the student to use to organize ideas provide a wide array of unlabeled visuals such as webs, timelines, or graphs for the student to select and use in arranging the information present objects or data in different configurations allowing the student to form groups
compare	<p>The teacher could:</p> <ul style="list-style-type: none"> provide auditory information from various media for the student to hear reduce background or environmental noise to help the student focus on auditory information provide sound amplification or listening devices to assist the student during the investigation process record similarities and differences as dictated by the student 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide textured or tactilely interesting objects to be investigated provide a blank template for the student to record similarities and differences as each item is investigated stabilize or position the student to provide best physical access to materials 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide interesting objects or visual information for the student to observe to find similarities and differences between items provide a general list of a wide array of attributes to consider when comparing items provide information presented in completed graphic organizers, charts, maps, outlines, timelines, concept maps to help the student visually compare

Level 3 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
conclude/ determine	<p>The teacher could:</p> <ul style="list-style-type: none"> provide information in completed graphic organizers for the student to use to make decisions on his or her own provide information in short videos or slide presentations to lead the student to his or her determination highlight smaller sections of information, both important and extraneous, from lengthy reference materials to reduce the amount of text used to form a decision provide computer software with scanning capabilities provide printed information in clear contrasting colors in small amounts per page 	<p>The teacher could:</p> <ul style="list-style-type: none"> ask probing questions when presenting the task to help the student focus on all the important details before reaching a conclusion provide tapes or other orally presented information for the student to use to make decisions provide opportunities for the student to summarize or discuss what he or she heard or observed before making decisions provide extended wait time for the student to retrieve the words he or she chooses to explain his or her response read, reread, or restate information at the request of the student for a defined number of repetitions 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a wide array of possibilities, some that are relevant and some that are irrelevant, for a student to organize and narrow before pointing to the final decision provide highlighters for the student to mark important sections of the text to help guide the student to the final decision

Level 3 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
conduct/execute	<p>The teacher could:</p> <ul style="list-style-type: none"> provide general taped or verbal instructions to complete a process involved in the task follow student directions for completing each step of an investigation and have the student verify each step 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a checklist of general steps of a process and have the student cross off each step as it is accomplished provide a wide array of tools and items from which the student can select and manipulate according to directions follow student directions as the student points to items and then to action picture cards that indicate what he or she would like for the teacher to do stabilize materials or student's arm/hand so the student can successfully use tools or items to complete investigations 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide general written directions or pictures that show how to complete a process involved in the task provide measurement tools that have large, clear markings provide a wide array of materials to be viewed and selected by the student to achieve a specific purpose use a laser pointer to focus on the general steps in an experiment
edit/revise	<p>The teacher could:</p> <ul style="list-style-type: none"> provide written text or sentences paired with a corresponding audio tape which can be stopped or replayed where edits need to be made follow student-directed edits/revisions as needed until the student verifies that all changes have been made and that he or she is satisfied with the end product 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide edit/revision symbols that the student can place into sections of the text provide each word, sentence, or paragraph in a text on a separate card so that the text can be arranged to show preferred order provide adapted keyboards and touch screens, and software that allow the student to apply edits/revisions 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a visual representation for all possible types of edits/revisions previously learned for the student to use as a reference provide enlarged text for the student to scan and focus on the error, then indicate the correction needed from a visual representation of all possible solutions

Level 3 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
estimate	<p>The teacher could:</p> <ul style="list-style-type: none"> • follow dictated directions given by the student to manipulate items for the student to compare and make approximations • provide a sound each time an object is placed allowing the student to hear the amount used 	<p>The teacher could:</p> <ul style="list-style-type: none"> • allow the student to manipulate objects and nonstandard units of measure to decide approximations • provide a number line with a large array of removable numbers or a hundreds chart for the student to point to, manipulate the numbers, or highlight the estimated number 	<p>The teacher could:</p> <ul style="list-style-type: none"> • provide a wide array of materials from which the student can select and use a nonstandard unit of measure • provide a wide array of standard measurement tools from which the student can select to use as a guide when observing and comparing size and capacity of objects • provide a number line with a large array of numbers or a hundreds chart for the student to indicate a numerical estimation
extend/predict	<p>The teacher could:</p> <ul style="list-style-type: none"> • ask probing questions when presenting the task to help the student focus on what is required • provide tapes, talking calculators, talking dictionaries or other oral presentations of information for the student to hear before making predictions • provide opportunities for the student to summarize or discuss what he or she heard or observed before making predictions • provide extended wait time for the student to retrieve the words he or she chooses to make a verbal response 	<p>The teacher could:</p> <ul style="list-style-type: none"> • write out student-dictated information for the student to assemble to arrive at the final prediction or extension • provide highlighters for the student to mark sections of text to assist the student in making predictions • provide the student with materials to conduct trial-and-error investigations to determine probability • provide the student with props to act out or demonstrate his or her prediction 	<p>The teacher could:</p> <ul style="list-style-type: none"> • provide information in graphic organizers such as timelines or graphs for the student to view before making predictions or extending the visual representation • provide short video clips or slide presentations for the student to view before making predictions • highlight smaller sections of information both important and extraneous from lengthy reference materials, reducing the amount of text to be used before making predictions • provide a visual to help the student focus on the process required

Level 3 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
generate	<p>The teacher could:</p> <ul style="list-style-type: none"> provide tapes, talking calculators, talking dictionaries or other orally presented information for the student to gain information to produce original work provide an opportunity for the student to explain his or her vision for a presentation follow student directions to produce the student's vision for a presentation provide voice-to-text software to allow the student to produce original text 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide computer software that creates visuals to display information provide the student with props to act out or demonstrate his or her ideas 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a list of visual steps showing the process for creating a PowerPoint presentation provide the student with a wide array of ways to display visual information for the student to select the method to best fit his or her needs highlight researched information as directed by the student to use in designing original presentations provide a wide array of printed words such as verbs, nouns, adjectives, plurals, and synonyms to use to form responses
justify	<p>The teacher could:</p> <ul style="list-style-type: none"> repeat the verbal presentation from the text after the student has given a response; the student can stop the presentation at the specific information that led to his or her earlier decision provide extended wait time and encouragement for the student to verbally explain the reasons for a response ask probing questions to help the student explain his or her reasoning 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide cards, sticky notes, flags, or highlighters for the student to mark sections of the texts that support his or her responses provide written or pictorial information both appropriate and inappropriate on individual cards that the student can select, remove, or arrange to justify his or her answer 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide enlarged text for the student to scan and indicate the section in the text that formed his or her answer provide graphic organizers for the student to focus on the reasons that led to the main idea provide videos or slide presentations for the student to stop at the sections that led to his or her answer

Level 3 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
locate/select	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a defined number of repetitions of oral information until the student is able to make selections present shortened sections of oral information in chunks for the student to use when deciding if the requested information was included accept verbal approximations of language to indicate a student's selection 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a wide array of texts or materials for the student to manipulate provide computer software or highlighters that allow the student to highlight selected information accept written approximations or symbols to represent student selections 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a wide array of texts or materials for the student to scan before focusing on the final item provide shortened text or highlighted sections to reduce the amount of information to be scanned before the final selection is made provide index cards with all math formulas or problem-solving strategies presented previously to the student from which the student can select the best one for the current task provide numerous maps or other reference materials from which the student can select to find specific information
measure	<p>The teacher could:</p> <ul style="list-style-type: none"> follow student directions for placing items or measurement tools to accurately determine measurements provide the student the opportunity to state the correct procedures for measuring 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide the student an opportunity to manipulate objects and standard units of measure to decide amounts provide a number line with a wide array of numbers or hundreds chart for the student to point to or highlight a number provide measurement tools that have raised or braille markings 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a wide array of measurement tools that have large, clear markings provide a number line with a wide array of numbers or a hundreds chart to allow the student to indicate a specific number

Level 3 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
read	<p>The teacher could:</p> <ul style="list-style-type: none"> accept verbal approximations of words as the student speaks or signs text 	<p>The teacher could:</p> <ul style="list-style-type: none"> read the information so the student can locate the word on a graph allow the student to touch each word as it is read when no pictures are present 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide software with scanning capabilities to follow text when no pictures are present provide shortened text presented in a manner that eliminates visual distraction
record	<p>The teacher could:</p> <ul style="list-style-type: none"> write dictated student responses follow directions given by the student for where to write specific information 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide switches to operate voice-output devices to record student-generated information provide computer software that allows the student to click or drag information to produce what he or she wants to communicate provide word cards or sentence strips that allow the student to place text to record information 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide text for the student to scan then focus on specific words to indicate what he or she wants written in a specified place such as lists, graphic organizers, or other written formats provide samples of different graphic organizers from which the student can select the best format to record his or her reflections
role-play	<p>The teacher could:</p> <ul style="list-style-type: none"> follow directions given by the student to dramatize a scenario provide a defined number of repetitions of the verbal scenario for the student to perform 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a screenplay template that includes setting, characters, and dialogue for the student to fill in the text for others to execute provide props and materials for the student to act out scenarios 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a wide array of pictures or videos of persons acting out scenarios so the student can determine which one he or she feels is the best representation of the targeted idea provide written or pictorial cards of a scenario for the student to dramatize

Level 3 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
<p>solve</p>	<p>The teacher could:</p> <ul style="list-style-type: none"> ask probing questions to help the student focus on important information provide tapes, talking calculators, talking dictionaries or other orally presented information for the student to gain needed information provide opportunities for the student to describe a problem and key pieces of information before solving a problem 	<p>The teacher could:</p> <ul style="list-style-type: none"> record student-dictated information for the student to assemble to arrive at the answer provide the student with materials to manipulate to arrive at a solution provide calculators, manipulatives, or other tools for the student to arrive at answers provide general steps for a student-selected strategy that can be crossed off by the student as each step is performed 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide index cards with all previously presented math formulas or problem-solving strategies from which the student can select to arrive at an answer provide a wide array of graphic organizers from which the student can select to plan out steps to solve a problem

Level 2 Assessment Tasks

The examples listed below are designed for the initial, preplanned presentation for a task. The presentation supports can never give the student the answer. To make sure that the student can demonstrate skills without guessing, at least three answer choices, including both correct and incorrect options, must be given for Level 2 tasks. Students can be allowed to give “yes” or “no” responses. The examples presented here are specific to the verb for one predetermined criterion and will need to be taken into context for the entire task. When the student begins to struggle, any additional assistance beyond the preplanned supports must be recorded as cues and prompts.

Level 2 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
add/count	<p>The teacher could:</p> <ul style="list-style-type: none"> follow student directions for what item or number to pick up and place in a number sentence repeat previously student-stated number sequence and pause for the student to continue with the next number provide oral steps for the process of using a calculator follow student directions to use a calculator 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide objects for the student to manipulate in order to perform the task provide number cards for the student to match with items in sequential order provide letter tiles for students to combine to make words 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide partially completed templates, outlining, or color coding to show where items should be placed provide a number line or sample number sentence for the student to reference provide picture steps showing the process of using a calculator provide number cards for the student to scan to a specific number when counting
answer/choose/identify	<p>The teacher could:</p> <ul style="list-style-type: none"> provide at least three auditory options such as spoken or signed words or text, music or sounds, or tape recordings provide appropriate wait time and encouragement for responses state the name of each item provided to help student focus on each individual item allow verbal approximations 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide at least three options for the student to point or gesture toward the chosen option program at least three options into a communication device for the student to activate to provide the answer provide adaptive writing equipment or word prediction software for responses 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide at least three visual options using objects, pictures, highlighted text, teacher demonstrations, or video clips pair text with pictures or objects point to each item provided to help student focus on each individual item before choosing

Level 2 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
assist	<p>The teacher could:</p> <ul style="list-style-type: none"> provide oral directions for sections of the task that the student can perform provide opportunities for the student to state the steps as the teacher and student perform the task provide opportunities for the student to state what the teacher did after a step or what the teacher should do next 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide tools or objects for a task that the student can give to the teacher during the activity provide opportunities for the student to perform some of the steps in a task provide switches that can be activated by the student to perform an action 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide visuals indicating the steps and objects that will be used during an activity for the student to reference provide opportunities for the student to focus on objects or locations to indicate what the next step should be for the teacher to perform
complete/supply	<p>The teacher could:</p> <ul style="list-style-type: none"> provide oral information, stopping at some point for the student to finish with a verbal response provide a defined number of oral repetitions of directions provided extended wait time for verbal responses follow the student's oral directions to finish the task 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide objects, word cards, or pictures to be placed on templates to complete the task provide computer software and touch screens allowing the student to manipulate or arrange pictures or words 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide partially completed templates, outlining, or color coding to show where items should be placed point to each visual choice before the student makes a selection
construct/arrange	<p>The teacher could:</p> <ul style="list-style-type: none"> provide tapes or other orally presented information for the student to hear in small chunks before placing items where desired read the information in context after the student places an item to help the student determine the appropriateness of his or her choice 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide computer software and touch screens that allow the student to arrange pictures or words in a specific way provide pictures, objects, words, or sentences on cards or sentence strips that can be easily manipulated 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide examples of completed visuals or models with information different from the task for the student to use as a guide provide pictures to help explain what is to be done

Level 2 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
divide	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a defined number of oral repetitions or directions follow the student's directions to group or remove objects allow the student to frequently restate the problem 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide objects and containers to manipulate into sets stabilize the student using adaptive equipment to allow him or her to reach toward objects and groups 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a visual representation of the problem allow the student to focus on objects to be removed from sets provide number sentences without the answer to focus the student on the problem provide manipulatives to be divided
edit/revise	<p>The teacher could:</p> <ul style="list-style-type: none"> state the edit in three different ways from which the student can choose his or her preference 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide highlighters for the student to mark text for revising or editing provide edit/revision symbols that the student can place into sections of the text that needed improvement provide adapted keyboards and touch screens, and software that allow the student to apply edits 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a visual representation of possible errors to use as a reference provide text for the student to scan and focus on a specific error, then focus on a corresponding correction from three choices
examine	<p>The teacher could:</p> <ul style="list-style-type: none"> reduce background or environmental noise to allow the student to focus on auditory information presented provide sound amplification or listening devices to aid the student during the investigation process allow the student to describe the attributes of the item vary intonations or volume of orally presented information 	<p>The teacher could:</p> <ul style="list-style-type: none"> vary the texture of materials to enhance discovery stabilize or position the student to provide best physical access to all sides of materials place objects in the student's lap or hand to feel attributes 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide objects or text that can be easily tracked by the student provide visually stimulating materials to encourage careful examination present materials using a light box to highlight details

Level 2 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
match/sort	<p>The teacher could:</p> <ul style="list-style-type: none"> state the name of each object provided to help the student focus on each individual item place items in a named group or on labeled graphic organizers as directed by the student provide tapes or other orally presented information about items for the student to hear in small chunks before matching items into predetermined groups explain the common attribute of each group before the student sorts 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide objects or pieces of information for the student to place in defined groups provide computer software that allows sections of information to be moved and organized according to common attributes allow the student to explore items before deciding on matches 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide objects with various visual attributes so the student can observe similarities and differences to match groups provide information on cards and sentence strips so the student can match with previously presented information provide visuals such as webs, timelines, or graphs so the student can sort information
preview/review	<p>The teacher could:</p> <ul style="list-style-type: none"> provide summaries of text for the student to listen to prior to reading provide opportunities for the student to make comments to the teacher regarding what is being viewed ask the student questions about the text to elicit a verbal response 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide page-turning equipment to allow the student to easily scan the entire text provide sticky notes for the student to tag interesting sections or pictures 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide visually interesting text to engage the student provide highlighters so the student can check off each section or page to be sure the whole text is scanned provide laser pointers so the student can show interesting sections or pictures provide picture supports that represent sections of the text
reproduce/replicate	<p>The teacher could:</p> <ul style="list-style-type: none"> describe the attributes of an original for the student to duplicate follow student directions to move objects or text allow the student to listen to elements of the task in small chunks reproducing that section before hearing the next part 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide information on cards so the student can place matching cards next to or on top of the original 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide pictures or models for the student to follow provide written or pictorial steps to complete parts of the replication

Level 2 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
share	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a programmed communication device, student generated audio tapes, or recorded statements or words for the student to share interpret signs or approximations made by the student to listeners 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide page turning equipment to allow the student to guide the viewer's focus to a specific page provide containers so the student can place objects or text to be given to another provide a script or text for the student to act out 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a laser pointer so the student can highlight key parts to direct the viewer's focus allow student to focus on the sections he or she would like to show another provide a script or text for the student to read
solve	<p>The teacher could:</p> <ul style="list-style-type: none"> ask questions to help the student focus on the important information provide tapes, talking calculators, or other oral presentations of information for the student to use to find the answer provide opportunities for the student to restate the problem and the choices provided before solving the problem 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide numbers and objects for the student to manipulate to determine the answer provide calculators with large keys that can be easily pushed provide index cards with math processes illustrated in pictures for the student to cross off after each step 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide index cards with math processes illustrated in pictures for the student to use to arrive at the answer provide a partially completed graphic organizer that when completed will arrive at the answer

Level 1 Assessment Tasks

The examples listed below are designed for the initial, preplanned presentation for a task. Providing access to the task is especially important for students being assessed with Level 1 tasks. For the student to show awareness, the stimulus has to be evident to the student. Presentations need to be stimulating and provided in a manner that matches the student's primary learning style. Physical assistance can only be provided to allow access to the stimulus. The teacher cannot perform the predetermined criteria for the student. Any teacher-facilitated movement needs to be paired with an authentic response from the student in relationship to the physical access to the task. The examples presented here are specific to the verb in the predetermined criterion and will need to be taken into context for the entire task. When the student begins to struggle, any additional assistance beyond the preplanned supports must be recorded as cues and prompts.

Level 1 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
acknowledge/ respond	<p>The teacher could:</p> <ul style="list-style-type: none"> provide recordings of familiar sounds, songs, or voices vary frequencies and use contrasting voice inflections to emphasize the auditory stimulus present sections of auditory information one at a time, pausing after each section provide a conducive testing environment free from background noise 	<p>The teacher could:</p> <ul style="list-style-type: none"> place the student's hand on an object allowing the student to receive sensory input rub the tactile representation on the student's arm or other body part to elicit a student reaction provide objects with distinctive textures to elicit a student reaction 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide colorful, visually stimulating materials presented one at a time provide videos or demonstrations that capture the student's attention provide materials at a preferred angle for viewing or on the student's dominant side provide mirrors, light boards, or magnification devices to highlight key features of items seat the student in a study carrel to limit visual distractions
anticipate	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a defined number of numerous repetitions of an engaging auditory experience to establish a clear routine present a situation with an exaggerated oral delivery to build suspense 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a defined number of numerous repetitions of an exciting movement to establish a clear routine present a situation in an animated physical manner to build suspense 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide a defined number of numerous repetitions of an engaging visual experience to establish a clear routine present a situation in an animated physical manner to build suspense

Level 1 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
experience/ participate	<p>The teacher could:</p> <ul style="list-style-type: none"> provide music or unusual sounds allowing the student to have a novel interaction provide auditory input into amplified listening devices allowing maximum impact vary voice intonation to gain the student's interest 	<p>The teacher could:</p> <ul style="list-style-type: none"> move the student through an activity to allow him or her to feel the experience position the student using adaptive equipment allowing the student to be part of the movement or experience provide switches that can be activated by the student to perform an action 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide stimuli that can be easily tracked by the student provide visually stimulating materials such as blinking lights, bright colors, moving parts to draw the student in and encourage interaction ensure that materials are presented to maximize the student's field of vision
explore	<p>The teacher could:</p> <ul style="list-style-type: none"> provide switches or voice-output devices that the student can activate to listen to auditory stimuli provide auditory input into amplified listening devices for maximum effect provide objects that when moved will make a noise 	<p>The teacher could:</p> <ul style="list-style-type: none"> vary textures or temperature to aid in exploration of objects or representations stabilize the student using equipment thus allowing the student to be able to move body parts to explore objects or movements on his or her own place objects in a tub or box to contain objects as the student explores allow the student to safely use his or her senses to learn about an object 	<p>The teacher could:</p> <ul style="list-style-type: none"> provide enlarged visual displays allowing the student to see details place items in the student's optimal field of vision considering the student's field of vision, his or her dominant side, or how close the items need to be placed to be seen provide visually stimulating materials such as blinking lights, bright colors, moving parts to draw the student in and encourage interaction present materials using a light box to highlight details

Level 1 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
indicate	<p>The teacher could:</p> <ul style="list-style-type: none"> • accept vocalizations in direct relationship to a specific stimulus as evidence of preference • provide the student with an auditory affirmation that can be activated when a specified object is present • provide two contrasting auditory stimuli for the student to show interest in one when both would be acceptable 	<p>The teacher could:</p> <ul style="list-style-type: none"> • provide significantly different textured or vibrating objects for the student to explore and indicate preferred item • stabilize the student using adaptive equipment to allow the student to reach toward the preferred object 	<p>The teacher could:</p> <ul style="list-style-type: none"> • provide two visually contrasting objects or experiences for the student to gravitate toward when both would be acceptable preferences • place two items in the student's line of vision allowing the student to focus on the preferred object

EXAMPLES OF MATERIALS APPROPRIATE FOR STUDENTS WITH COGNITIVE DISABILITIES

Verbal/Auditory Access	Physical Access	Visual Access
<ul style="list-style-type: none"> Interactive software with voice activation Text readers Taped/audio books Talking calculators, dictionaries, or other reference materials Communication aids (e.g., boards, pictures/symbols, object representations, voice output devices, text-to-speech software or hardware, speech synthesizers) Objects that make noise when moved Chunking of oral information Adaptive listening devices (e.g., hearing aides, FM systems, amplifiers, whisper phone) 	<ul style="list-style-type: none"> Word prediction/completion software, voice recognition software, spell checkers Interactive software where text or pictures can be moved around or edited Modified keyboards, touch screens, joysticks, modified mouse, head mouse, head wands, light pointers, mouth sticks, signal systems Pencil grips, weighted pens, tactile paper with raised lines, highlighters, highlighting tape Specialized positioning equipment (e.g., special chairs, support cushions, wedges, rolls, slat or vertical boards, adaptive tables, lap trays) Weighted vests or cushions Arm or wrist weights Stamps, stickers, stencils to communicate Note taking devices Book holders, page turners Single, dual, or multi-surface switches Textured surfaces Tactile materials to explore Fasteners, clips, weights to stabilize materials Objects, tools, and manipulatives Vibrating objects Slant boards 	<ul style="list-style-type: none"> Picture symbols and icons Interactive software with interesting, animated visuals Objects and manipulatives Pictures-to-text software Graphic organizers, charts, maps, outlines, timelines, concept maps Highlighted text Heat-sensitive paper Picture dictionaries or hand-held spellers Visual timers Light box, laser lights and pens Color-coded materials, colored overlays, or visual markers Specialized calculators Large-print books or monitors, braille materials Magnification devices (e.g., free-standing or hand-held, computer screen magnifiers) Video clips or slide shows Cards or sentence strips with text or pictures Summaries, chunking, or shortened text Computer software with scanning capabilities Number lines, sample number sentences, or hundreds charts Models or examples of finished products Mirrors, blinking lights, or moving objects

LINGUISTIC ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS

Linguistically Accommodated Testing (LAT)

Overview

Linguistically accommodated testing (LAT) procedures have been implemented in response to federal assessment and accountability requirements for eligible immigrant ELLs *granted a LEP exemption from testing under Texas policy*,* including those LEP-exempt immigrant ELLs receiving special education services. The LAT process enables eligible immigrant ELLs to be assessed with linguistic accommodations that help them better understand the language used on the tests. LAT administrations of TAKS, including TAKS (Accommodated), and TAKS–M are available for eligible students during mathematics, science, and reading/ELA tests in grades 3–8 and 10.

Spanish-version assessments are available in grades 3–5 for LAT administrations of TAKS, including TAKS (Accommodated). LAT administrations of TAKS–M are not available in Spanish.

Eligibility

Students are eligible for LAT administrations in mathematics and science if they

- are determined to be LEP-exempt from these assessments in accordance with Texas policy,
- are in grades 3–8 or 10 for LAT mathematics administrations, and
- are in grade 5, 8, or 10 for LAT science administrations.

Students are eligible for LAT administrations in reading or ELA if they

- are determined to be LEP-exempt from these assessments in accordance with Texas policy,
- are in grades 3–8 or 10, and
- are beyond their first school year of enrollment in U.S. schools.

For reading/ELA, LEP-exempt students in their **first** year of enrollment in the United States do not take a LAT administration. They take the TELPAS reading assessment to meet federal testing requirements.

LEP-exempt Students Receiving Special Education Services. LAT administrations of TAKS, including TAKS (Accommodated), and TAKS–M are available for LEP-exempt students who have a disability and are receiving special education services. The ARD committee, in conjunction with the LPAC, must determine the appropriate assessment for each student.

Students eligible for LAT for whom the TAKS (Accommodated) form is appropriate must take the LAT version of TAKS. The format accommodations provided on the TAKS (Accommodated) form are also used on the LAT versions of TAKS. Students assessed with LAT must not be given the TAKS (Accommodated) form. The tests must not be interchanged.

The regular TAKS–M test booklets are used for LAT administrations of TAKS–M, with the exception of grade 10 ELA. For this test, a separate TAKS–M LAT booklet is used.

* Information regarding linguistic accommodations for qualifying ELL unschooled asylees and refugees is found on pages 58–59.

Neither LEP exemptions nor LAT administrations apply to ELLs who qualify for TAKS–Alt. Because of the design of TAKS–Alt, these provisions are not necessary. Observational assessments can be developed using any language or other communication method routinely used with the student.

Large Print and Braille. Test booklets used for LAT administrations are available in large print. For information regarding braille versions of LAT, contact TEA’s Student Assessment Division at 512-463-9536.

Linguistic Accommodations in Instruction

The Texas English Language Proficiency Standards (ELPS) approved by the State Board of Education require that teachers instruct ELLs in the TEKS foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) in accordance with the students’ levels of English language proficiency. The ELPS are an integral part of the TEKS curriculum.

The accommodations allowed during LAT administrations reflect common ways teachers meet the linguistic needs of ELLs during classroom instruction and testing. Linguistically accommodating the instruction of ELLs involves not only communicating with ELLs in a way they currently understand but also sequencing and scaffolding instruction to help ELLs learn grade-level English so they can learn grade-level academic content.

As ELLs learn more English, the types of linguistic accommodations that are most suitable change, and the frequency or degree of the need for linguistic accommodations decreases. At all times, the goal of providing linguistic accommodations is to accelerate the learning of both subject matter and English. To meet this goal, it is important for teachers to stay attuned to the English language proficiency levels of their ELLs and to monitor and adjust linguistic accommodations as students learn more English.

Linguistic accommodations provided during LAT administrations should coincide to the extent possible with those used during instruction and classroom testing. Keep in mind that not all linguistic accommodations used during instruction and classroom testing are allowable during standardized assessments.

LAT Decisions

Decisions about LEP exemptions and LAT participation should not be made until shortly before spring testing because students are expected to make progress in English language proficiency throughout the school year. LEP exemptions are authorized only for students who are eligible for a LEP exemption **at the time of spring testing**. Linguistically accommodated testing is available only for students who are LEP-exempt in the subjects and grades specified on the previous page.

LPAC members (and ARD committee members, if the ELL receives special education services) need to collaborate with the appropriate subject-area teacher of each LEP-exempt student and the testing coordinator to

- make and document decisions concerning the linguistic accommodations to be provided,
- determine the need for individual versus small-group LAT administrations, and
- identify appropriate LAT test administrators.

Decisions regarding LAT accommodations must be documented by the LPAC in the student's permanent record file. In the case of a LEP student served by special education, testing and accommodation decisions must be made by the student's ARD committee in conjunction with the LPAC. LAT decisions for LEP students receiving special education services must be documented by the LPAC in the student's permanent record file and by the ARD committee in the student's IEP. It is **not** necessary to submit an Accommodation Request Form for linguistic accommodations used during LAT administrations.

ARD committees and LPACs should keep in mind that students who participate in LAT administrations may be eligible for accommodations related to a disability or other special need in addition to linguistic accommodations.

Allowable LAT Accommodations

As explained on the following pages, the linguistic accommodations that are allowable for LAT mathematics and science versus reading/ELA tests differ somewhat. Decisions regarding which linguistic accommodations to provide must be based on the individual needs of the student and whether the accommodation is allowable and used routinely in instruction and testing.

Careful consideration should be given to the number and type of accommodations that the student needs in order for academic instruction and assessments to be meaningful. For instruction and testing, more than one type of linguistic accommodation is often necessary. For example, an ELL who uses a bilingual dictionary or receives translation assistance may also need linguistic simplification or clarification in instruction and testing. As another example, an ELL would rarely benefit **only** from hearing text read aloud during classroom instruction and testing.

Linguistic Accommodations for Mathematics and Science Tests

The accommodations provided during LAT mathematics and science administrations are designed to help students understand the language used on the tests. However, linguistic accommodations must not assist students with the subject-area terminology, concepts, or skills assessed.

For LAT mathematics and science administrations, accommodations providing **indirect linguistic support** are allowable for all students and are incorporated into the test administration directions. Documentation of these accommodations is not necessary. Documentation is necessary for accommodations that provide **direct linguistic support**. The chart on the following page describes the types of indirect and direct support accommodations that are allowable for LAT mathematics and science administrations.

The linguistic accommodations used during LAT administrations must not include explanations, definitions, pictures, gestures, or examples related to mathematical or scientific terminology, concepts, or skills assessed because such accommodations would invalidate the test results. The test administrator must **NOT** provide any direct or indirect assistance or reinforcement that identifies or aids in the identification of the correct response to a test item. After a LAT administration, no discussion or scoring of test items is allowed at any time.

Direct and Indirect Linguistic Support for LAT Mathematics and Science Tests

Indirect Linguistic Support	Accommodation	Type of Assistance
Direct Linguistic Support	Clarification of Test Directions	The test administration directions may be translated, reworded, or repeated as needed to ensure understanding.
	Breaks at Request of Student	Breaks during the test administration should be provided in accordance with the needs of the student.
	Linguistic Simplification	A student may ask the test administrator to say in simpler language what a test question is asking. Test administrators may provide this assistance using simpler words, pictures, and/or gestures, as long as they do not define or explain mathematical or scientific terminology or a concept that the test question is assessing. Secure LAT linguistic simplification guides are provided to test administrators for use with this accommodation.* The guides for English-version LAT tests provide suggested linguistic simplifications. For the test versions in both English and Spanish, the guides delineate which subject-area terms may not be simplified. At the request of the student, test administrators may provide additional allowable linguistic simplifications to meet the individual student's needs.
	Oral Translation	At the request of a student, the test administrator may orally translate words, terms, phrases, and sentences that the student does not understand. The test administrator is NOT permitted to define or explain mathematical or scientific terms, concepts, or skills. The test administrator is permitted only to give the equivalent word or words in the other language. Examples: If a Spanish-speaking student asks what "sodium" means in an item, the test administrator may say the equivalent term <i>sodio</i> . If the student asks what "row" means in the context of rowing a boat, the test administrator may say <i>remar</i> .
	Reading (Decoding) Assistance	At the request of the student, the test administrator may read aloud any words, terms, phrases, or sentences in the test question, prompt, or answer choices that the student is having difficulty reading, including terms directly related to the content assessed. Reading assistance is allowable regardless of whether the student is using the English version or the Spanish version of the LAT test form. All grade 3 students are permitted to request reading (decoding) assistance on the mathematics test. For grade 3 mathematics, it is not necessary to predetermine and document this as an accommodation.
	Bilingual Dictionary†	Students may use a bilingual dictionary to find the translation of words they do not understand. Paper and electronic dictionaries are permitted; however, bilingual dictionaries that contain explanations, definitions, pictures, or examples of mathematical or scientific terminology may NOT be used. Many English words have multiple meanings that may be unfamiliar to an ELL. For this reason, the test administrator may, upon request, help a student locate the applicable meaning (equivalent translation) of a word in the dictionary if this type of assistance is part of regular classroom instruction. Example: At the request of the student, the test administrator may identify which of several translations of "due" in the bilingual dictionary fit the way the word is used in the test question.
	Bilingual Glossary	Students may use locally developed or other customized bilingual glossaries to find the translation of words they do not understand. The glossary must NOT include definitions, explanations, examples, or pictures that will aid students in understanding the mathematical or scientific terms or concepts assessed. In the case of mathematical or scientific terms, only native-language equivalents are allowed. Example: It would be appropriate to translate "square inch" as <i>pulgada cuadrada</i> in Spanish in a bilingual glossary. It would NOT be appropriate to define what a square inch is or to include a picture of a square inch.
	English and Spanish Test Side by Side (Grades 3–5)	For grades 3–5 mathematics and grade 5 science, a Spanish-speaking student may refer to both the English-version and Spanish-version LAT tests to enhance comprehension. If a student does not understand something in one language, the student may refer to it in the other language. This accommodation is not available for LAT administrations of TAKS–M, as Spanish versions of TAKS–M are not available.
	* Linguistic simplification guides are produced for LAT administrations of TAKS, including TAKS (Accommodated). Linguistic simplification guides are not produced for TAKS–M because language simplification is part of the development process of TAKS–M test questions. Additional allowable linguistic simplifications may be provided by the test administrator at the request of the student.	
	† Keep in mind that young students, students unaccustomed to using dictionaries, and students in the earlier stages of English language proficiency may be hindered rather than helped by dictionary accommodations. Students should be provided only dictionaries that are routinely used in classroom instruction. Campus testing coordinators and other district and campus personnel should work with LAT test administrators to answer questions about suitable dictionaries. A state list of approved dictionaries will not be issued.	

Linguistic Accommodations for Reading and ELA Tests

LAT reading and ELA accommodations are designed to help students understand the language used on the tests as they read the selections and respond to test items that assess their achievement of the skills measured. The allowable accommodations align with classroom practices and increase the ability of the students to demonstrate the skills assessed.

For LAT reading and ELA administrations, three accommodations provide **indirect linguistic support**. These accommodations are allowable for all students and are incorporated into the test administration directions for LAT administrations. Documentation of these accommodations is not necessary. Documentation of **direct linguistic support** accommodations is required. The chart on the following page describes the types of indirect and direct support accommodations allowable for LAT reading and ELA administrations.

Direct and Indirect Linguistic Support for LAT Reading Tests and the Reading Section of the ELA Test

Indirect Linguistic Support	Type of Assistance	
	Accommodation	
Indirect Linguistic Support	Clarification of Test Directions	The test administration directions may be translated, reworded, or repeated as needed to ensure understanding.
	Breaks at Request of Student	Breaks during the test administration should be provided in accordance with the needs of the student.
	Testing over Two Days	Students participating in LAT reading and ELA administrations are assessed over two days. The administration directions in the LAT test administrator manual specify where in each test to stop at the end of Day 1. A two-day LAT administration of reading/ELA for TAKS-M is optional, and the need for this accommodation should be determined in advance by the ARD committee and LPAC. If a two-day LAT administration of TAKS-M is to be provided, an appropriate stopping point for the first day should be determined in accordance with the instructions provided in the LAT appendix of the appropriate TAKS-M test administrator manual.
	Bilingual Dictionary†	Throughout the reading test, a student may use a bilingual dictionary to find the translation of words he or she does not understand. Paper and electronic bilingual dictionaries are permitted. Many English words have multiple meanings that may be unfamiliar to an ELL. For this reason, the test administrator may, upon request, help a student locate the applicable meaning/translation of a word in the dictionary if this type of assistance is part of regular classroom instruction. The test administrator is NOT permitted to provide this type of assistance with tested vocabulary words.
	English Dictionary†	Throughout the reading test, a student may use an English dictionary, ESL dictionary, or picture dictionary. (If the student is taking a grades 3–5 Spanish-version test, he or she may use a Spanish dictionary.) Paper and electronic dictionaries are permitted. Many English words have multiple meanings that may be unfamiliar to an ELL. For this reason, the test administrator may, upon request, help a student locate the applicable meaning of a word in the dictionary if this type of assistance is part of regular classroom instruction. The test administrator is NOT permitted to provide this type of assistance with tested vocabulary words.
Direct Linguistic Support	Reading Aloud—Word or Phrase	At the request of the student, the test administrator may read aloud words or phrases in selections or test items. Sentences and longer portions of text may NOT be read aloud.
	Reading Aloud—Entire Test Item	At the request of the student, the test administrator may read aloud an entire test item (i.e., test question and answer choices). Voice inflection must be kept neutral during the reading of test questions and answer choices.
	Oral Translation—Word or Phrase	At the request of the student, the test administrator may orally translate words or phrases in selections and test items that the student does not understand. The test administrator is NOT permitted to translate entire sentences, longer portions of text, or tested vocabulary words.
	Clarification—Word or Phrase	At the request of the student, the test administrator may clarify the meaning of words and phrases in selections and test items that the student does not understand. The test administrator is NOT permitted to clarify the meaning of entire sentences, longer portions of text, or tested vocabulary words. Synonyms, definitions, explanations, pictures, and gestures may be used to provide clarification.

† Keep in mind that young students, students unaccustomed to using dictionaries, and students in the earlier stages of English language proficiency may be hindered rather than helped by dictionary accommodations. Students should be provided only dictionaries that are routinely used in classroom instruction. Campus testing coordinators and other district and campus personnel should work with LAT test administrators to answer questions about suitable dictionaries. A state list of approved dictionaries will not be issued.

There are some exceptions to allowable LAT accommodations for the TAKS grade 10 ELA test. The exceptions also apply to LAT administrations of TAKS (Accommodated) and TAKS–M. The following chart summarizes the allowable accommodations.

**Direct Linguistic Support LAT Accommodations
for Grade 10 ELA**

LAT Accommodation	ELA Reading Section	ELA Revising and Editing Section	ELA Written Composition
Bilingual Dictionary	✓		✓
English Dictionary	✓*		✓*
Reading Aloud—Word or Phrase	✓	✓	†
Reading Aloud—Entire Test Item	✓	✓	
Oral Translation—Word or Phrase	✓	✓	†
Clarification—Word or Phrase	✓	✓	†

- * All grade 10 students, regardless of whether they take LAT tests, are to have access to English dictionaries and thesauruses for these sections of the test. It is not necessary to predetermine and document the need for this as an accommodation.
- † All grade 10 LAT students (regardless of their approved linguistic accommodations) may receive assistance to understand the **written composition prompt and the rest of the instructions on the test page containing the prompt**. The language may be clarified, translated, or read aloud at the student's request. It is not necessary to predetermine and document the need for this as an accommodation. These three types of assistance are not allowed on the written composition itself.

The test administrator must **NOT** provide any direct or indirect assistance or reinforcement that identifies or aids in the identification of the correct response to a test item. No discussion or scoring of test items is allowed at any time.

More information about LAT accommodations, including student scenarios showing examples of ways to appropriately conduct the LAT administration of mathematics, science, reading, and ELA tests, is found in the LAT test administrator manual. More information about LAT administrations of TAKS–M is located in the LAT appendix of the appropriate TAKS–M test administration directions.

Special Provisions for Unschooled ELL Asylees and Refugees

Overview

Regulations established in the 2009–2010 school year under 19 TAC, Section 101.1010, outline several special assessment and accountability provisions for unschooled ELL asylees and refugees. Under these regulations, qualifying students who are beyond the LEP exemption period (or exit level LEP postponement period, if applicable) but not yet in their sixth school year of enrollment in U.S. schools are permitted to use allowable linguistic accommodations during administrations of TAKS, including TAKS (Accommodated), and TAKS–M.

The LPAC is responsible for following specific criteria to determine whether an ELL asylee or refugee qualifies for the special provisions. The TEA publication titled *LPAC Decision-Making Process for the Texas Assessment Program* details these criteria.

LAT Grades and Subjects

Students who qualify for the special provisions participate in LAT administrations in applicable grades and subjects. Districts follow the same LAT planning, documentation, and administration procedures for these students as they do for other LAT students. An Accommodation Request Form is not required. LAT administrations are available for

- 3–8 and 10 reading/ELA
- 3–8 and 10 mathematics
- 5, 8, and 10 science

Non-LAT Grades and Subjects

A LAT administration is not available for the following grades and subjects:

- 4 and 7 writing
- 8 and 10 social studies
- 9 reading and mathematics
- Exit level—all subjects

For these grades and subjects, an Accommodation Request Form must be used to submit linguistic accommodation requests to TEA on an individual student basis. The request should specify that the student qualifies for special provisions as an unschooled asylee/refugee and must include information explaining why the requested linguistic accommodation is needed. For information on submitting Accommodation Request Forms, refer to the “Accommodation Request Process” section of this manual. If the linguistic accommodations are approved by TEA, the LPAC should place documentation of the approved accommodations in the student’s permanent record file.

Accommodation requests should not be made until the spring of the year. During the school year, the student's need for linguistic accommodations may change and diminish as more English is acquired.

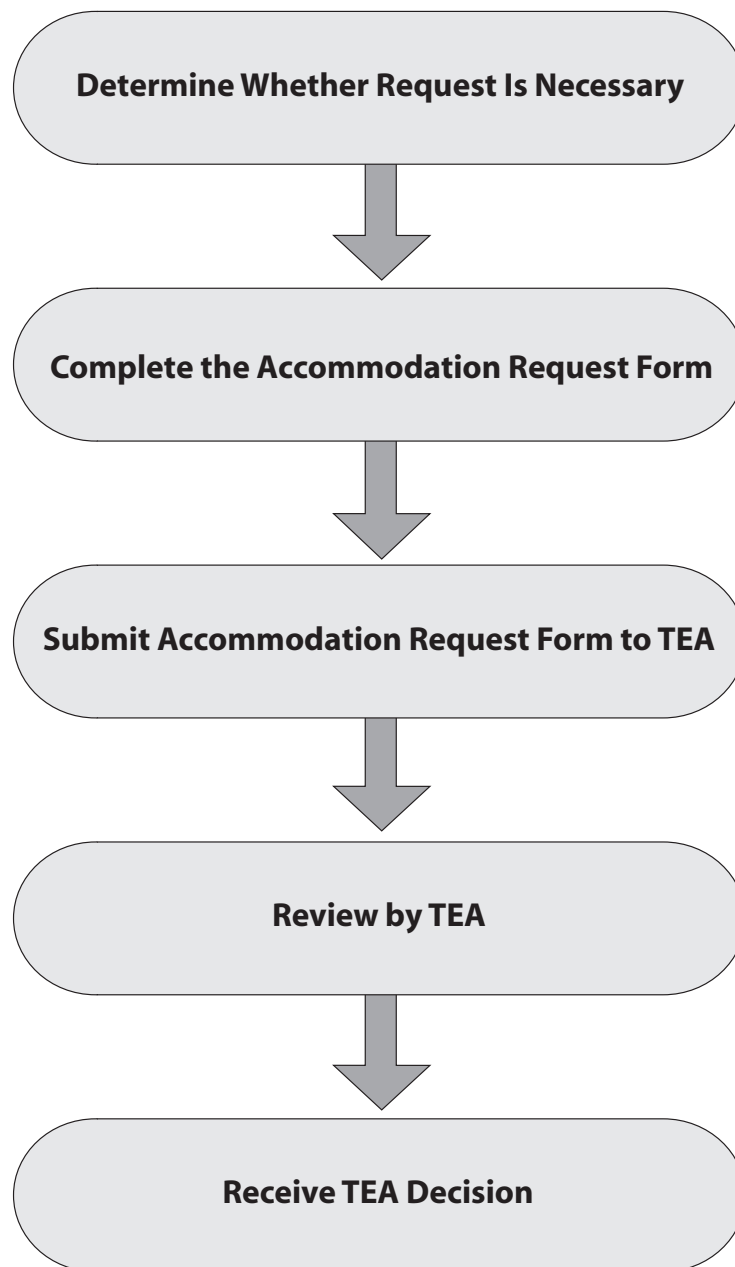
Districts are required to submit an Accommodation Request Form for linguistic accommodations only for tests in non-LAT grades and subjects. For LAT grades and subjects, an Accommodation Request Form is not required.

Testing personnel follow special answer document coding instructions for students who qualify for these provisions. More information about the provisions and answer document coding instructions is found in the *District and Campus Coordinator Manual*.

ACCOMMODATION REQUEST PROCESS

Accommodation Request Process Flowchart

The five steps below outline the process for completing and submitting an Accommodation Request Form. Each step is described in detail on the pages that follow.



Determine Whether Request Is Necessary

This is one of the most important steps in the accommodation request process. Educators **MUST** consult the Accommodations by Category Chart in this manual to determine if an Accommodation Request Form is necessary. All accommodations must be routinely used in classroom instruction and testing and documented in the appropriate paperwork.

Requests should not be submitted for accommodations that are locally determined. For example, a request should not be submitted for the dyslexia bundled accommodations. Eligibility criteria for this accommodation are located in Appendix A of this manual, and it is the responsibility of the school to determine if a student meets these requirements. Other accommodations are allowed on certain assessments if the school determines that a student meets the conditions described under the accommodation in the Accommodations by Category Chart. An example of this can be found under "Other Methods of Response." A student who needs to record answers in the test booklet instead of on the answer document must have a temporary or permanent disabling condition that interferes with or limits the ability to make notes, write down computations, or record answers on a scorable document. This decision is determined locally, based on the school's knowledge of the student's needs. In each of these examples, an Accommodation Request Form should not be submitted.

There are only a few instances in which it is necessary to submit an Accommodation Request Form. Italicized text in the Accommodations by Category Chart emphasizes those accommodations that require the submission of an Accommodation Request Form. An example of this can be found in the Accommodations by Category Chart under "Large Print": *If a student does not meet both of the conditions above, an Accommodation Request Form with objective evidence of student need must be submitted to TEA for review.* For information about submitting Accommodation Request Forms for students who qualify for special provisions as unschooled ELL asylees and refugees, refer to pages 58–59. Information about accommodations for TELPAS that require submission of an Accommodation Request Form is found in the Accommodations by Category Chart and on page 29. In the case of a student needing an accommodation that is not listed in this manual, an Accommodation Request Form must be submitted.

The district testing coordinator is a valuable resource when determining whether a request is necessary. The district testing coordinator is not only responsible for providing information about accommodations to campus testing coordinators and/or school personnel, but is also the contact person for schools when questions arise.

Complete the Accommodation Request Form

Once it has been determined that a request is necessary, schools must follow district policy regarding which personnel may complete Accommodation Request Forms. When completing the form, adhere to these requirements:

- Never include confidential student information, such as first and last name, Social Security number, or pages from an IEP.
- A separate request form should be completed for each student needing an accommodation. Blanket requests for entire classrooms or disability categories will **NOT** be accepted. The request may list multiple testing programs, multiple

accommodations, and/or multiple administrations but must address the needs of only one student per form.

- The name or a description of the accommodation must be provided.
- A rationale that describes why the student needs the accommodation must include objective evidence.

What is Objective Evidence?

Objective evidence is the information provided as the rationale on the Accommodation Request Form that clearly indicates why the student needs the accommodation. Evidence should be individualized for students who may need similar accommodations. Do not include evidence that is vague, irrelevant, or identical for students needing a specific accommodation. Strong objective evidence might include, but is not limited to, the following information:

- explanation of disability and how it relates to the requested accommodation,
- observational narrative describing how the student performs with and without the accommodation, or
- test scores with and without the use of the accommodation.

Objective evidence is crucial when determining whether an accommodation is effective and appropriate. An accommodation should not be provided simply as a matter of convenience, nor should it compromise the content being tested. It should be used only as a tool that is necessary to help ensure that the student has access to the general education curriculum. Ongoing assessment of individual need should be part of every student's instructional program.

Some examples of effective and ineffective objective evidence are included on the following pages. These examples are intended to demonstrate the type of information that is useful for TEA when determining whether an accommodation is approved for use on state assessments. Although these examples should not be copied verbatim, they can be used as general guidelines for the type of student information to include in order to provide a clear picture of each student's needs. Because accommodations are provided on an individual basis, taking into consideration the student's strengths and weaknesses, all rationales should be written to reflect each student's unique needs.

Ineffective and Effective Objective Evidence

Large Print	
<p><u>Ineffective Rationale:</u> This student is served under Section 504, struggles with reading, and therefore prefers large print. He increased his reading benchmark scores from 85% to 93% with the added accommodation of large print.</p> <p>This rationale is ineffective because “struggles with reading” and “prefers large print” are vague descriptions and do not clearly indicate student need. More specificity regarding how large print affects the student’s reading ability is needed. In addition, accommodations are not intended to enhance a student’s performance, but are for students who are unable to be successful without them. For students who are already successful (e.g., obtained a score of 85%) when not using the accommodation, approval is not warranted.</p>	<p><u>Effective Rationale:</u> The student has difficulty decoding grade-level material and reads quickly over unknown words, compromising comprehension as a result. The larger print allows the student to track carefully and more effectively, which causes fewer decoding mistakes and increases comprehension. His reading benchmark scores have increased from 48% without large print to 73% with large print.</p> <p>This rationale is effective because it clearly explains how the student’s area of need relates to the requested accommodation by providing a description of how the student performs with and without large print. The benchmark scores further support the need for this accommodation.</p> <p>For the TELPAS reading tests, the rationale must include information describing the student’s need for a large-print paper test booklet rather than an online administration, and why a comparable technology-based accommodation is not feasible or appropriate for the student.</p>
Calculator	
<p><u>Ineffective Rationale:</u> The student is easily frustrated without the calculator. Scores without the calculator on classroom assignments and tests are approximately 30%–40%. Scores with a calculator are approximately 40%–50%.</p> <p>This rationale is ineffective because, although scores are provided, they show that the student is unsuccessful with and without the use of a calculator. In addition, the use of vague language, such as “easily frustrated,” does not provide a clear picture of need. An explanation of what mistakes the student makes on assignments with and without a calculator would strengthen the rationale.</p>	<p><u>Effective Rationale:</u> The student’s deficits are in basic math calculation and memory retrieval. There is no deficit in math reasoning. Before the use of the calculator, the student failed tests by making mistakes on all operations. The student would “draw out” calculation problems but would miscount the final answer. A multiplication chart would also help, but only with multiplication facts. The student made many mistakes on simple calculations, rarely showing mastery of higher level concepts taught in 6th grade math. The student has been using a calculator for the last two months and has passed all tests. On a standardized math test, the student scored a 594 without a calculator and 672 with a calculator.</p> <p>This rationale is effective because the student’s disability in math calculation is clearly defined and relates to the requested accommodation. In addition, the description of how the student performs with and without the calculator indicates that the accommodation has been successful. It would be helpful, however, to explain the significance of the standardized math test scores.</p>

Photocopying	
<p>Ineffective Rationale: The student was screened for scotopic sensitivity and qualified. The student uses turquoise and gray overlays. For ease in test taking, we would like to copy the test onto colored paper. When the student uses colored paper and/or overlays, it helps tremendously and the student is successful.</p> <p>This rationale is ineffective. Although the student's disability is indicated, the reason why this accommodation is needed instead of other allowable accommodations (e.g., overlays) is not clearly defined. Vague language such as "helps tremendously" does not clearly indicate performance with and without the accommodation. Further, an accommodation should not be provided simply for "ease in test taking."</p>	<p>Effective Rationale: This student has been identified as having a visual impairment (macular degenerative optic nerve hypoplasia) and vision loss is progressive over time. Doctor recommends print size of 20 point font enlargement and the use of optical visual aids for all school work. Although optical visual aids are available, student is not proficient with their use and takes longer to complete tasks. The student is able to complete assignments successfully in less time with larger print. Photocopying test to a 20 point font size is necessary because the state-provided large-print test is smaller.</p> <p>This rationale is effective because it gives a clear description of the student's disability and how it relates to the requested accommodation. The specific font size needed for the student to access the assessment is also indicated.</p> <p>For the TELPAS reading tests, the rationale must include information describing the student's need for a paper test booklet rather than an online administration, and why a comparable technology-based accommodation is not feasible or appropriate for the student.</p>
Supplemental Aids	
<p>Ineffective Rationale: The students are learning disabled in basic reading skills and require the use of the attached science supplemental aids to help guide them through the test and stay on task. The students have a history of doing poorly on tests and become stressed during science testing without this accommodation.</p> <p>This rationale is ineffective because accommodation requests should be based on individual student needs and should not be submitted for an entire group of students. In addition, there is no connection between the disability and the requested accommodation. Lastly, the rationale does not provide scores or any specific description regarding the testing performance of the students with and without the use of supplemental aids.</p>	<p>Effective Rationale: The student qualifies for special education services with an auditory impairment. Hearing loss is mild in her right ear and severe in her left ear. A major component of her instructional methodology is visual emphasis, which is how she learns and performs best. Current full and individual evaluation states that although this student uses a hearing aid to correct her hearing, it should not be assumed that she hears all instruction. Her teachers have found that the use of visual supplemental aids helps this student's success rate in class. As a result, this student uses the attached supplemental aids in class and on district benchmark exams. A benchmark exam shows her scoring 80% correct with the supplemental aids and 35% correct without. Daily assignments show scores of 100% and 75% with the use of supplemental aids and 40% and 48% without their use.</p> <p>This rationale is effective because it relates the student's disability (auditory impairment) to her need for visual supplemental aids. In addition, the scores provided show that the student is successful when using the accommodation. Descriptions of how the accommodation is used in classroom instruction further strengthen the rationale.</p>

Extended Time

Ineffective Rationale: This student has a learning disability and has been diagnosed with ADD. He has behaviors that interfere with attending to task for long periods of time, so he takes longer to complete assignments.

This rationale is ineffective because, as stated in this manual, extended time is reserved for students in unique situations. There is not enough information provided to indicate whether the student's disabilities are unique or rare. An explanation of the student's specific behaviors may have indicated a need for this accommodation.

Effective Rationale: This student has been diagnosed with autism and experiences emotional outbursts (e.g., yelling, destruction of materials) during stressful situations (e.g., testing, transitions). The student was approved for extended time last year. The student continues to use this accommodation on benchmark tests similar in length and rigor to the TAKS test. The fall benchmarks did not include extended time. The student had to be escorted from the room each day due to behavior. Tests were incomplete but scores were: Reading-57, Math-71, and Science-68. He often began yelling, throwing pencils, crying, and finally refused to continue working. Spring benchmarks allowed two days for each test. Scores were: Reading-77, Math-83, and Science-80. The student was able to complete these tests with very little emotional stress, although the student did need frequent breaks and positive reinforcement.

This rationale is effective because it indicates how the student's disability relates to the requested accommodation. The rationale does not simply state that the student has autism. Specific descriptions of the student's behavior provide a clear picture of how the student's disability manifests itself and warrants this accommodation. Although the fact that the accommodation was approved and used last year does not automatically indicate that it will be approved for subsequent years, this rationale provides evidence that evaluation of the effectiveness of the accommodation is ongoing and the accommodation should be continued for student success.

Using the Online Accommodation Request Form

The preferred method for submitting Accommodation Request Forms is via the online system. Accommodation Request Forms may be submitted online using the following guidelines:

1. Access the Accommodation Request Form at <http://www.etesttx.com/af>.
2. The online Accommodation Request Form is completed in four steps. Each screen of the online system contains basic instructions and questions to help the user complete the form.
3. If applicable, attach electronic copies of supplemental aids in a PDF file before completing the submission process. File formats other than PDF may not be accessible via the online system. For requests with identical supplemental aids, there is an option to refer to a prior Accommodation Request Form via an identification number. Do not attach the same documents to multiple requests.
4. You will receive a confirmation page with an identification number. Use the *Print* button to print a copy of the request for your records.

If you need assistance or encounter difficulties when using the online submission process, contact TEA's Student Assessment Division at 512-463-9536.

NOTE: The online system is not secure, so districts should never include confidential student information. The online system uses JavaScript to ensure required information is entered on the Accommodation Request Form. If you are unsure whether your browser supports JavaScript, contact your district's technology support personnel.

In some situations, a district may need to complete a paper version of the Accommodation Request Form, which is located in this section of the manual.

Submit Accommodation Request Form to TEA

Once the Accommodation Request Form has been completed, the district testing coordinator must review it to determine whether the request is necessary and appropriate and, if so, submit it to TEA's Student Assessment Division. Requests should be submitted for accommodations not covered in this manual and for those requiring the submission of an Accommodation Request Form as indicated by italicized text in the Accommodations by Category Chart. The district testing coordinator must "sign" (via a signature on paper forms or by replying to e-mails generated by the online form) the Accommodation Request Form in order for the request to be processed by the TEA Accommodations Task Force. This signature indicates that the district testing coordinator has reviewed the information and agrees that the request is necessary and appropriate. Requests may be submitted to TEA through the online Accommodation Request Form, by e-mail, by fax, or by mail.

- Online Accommodation Request Form: <http://www.etesttx.com/af>
- E-mail: test.accommodations@tea.state.tx.us
- Fax: 512-463-9302
- Mailing Address: 1701 North Congress Avenue, 3-122A, Austin, Texas 78701

If an Accommodation Request Form is submitted, district/campus personnel must not assume approval. Accommodations should not be provided on a state assessment unless listed in this manual as allowed or unless approved by TEA's Student Assessment Division.

Accommodation Request Forms must be received by TEA **at least one week prior to testing** to ensure enough time to respond. Requests sent after this deadline will **NOT** be processed. However, in some cases (e.g., newly enrolled student, medical emergency, updated ARD committee decision) it may be necessary to submit a request after the deadline. In these situations, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.

In the case of an accommodation that necessitates use of a TELPAS reading paper test booklet (including large print), an Accommodation Request Form must be received by TEA **at least two weeks prior to testing** to allow time for processing the request and shipping materials. If the request is approved, TEA will notify the district testing coordinator and place the order for the test booklet.

Review by TEA

After the TEA Accommodations Task Force has received the Accommodation Request Form, the information will be reviewed and the request will be approved, approved with conditions, or denied. In some cases, a representative of the TEA Accommodations Task Force may contact the district for more information. Once a determination has been made, TEA will communicate the decision to the district testing coordinator by e-mail or fax.

This step in the accommodation request process may take several weeks to complete, although every attempt is made to address requests promptly. During the review process, do not resubmit Accommodation Request Forms unless asked to do so by a member of the TEA Accommodations Task Force. If a response has not been received prior to testing or questions arise, the district testing coordinator may contact TEA's Student Assessment Division at 512-463-9536.

Receive TEA Decision

It is the responsibility of the district testing coordinator to ensure that all accommodation decisions and associated information received by fax are relayed to campuses. However, when a request is submitted through the online Accommodation Request Form, both the district testing coordinator and the individual who originated the request will receive an e-mail communication from TEA. It is very important to read the TEA communication in its entirety because each accommodation requested could be approved, approved with conditions or edits, or denied. Information about approved requests should then be shared with appropriate campus personnel who are responsible for planning for test days. Accommodation requests that are approved are valid during an entire testing cycle including all retest administrations.

ACCOMMODATION REQUEST FORM

DISTRICT INFORMATION

District Name: _____ Campus Name: _____
Name/Title of Person Making Request: _____
Signature of Person Making Request: _____
Phone Number: _____ Fax Number: _____
Other: _____

REQUEST

Assessment(s) (*check*): TAKS* ☐ TAKS (Accommodated)* ☐ TAKS-M* ☐ TELPAS ☐
Student's Grade: _____ Administration Date(s): _____
Subject(s): _____
Description of accommodation (*attach another sheet if necessary*): _____

Why does this student need this accommodation?

Does this student routinely receive this accommodation in classroom instruction?

Yes _____ No _____

Is this student receiving support/services through special education or Section 504 of the Rehabilitation Act of 1973?

Yes, Special Education _____ Yes, 504 _____ No _____

Is this accommodation documented in the student's paperwork?

Yes _____ IEP (Special Ed.) ☐ IAP (504) ☐ LPAC ☐ Other ☐ No _____

District Testing Coordinator Signature: _____ Date: _____

Sent to TEA via: _____ on: _____ by (initials): _____

TEA ACCOMMODATIONS TASK FORCE ACTION (for TEA use only)

Approved/Denied by: _____ via: _____ date: _____

Indicate the accommodation category _____ on the scorable document.

Comments: _____

When a request cannot be submitted via the online system, send this form to the TEA Student Assessment Division at 512-463-9302 (fax) or test.accommodations@tea.state.tx.us (e-mail). All requests MUST be received by TEA at least one week prior to testing. For TELPAS reading tests, requests for a paper test booklet must be received by TEA at least two weeks prior to testing.

*Request must specify whether the accommodation is for a LAT administration.

PROVIDING ACCOMMODATIONS DURING INSTRUCTION AND ASSESSMENT

Administering State Assessments with Accommodations

Accommodations used by students on state assessments must be the same as those routinely used in instruction and in local testing. A state assessment should not be the student's first experience using an accommodation except in rare situations. These are usually emergency situations that occur on the day of the test. A student with poor vision may arrive at school without necessary eyeglasses (because, for instance, they are lost or broken) and need a large-print test booklet. A student may have a broken arm and need the assistance of a scribe or the use of a chalkboard for computation. In situations such as these, testing coordinators should first consult the Accommodations by Category Chart in this manual to determine if the accommodation is allowed for use on the test the student will take. If the accommodation is allowable, then the student may use it. However, if the accommodation requires the submission and approval of an Accommodation Request Form, the testing coordinator should immediately contact a member of the TEA Accommodations Task Force at 512-463-9536.

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, it is essential that testing coordinators, special program coordinators, and test administrators communicate to plan the logistics and provisions of assessment accommodations on test day. In some cases teachers are given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all educators to know and understand the requirements related to administering state assessments, including the use of accommodations.

Prior to the day of a test, test administrators should be informed about what accommodations each student will use and how to provide the accommodations properly. For example, test administrators need to know whether a student will be allowed frequent breaks during the testing session, including when and how the breaks will occur. Test administrators providing accommodations, such as giving an oral/signed administration or transcribing student responses, must adhere to specific guidelines so that student scores are valid. Training specific to certain testing accommodations is often required.



Teacher Tools 4 and 6 provide additional information about planning accommodation use during assessments. Refer to the Accommodations Resources page at <http://www.tea.state.tx.us/student.assessment/resources/accommodations>.

Ensuring Test Security

State laws and local policies specify practices to ensure test security and the standardized and ethical administration of state assessments. All district personnel involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in state assessments must

- take appropriate security precautions before, during, and after the administration of the assessment;

- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all accommodations for the administration of the assessment to eligible persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

Failure to adhere to these practices may constitute a testing irregularity or a breach of test security and must be reported and investigated according to state and local testing policies.

For general information regarding test security, refer to the *District and Campus Coordinator Manual* and the *Test Security Supplement*.

Evaluating and Improving the Use of Accommodations

Collecting and analyzing data on the use and effectiveness of accommodations helps ensure the meaningful participation of students in state assessments. Examination of the data by administrators may indicate areas in which educators need additional training and support. Teachers can use the data to make instructional changes at the student level. The data may support the continued use of some accommodations for a student or require the rethinking of others. It is critical to stress that evaluation is not the responsibility of just one individual. Various educators should contribute to the information-gathering and decision-making processes. Below are some guiding questions that can be used by administrators and teachers to evaluate and improve the use of accommodations.

Questions for Administrators

1. When administering state assessments with accommodations, are there policies to ensure that test security and confidentiality are maintained before, during, and after the day of the test?
2. Are students receiving accommodations as documented in their IEPs, IAPs, district-level paperwork, or permanent record file in the case of an ELL?
3. Are there plans in place to ensure that test administrators can correctly provide accommodations during state assessments? For example, there should be training for test administrators who provide an oral administration.

4. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it because they did not have access to the necessary instruction, did not receive necessary accommodations, or received accommodations that were not effective?

Questions for Teachers

1. What accommodations are used by the student during instruction and assessments?
2. What difficulties are encountered in the use of accommodations?
3. What are the perceptions of teachers and others about how an accommodation appears to be working? What is the student's perception of how well the accommodation(s) worked?
4. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it because he or she did not have access to the necessary instruction, did not receive appropriate accommodations, or received accommodations that were ineffective?

APPENDICES

Dyslexia Bundled Accommodations: TAKS and TAKS (Accommodated) Reading

Dyslexia Bundled Accommodations	
Grade/Language	
Grade 3 English and Spanish	
Grade 4 English and Spanish	
Grade 5 English and Spanish	
Grade 6 English	
Grade 7 English	
Grade 8 English	

A series of studies have been conducted to evaluate the effectiveness of a group of accommodations on the performance of students with dyslexia on TAKS reading. The three accommodations must be “bundled,” meaning the accommodations must be provided together. The dyslexia bundled accommodations are available for eligible students taking the TAKS or TAKS (Accommodated) reading tests shown in the table above. Student eligibility is described on the following page. The bundled accommodations are not available for students taking TAKS–M since the test has been modified and provides similar accommodations. Although dyslexia bundled accommodations are not available during LAT administrations, other similar linguistic accommodations are available.

The bundled accommodations are

- orally reading all proper nouns associated with each passage (from the state-supplied proper-nouns list) before students begin individual reading,
- orally reading all test questions and answer choices to students, and
- extending the testing time over a two-day period.

Eligible students should be tested individually or in small groups. Other guidelines for administering the dyslexia bundled accommodations are provided in the *District and Campus Coordinator Manual*. Test instructions specific to the administration of reading tests with the dyslexia bundled accommodations and the applicable proper-nouns list will be provided to test administrators. It is important to note that there are separate dyslexia bundled accommodations test administrator instructions and proper-nouns lists for TAKS (Accommodated).

Eligibility for Dyslexia Bundled Accommodations

A student who meets either of the following criteria is eligible to receive the three bundled accommodations on TAKS or TAKS (Accommodated) reading tests at grades 3–8.

A test administrator may provide the dyslexia bundled accommodations to a student

- not receiving special education services who is identified with dyslexia; or
- receiving special education services who is identified with dyslexia or has documentation in the IEP that indicates that the student exhibits the characteristics of dyslexia, causing him or her to lack word-identification skills and/or to have difficulty reading words in isolation.

In either case, the student must routinely receive accommodations in classroom instruction and testing that address the difficulties he or she has reading words in isolation.

Authority for Decision

For students who meet either eligibility criterion outlined above, the decision to provide the dyslexia bundled accommodations should be made by the student's

- placement committee as required by Section 504 of the Rehabilitation Act of 1973 and must be documented in the student's IAP;
- committee of knowledgeable persons as outlined in *The Dyslexia Handbook* and must be documented in accordance with district policies and procedures; or
- ARD committee and must be documented in the student's IEP.

In the case of an ELL, the decision should be made by the applicable group above, in conjunction with the student's LPAC, and be documented in the student's permanent record file.

Only students who meet the eligibility criteria may receive the dyslexia bundled accommodations. Eligibility is determined locally based on these criteria; therefore, no Accommodation Request Form should be submitted.

Oral/Signed Administration: TAKS, TAKS (Accommodated), and TAKS–M Mathematics, Science, and Social Studies

Oral/Signed Administration	
Grade/Language	Subject Area for Which Accommodation is Available
Grade 3 English and Spanish*	mathematics
Grade 4 English and Spanish*	mathematics
Grade 5 English and Spanish*	mathematics and science
Grade 6 English	mathematics
Grade 7 English	mathematics
Grade 8 English	mathematics, science, and social studies
Grade 9 English	mathematics
Grade 10 English	mathematics, science, and social studies
Grade 11/Exit Level English	mathematics, science, and social studies

*TAKS–M tests are not available in Spanish.

An oral/signed administration is an accommodation for eligible students taking TAKS, TAKS (Accommodated), or TAKS–M mathematics, science, and/or social studies tests. For students who are deaf or hard of hearing and are eligible for this administration, specific guidelines for signing test content for a state assessment are included in Appendix C. Student eligibility is described on the following page.

Oral administration can encompass different levels of reading support for each student on any part of the test (including the state-supplied mathematics and science charts) or on allowable supplemental aids. The test administrator may provide the following levels of support:

- Reading only a few words or phrases at student request
- Reading multiple sentences throughout the test at student request
- Reading the test in its entirety

It is the responsibility of the ARD committee, the Section 504 committee, or the committee of knowledgeable persons to appropriately document the level of reading support the student needs. A student may request a change in the level of reading support provided during testing only if this option is documented.

It is important to remember that for all students in grade 3, reading assistance is part of test administration procedures on the mathematics test and is not considered an accommodation. Documentation of reading assistance in this case is not required. However, if a grade 3 student needs the entire test read aloud, the eligibility criteria for an oral administration must be met and documentation is required.

Test administrators who conduct an oral administration must be familiar with subject-specific terms and symbols associated with the subject-area test. This will ensure that the test is administered accurately. Additional information, including guidelines for reading aloud various types of test questions, can be found in the “Oral Administration” appendix of the appropriate TAKS or TAKS–M test administration directions.

Eligibility for Oral/Signed Administration

An oral/signed administration is allowed only for the mathematics, science, and social studies tests. It is **NOT** allowed for the reading, writing, or ELA tests. (This does not apply to the dyslexia bundled accommodations or the accommodation of reading aloud test questions and answer choices for TAKS–M reading selections.)

A test administrator may read aloud or sign the test questions and answer choices for mathematics, science, and/or social studies tests to a student

- not receiving special education or Section 504 services who is identified as dyslexic;
- receiving Section 504 services who is identified as dyslexic or has evidence of reading difficulties as documented in the IAP;
- receiving special education services who is identified as dyslexic or has evidence of reading difficulties as documented in the IEP; or
- receiving special education services who is deaf or hard of hearing and who has evidence of reading difficulties as documented in the IEP.

In all cases, the student must routinely receive this type of accommodation in classroom instruction and testing.

Authority for Decision

For students who meet any eligibility criterion outlined above, the decision to provide an oral/signed administration should be made by the student’s

- committee of knowledgeable persons as outlined in *The Dyslexia Handbook* and must be documented in writing in accordance with district policies and procedures;
- placement committee as required by Section 504 of the Rehabilitation Act of 1973 and must be documented in the student’s IAP; or
- ARD committee and must be documented in the student’s IEP.

In the case of an ELL, the decision should be made by the applicable group above, in conjunction with the student’s LPAC, and be documented in the student’s permanent record file.

Only students who meet the eligibility criteria may receive an oral/signed administration. Eligibility is determined locally based on these criteria; therefore, no Accommodation Request Form should be submitted.

General Instructions for Administering Braille and Large-Print Tests

Introduction

This set of instructions provides general information about how to administer the braille and large-print versions of the state standardized tests and will be included in the braille and large-print kits that the district testing coordinator receives.

The braille and large-print versions of the tests are available to students with visual impairments. The TAKS tests, including the TAKS (Accommodated) and Spanish versions, and the TAKS-M tests are available in both braille and large print. The same braille form is used for both TAKS and TAKS (Accommodated). The TELPAS reading tests and LAT administrations are available in large print. TELPAS reading assessments cannot be offered in braille because of the critical nature of visual cues used on the test. For information regarding braille versions of LAT, call TEA's Student Assessment Division at 512-463-9536.

Test Materials in Large Print and Braille

Large-print materials are shipped with the initial secure shipment for each administration.* Only districts that have identified eligible students during the enrollment process will receive large-print materials. The large-print test booklets are spiral bound, and the dimensions of the booklets are 11 inches by 14 inches. As with a regular-print test booklet, each subject-area test of a large-print booklet is sealed. Braille materials must be ordered online and will arrive in a separate shipment one week prior to testing. The braille test booklets have single-sided pages and single spacing of braille lines. The booklets are not sealed; instead each subject-area test is presented in a separate booklet.

The decision to use a large-print test booklet should be made in accordance with the guidelines in the Accommodations by Category Chart in this manual. Large-print tests should not be ordered for an entire class.

A student who has an impairment in vision [e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment (VI)] and uses large-print materials in the classroom may use a large-print version of the test. An Accommodation Request Form is not required if the student meets both of these conditions. In most cases, large-print tests should be ordered only for students with an impairment in vision.

For students who are visually impaired and who require a point size larger than the type used on the large-print versions of the tests, submit an Accommodation Request Form requesting to photocopy and enlarge the test materials.

* **NOTE:** Large-print TELPAS reading test booklets are not included in the initial shipment. TELPAS grades 2–12 reading tests are administered online. Refer to page 29 for information about the process for requesting a large-print TELPAS reading test booklet for a student for whom technology-based accommodations are not appropriate.



Charts containing the point sizes for the regular- and large-print tests are provided on the Accommodations Resources page at http://www.tea.state.tx.us/student.assessment/resources/accommodations/point_sizes_matrices.pdf.

Accommodation Request Forms must be received by TEA at least one week prior to testing. In the case of a request for a TELPAS reading paper test booklet, an Accommodation Request Form must be received by TEA at least two weeks prior to testing to allow time for processing the request and shipping materials.

Braille tests are available in both contracted and uncontracted braille. Uncontracted braille tests may be ordered only for students who use uncontracted braille materials routinely during classroom instruction. Orders for braille tests must be submitted at least two weeks prior to testing. Because there is only one braille form per grade and subject area for both TAKS and TAKS (Accommodated), a TAKS braille test booklet should be ordered for a student designated to take TAKS (Accommodated). A corresponding print test booklet will be included in the braille kits for all TAKS/TAKS (Accommodated) and TAKS–M tests. If a student taking a braille test needs an oral administration, the test administrator should use the print test booklet that is included in the braille kit.

A student may have a visual impairment that requires the use of two types of test materials. For example, a student may need to use a braille test booklet in conjunction with a large-print test booklet, or a regular-print test booklet in conjunction with a large-print test booklet. In this case, an Accommodation Request Form should be submitted so that specific instructions regarding the use of both forms can be provided to the district.

Specific Braille Instructions

Specific braille instructions supplement the test administrator manual and are designed to help a test administrator understand and meet the needs of a student taking a braille test. Secure specific braille instructions are included in the shipment of braille materials. Unless otherwise stated in these instructions, the directions contained in the test administrator manual should be followed.

After the braille shipment arrives, but prior to the day of testing, the test administrator should read the specific braille instructions to determine which materials a student may need for testing.

Specific braille instructions are divided into three sections:

- **General Information:** This section gives the test administrator information about the braille test booklet and how it compares to the print test booklet for that grade and subject area. Instructions on how to transcribe the student's responses are also included in this section.
- **Specific Instructions:** This section provides information for the test administrator about how a particular braille test differs from the print version, including information about test items that have been modified, replaced, or omitted to ensure that the test is accessible to a student who reads braille. If a test question has been replaced on

the braille version, a copy of the replacement item will be included at the back of the specific braille instructions for the test administrator to read aloud during an oral administration. This section also provides related administration instructions. For example, test items with a visual element that cannot be rendered in braille will include a description of what is depicted in the print version of the test. Although such descriptions are provided in the braille test booklet, the test administrator may read them aloud from the specific braille instructions at a student's request. This section also informs test administrators of any manipulatives (e.g., a braille ruler or three-dimensional geometric figure) that a student will need in order to complete the test.

- **Test Administrator Directions:** This section includes general and specific information about the braille test that should be read aloud to the students (e.g., whether special symbols or standard braille codes are used on the test). Any information that is on the Transcriber's Notes page in the braille test booklet is also provided in this section.

The specific braille instructions are secure. When administering the braille version of a test, keep in mind that you must follow the same security measures as for the administration of a regular-print test.

Training

Districts should plan appropriately to ensure that individuals who are administering the large-print or braille versions of the tests have received training prior to testing. Only test administrators who have been trained in the procedures and special instructions for testing students with visual impairments should administer the tests.

Campus testing coordinators are responsible for issuing the test materials to the appropriate test administrators. It is important that test administrators be given their test administration materials, including the specific braille instructions, in time to prepare for testing. Campus testing coordinators are also responsible for monitoring braille and large-print test administrations to ensure that they are conducted, to the greatest extent possible, in the same manner as the administration of regular-print tests.

Student Materials and Accommodations

All materials and equipment needed by the student should be furnished before testing begins. Typewriters, computers, and low-vision devices such as a closed-circuit television (CCTV) are allowed. If a student uses a computer to generate a written response (e.g., written composition), the document may be saved periodically while the student is completing the response; however, the response must be deleted when the student finishes testing. All special features (e.g., spell check, word predictor) of a portable word processor or computer must be disabled unless the student receives the accommodation of spelling assistance. As appropriate, the test administrator should have available braille paper, typing paper, pens, crayons, pencils, placeholders, and any

manipulatives specified in the specific braille instructions. For tests that require the availability of a dictionary, students taking the braille version of a test may use an electronic dictionary/thesaurus.

Students who take the braille version of the tests at any grade level may use slate and stylus, electronic note-takers, braille rulers, a Cranmer modified abacus, or speech-output calculators. Students taking the braille version of the grades 9–11/exit level mathematics tests and the grades 10 and 11/exit level science tests may use the audio-graphing calculator (AGC). Other programs that perform graphing functions may not be used if they include a computer algebra system (CAS). Students taking the braille version of the grades 8, 10, and 11/exit level science tests may use a periodic table that is routinely used in the classroom in addition to the Periodic Table of the Elements included with the test booklet.

If a student needs an accommodation not listed in this manual, contact TEA's Accommodations Task Force at 512-463-9536. Depending on the accommodation, submission of a request form may not be necessary.

Students Requiring More Than One Day

Students taking a braille or large-print test may require considerably more time to complete the test than a student without a visual impairment. If the student requires more than the one day designated for each subject-area test, an Accommodation Request Form must be submitted with objective evidence of student need.

Student Response Procedures

The test administrator and the student should determine the best method for the student to respond to the test items. The student may respond by writing on the test booklet, by typing, by using braille, or by indicating the answer to the test administrator. Special consideration should be given to the type of paper that a student will need to generate a response for the written composition and open-ended items. The student's response in its entirety must fit onto the lined pages and/or spaces on the answer document. Students with visual impairments may need to receive individual or small-group administrations in cases where their methods of response might distract other students. Students responding orally will require individual administrations. Special consideration should also be given to lighting conditions for students with low vision.

In the large-print test booklets, the printing on a page is faintly visible through the page that precedes it. To reduce this show-through effect, a large colored sheet is provided with each large-print test. The test administrator should instruct the students to insert this sheet behind the page on which they are working. If a student chooses to mark answers on the large-print test, it is essential that the marks do not bleed through to such a degree that the student is unable to respond to subsequent test items.

A separate sheet for griddable items will be included with large-print materials for TAKS/TAKS (Accommodated) grades 4–exit level mathematics tests and for all TAKS/TAKS (Accommodated) science tests. This sheet must be provided to the student so that the student is aware of the maximum number of boxes available for an answer to a griddable item. If a student writes on the separate sheet, it should be destroyed when the student is finished testing. The TAKS braille test booklets have braille cells that correspond to the number of boxes on the answer document for griddable items. The braille and large-print kits include mathematics and science charts that match

the format of the test. Districts may retain the charts after testing as long as students have not written on them. If a student has written on a chart, it must be destroyed after testing.

Transcribing

Student responses for all braille and large-print tests must be transferred to a scorable document. If this is not done, the student's test cannot be scored.

A scorable test booklet or answer document is provided with each braille or large-print test. The instructions for completing the student identification information and the FOR SCHOOL USE ONLY section of the scorable document can be found in the test administrator manuals. The braille (BR) or the large-print (LP) bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field must be marked. If a student used other accommodations in addition to taking the braille or large-print test, the corresponding bubble (P, R, S, or T) should also be marked in this field.

Transcribing may be done by the test administrator during or after testing. The student's responses should be transcribed as follows:

- Transcribe the student's responses onto the regular-print scorable document exactly as indicated by the student.
- Write "Transcribed by (NAME) because student used the large-print/braille version" at the top of the scorable document on the page where the student identification information is located.
- All transcriptions must be done in No. 2 pencil.

For a student who takes a TAKS/TAKS (Accommodated) braille test, the test administrator will not mark all of the answer bubbles when transcribing the student's responses onto a scorable TAKS answer document. Because the braille version of a TAKS test does not include field-test items, there will be a column of bubbles on the TAKS answer document that will not be used. However, for the TAKS/TAKS (Accommodated) grades 5 and 8 and exit level retests, the test administrator **will** use all of the bubbles on the TAKS answer document.

On TAKS answer documents, the test administrator must ensure that the TEST TAKEN INFO field is marked correctly for each subject-area test taken. Although the same braille form will be administered for both TAKS and TAKS (Accommodated), the test administrator needs to verify which of these tests the student is designated to take based on the decision of the student's ARD committee.

The test administrator may need to contact his or her district testing coordinator to verify how TAKS answer documents should be transcribed and/or marked.

Returning Materials

All braille and large-print materials, including handwritten, typewritten, or brailled responses, must be returned to the district testing coordinator. All regular-print test booklets or answer documents onto which students' responses have been transcribed should be returned in the shipment of scorable materials. The scorable documents for students taking braille and large-print versions of the tests will be processed in the same manner as all other scorable documents.

The braille and large-print test booklets, extra regular-print test booklets, specific braille instructions, and any tape-recorded student responses should be returned in the nonscorable shipment. Any brailled or typewritten responses or handwritten responses on scratch paper (e.g., colored, graph, tactile) that include student notes, answers to multiple-choice items, written compositions, or responses to open-ended reading items must be destroyed after testing. For additional information about what to return in the nonscorable shipment, refer to the *District and Campus Coordinator Manual*.

Contact TEA's Student Assessment Division at 512-463-9536 if you have any questions regarding the administration of braille or large-print tests.

General Instructions for Administering Tests to Students Who Are Deaf or Hard of Hearing

Introduction

This set of general instructions is intended to help test administrators understand and meet the unique testing needs of students who are deaf or hard of hearing. Instructions and guidelines within this appendix are applicable to TAKS, TAKS (Accommodated), and TAKS–M. For information regarding the administration of TELPAS or LAT to a student who is deaf or hard of hearing, call TEA’s Student Assessment Division at 512-463-9536.

Districts should plan accordingly to ensure that those who are administering a test to a student who is deaf or hard of hearing receive training to prepare for this type of test administration and complete the test administrator oath prior to test administration. All district/campus personnel involved in testing students who are deaf or hard of hearing must be familiar with the information in this appendix prior to testing. Unless otherwise indicated in this appendix, regular test administration procedures should be followed when testing a student who is deaf or hard of hearing.

Who May Serve as Test Administrators?

Test administrators should be professionals who hold valid education credentials, such as Texas educator certificates or permits, or who are under the supervision of professionals who hold such credentials. Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants, provided that they are trained in test administration procedures prior to each administration and sign the security oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional throughout the test administration. Refer to the *District and Campus Coordinator Manual* for more information.

Certified Sign Language Interpreters

If a student’s primary access to the TEKS is provided by a deaf educator in a classroom setting, then the deaf educator would be the test administrator. In some cases, a certified sign language interpreter may be needed to facilitate communication between the test administrator and student. Deaf educators and certified sign language interpreters who are employees of the school district should follow the general guidelines outlined in the *District and Campus Coordinator Manual* regarding test administrator responsibilities.

Certified sign language interpreters who are not employees of the district may only facilitate communication between the test administrator and student. They are not allowed to administer tests and therefore may not be left unattended with secure testing materials. However, because of exposure to secure test content, a certified sign language interpreter must be trained in test administration procedures, complete the test administrator oath, and be supervised at all times by a certified professional who is employed by the district at all times.

If an oral/signed administration of a mathematics, science, or social studies test is necessary, the test administrator or certified sign language interpreter must be familiar with the “Oral Administration” appendix that is included in all TAKS and TAKS–M test administration directions and be trained in testing procedures specific to an oral/signed administration.

TEA does not specify the sign language to be used during test administration. The test administrator should employ the sign language that the student routinely uses as part of daily instruction.

Testing Accommodations

Accommodations used during testing must be routinely used during classroom instruction. All materials and equipment needed by the student should be furnished before testing begins. Educators must communicate with the campus testing coordinator regarding the accommodations that are documented in each student’s IEP that will be necessary during testing. The use of any accommodation should be indicated in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the student’s scorable document. Refer to the Accommodations by Category Chart in this manual for specific information about which accommodations are available for eligible students on different assessments.

Information specific to some testing accommodations commonly used during a test administration to deaf or hard of hearing students is included below.

Transcribing the Written Composition and Open-ended Reading Responses

A scribe is a trained test administrator who transcribes student responses onto a scorable answer document. The role of the scribe is to write exactly what the student signs. A scribe may not edit or alter student responses in any way. The student must have the opportunity to review and edit what the scribe has written. The final draft must be transcribed onto the scorable answer document.

If a student uses Contact Signs or a sign system that is a strict form of Manually Coded English, such as Signing Exact English or Morphemic Sign System, student responses would be transcribed word-for-word on the standard answer document.

Some students who use American Sign Language may need their responses to the written composition and/or open-ended reading items translated into correct English grammar. In these situations, an Accommodation Request Form must be submitted to TEA requesting permission to translate a student’s response prior to transcribing it onto the scorable answer document.

Procedures for transcribing can be found in the *District and Campus Coordinator Manual*.

Sign Language Dictionary

When a standard dictionary is used as a supplemental aid, a sign language dictionary that is grade- or ability-appropriate may also be used as long as all conditions and guidelines from Appendix D of this manual are followed. Subject-specific glossaries are not allowed.

When a dictionary/thesaurus is a required part of standard test administration procedures, a grade-appropriate sign language dictionary may be used in conjunction with the standard English dictionary/thesaurus.

Projecting Test Administration Directions and/or Test Content onto a Screen

When the test is administered in sign language, it may be necessary for the print versions of the test administration directions and/or test content to be projected on a screen so that the student can access the test in both print and sign. Projectors that do not involve the photocopying of secure test booklets are preferred and do not require the submission of an Accommodation Request Form.

Projectors that involve the photocopying of secure test booklets require the submission of an Accommodation Request Form. For instance, if a test booklet must be photocopied onto transparencies for use on an overhead projector, an Accommodation Request Form must be submitted to TEA. In this case, one request form may be used for multiple students if additional information is attached that indicates the number of booklets being copied and the number of students receiving the accommodation. Districts must ensure that test security and confidentiality are maintained when photocopying tests. Specific procedures related to this will be provided to districts upon approval of an accommodation request.

Test administration directions are not secure; therefore, photocopying them does not require the submission of an Accommodation Request Form.

Signing, Photocopying, or Amplifying Test Administration Directions

Test administration directions provided during testing may be signed to students who are deaf or hard of hearing. Test administration directions may be further clarified or interpreted as long as the substance of the directions is not changed. When signing test administration directions, only the appropriate TAKS or TAKS–M test administration directions should be used. There is no need for the test administrator to view confidential test materials when signing the test administration directions.

Test administration directions do not contain secure information, and therefore may be photocopied for students who want to read the print directions as the test administrator signs them. An Accommodation Request Form is not required.

A student who is identified as having a hearing impairment may use an amplification device, such as a frequency modulated (FM) system. An Accommodation Request Form is not required.

Signing or Amplifying Test Content

Test content can be signed or amplified for eligible students who are deaf or hard of hearing only in the following cases:

- oral/signed administration of TAKS, TAKS (Accommodated), or TAKS–M mathematics, science, or social studies tests;
- dyslexia bundled accommodations for TAKS or TAKS (Accommodated) grades 3–8 reading tests;
- reading aloud test questions and answer choices for TAKS–M reading selections; and
- reading aloud portions of TAKS–M reading, ELA, and writing tests in accordance with standard test administration procedures.

When test content is signed or amplified, all general instructions regarding the types of administrations listed above should be followed for students who are deaf or hard of hearing. This includes instructions found in this manual, in the TAKS and TAKS–M test administration directions, and in the *District and Campus Coordinator Manual*.

Procedures Specific to Signing Test Content

The sign language used for the types of administrations listed above should be consistent with the sign language used during instruction. When providing a signed administration of a test to a student who is deaf or hard of hearing, the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation for the types of administrations listed above.

The following are guidelines for deciding what sign to use when signing test content during a state assessment.

A. If a sign for a word or phrase exists, the test administrator should use the sign when the word or phrase occurs in print on the test. Signs that are commonly used in sign language are allowable in the signed administration of state assessments.

Occasionally a commonly used sign that is “conceptually accurate” may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction, and therefore should be the sign that is used when the English word “triangle” appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize “triangle” by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

B. If a sign for a word or phrase has been locally developed and routinely used in instruction, the test administrator may use the sign when the word or phrase occurs in print on the test. For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular academic setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction.

An example of a locally developed sign might be for the English word “fission.” It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if “fission” is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of “splitting apart” might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

C. If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test administrator must determine if the word or phrase **IS or **IS NOT** the concept being assessed.**

If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:

What is the range of the sale prices for a Stunt-Pro bicycle at these stores?

The word “range” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.

If the word or phrase **IS NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider the previous sample question:

What is the range of the sale prices for a Stunt-Pro bicycle at these stores?

It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Following the guidelines above may require a test administrator to preview test content in order to properly prepare for a signed administration. Previewing test content is **ONLY** allowed on the day the test is administered and should be done in strict accordance with all standard test security policies and procedures outlined in the *District and Campus Coordinator Manual*. Test administrators conducting an oral/signed administration must be aware that they are viewing secure content and that responding to test items, recording the information they see, or discussing the content of the test at any time is strictly prohibited.

Contact TEA’s Student Assessment Division at 512-463-9536 or test.accommodations@tea.state.tx.us if you have any questions regarding the administration of state assessments to students who are deaf or hard of hearing.

Guidelines for Using Supplemental Aids on State Assessments

A supplemental aid is a resource that assists a student in recalling information. The student must be able to understand the information, but simply needs assistance recalling it. If a student's disability affects memory retrieval, a supplemental aid may be allowed on certain state assessments.

Using a supplemental aid as an accommodation during instruction should not replace the teaching of subject-specific skills as outlined in the state curriculum. The supplemental aid must serve only as a tool and not a source of direct answers. All supplemental aids must be documented in the student's IEP (and permanent record file if the student is an ELL receiving special education services) and must be routinely used in classroom instruction and testing. Although some supplemental aids may be appropriate for instructional use, they may not be appropriate or allowed for use on the state assessment.

Details about using supplemental aids on each state assessment are provided below.

TAKS

Supplemental aids are **NOT** allowed on TAKS, nor are they allowed on LAT administrations of TAKS.

TAKS (Accommodated)

The supplemental aids described in this appendix are allowed on TAKS (Accommodated), including LAT administrations of this assessment. These supplemental aids have been determined to be a tool and not a source of direct answers for the TEKS assessed at each grade and may be provided in accordance with individual student needs. **An Accommodation Request Form is NOT required for the supplemental aids described in this appendix.**

For supplemental aids not listed as allowable in this appendix, an Accommodation Request Form must be submitted to TEA for review to determine whether a student may use it on TAKS (Accommodated). A copy of the supplemental aid must be included with the request. In addition, objective evidence of student need must be included in the *Rationale* section of the request. (Refer to the section of this manual titled "Accommodation Request Process" for more information about objective evidence.) The Accommodation Request Form and the accompanying supplemental aid will be reviewed by TEA and the determination will be communicated to district/campus personnel.

TAKS–M

The supplemental aids described in this appendix are allowed on TAKS–M, including LAT administrations of this assessment. These supplemental aids have been determined to be a tool and not a source of direct answers for the TEKS assessed at each grade and may be provided in accordance with individual student needs. **An Accommodation Request Form is NOT required for the supplemental aids described in this appendix.**

For supplemental aids not listed as allowable in this appendix, district/campus personnel are responsible for reviewing the supplemental aid to determine whether a student may use it on TAKS–M. Specifically, the district/campus personnel must ensure that:

1. The supplemental aid serves only as a tool that a student knows how to use and NOT a source of direct answers for the TEKS assessed at each grade.
2. The supplemental aid includes only content relevant to the student's grade level. It is neither effective nor appropriate to supply a student with information above the student's grade level.
3. The supplemental aid is factual and error-free.
4. The supplemental aid is 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 a state assessment.

TEA determinations about supplemental aids that have been requested for TAKS (Accommodated) can be used as a guide when determining whether an aid may be used for TAKS–M. For example, if TEA determined that a supplemental aid was denied for TAKS (Accommodated) because it was a source of direct answers, the supplemental aid would not be allowed for TAKS–M. Similarly, if TEA determined that a supplemental aid required revisions before it was allowed for TAKS (Accommodated), the same revisions would be required before the supplemental aid could be used for TAKS–M. **An Accommodation Request Form should not be submitted for supplemental aids used on TAKS–M.**

Training slides outlining the review process for TAKS–M supplemental aids will be posted when available on the TAKS–M Resources page at <http://www.tea.state.tx.us/student.assessment/resources/taksm>. District/campus personnel are encouraged to view and share the information as needed.

TELPAS

For the TELPAS grades 2–12 reading tests, the use of a supplemental aid requires an Accommodation Request Form.

Helpful Reminders about Supplemental Aids

The following points are important to remember when considering supplemental aids for use during state assessments.

- Supplemental aids are not allowed on TAKS, even for students who receive special education services. TAKS (Accommodated) is a version of the general assessment that allows supplemental aids for students who receive special education services.
- Supplemental aids are not allowed for students who receive Section 504 services since these students are required to take TAKS.
- Supplemental aids, like all accommodations, should be individualized for each student. Students have different strengths and needs, so it wouldn't be appropriate to provide all students the exact same supplemental aid.
- Supplemental aids used during state assessments must be routinely used during classroom instruction and testing. Do not provide a new or unfamiliar supplemental aid to a student during a state assessment.
- TEA approval of a supplemental aid for one student does not transfer to all students who may use that supplemental aid.
- TEA approval of a supplemental aid is valid only during the testing year in which the request was made.
- TEA approval of a supplemental aid does not guarantee that the supplemental aid is accurate. It is the responsibility of the district/campus personnel to ensure that the content is grade-appropriate, factual, error-free, concise, and well-organized.

Supplemental Aids for Mathematics Allowed on TAKS (Accommodated) and TAKS–M

The following supplemental aids do not require TEA review because they are considered a tool and not a source of direct answers. However, it is the responsibility of district/campus personnel to ensure that the supplemental aids are **grade-appropriate, factual, error-free, concise, and well-organized**.

1. A standard English dictionary (or Spanish dictionary if a Spanish test is administered) that is grade- or ability-appropriate may be used. An Accommodation Request Form is not required. Glossaries, including those made by teachers or students, that contain definitions of subject-specific vocabulary are not allowed.
2. A mnemonic device is a technique that assists with memory. Mnemonic devices that are acronyms and/or phrases may be used to help a student recall information. An Accommodation Request Form is not required. The subject-specific words that the mnemonic represents are not allowed. For example, the acronym "PEMDAS" and/or the phrase "Please Excuse My Dear Aunt Sally" may be used to help a student recall the correct order of operations. But the subject-specific words "Parentheses, Exponents, Multiplication, Division, Addition, Subtraction," and the mathematical symbols associated with the words, cannot be included.
3. Addition charts may be used. An Accommodation Request Form is not required. The addition chart must be a grid used to find answers, not a list of addition facts. Each axis may be numbered up to 9, but no higher than 9. Highlighting or any other indication of special numbers (e.g., even numbers) in the body of the chart is not allowed.
4. Multiplication charts may be used. An Accommodation Request Form is not required. The multiplication chart must be a grid used to find answers, not a list of multiplication facts. Each axis may be numbered up to 12, but no higher than 12. Highlighting or any other indication of special numbers (e.g., perfect squares) in the body of the chart is not allowed.
5. Number lines labeled with the integers -10 to 10 or the whole numbers 0 to 10 may be used; however, the numbers must be grade appropriate. An Accommodation Request Form is not required. For example, it would not be appropriate to provide a number line showing negative integers at grades 3 through 5, but a number line with the whole numbers from 0 to 10 labeled would be appropriate for these grades. Highlighting or any other indication of number patterns (e.g., multiples) is not allowed.
6. A 100 chart may be used. An Accommodation Request Form is not required. Highlighting or any other indication of special numbers (e.g., prime numbers) in the body of the chart is not allowed.
7. A list of words for the numbers 0–9 (zero, one, two,... nine) and the multiples of 10 up to 100 (ten, twenty, thirty,... one hundred) may be used. An Accommodation Request Form is not required.

8. A place value chart may be used. An Accommodation Request Form is not required. The chart may not contain any numbers as specific examples. Place value labels and a decimal point are allowed if they are grade appropriate.
9. A list of key words for the mathematical operations (add, subtract, multiply, and divide) may be used (e.g., all together means add). An Accommodation Request Form is not required.
10. Pictorial models of the following may be used: real or play money, clocks, base-ten blocks, various types of counters, and algebra tiles. An Accommodation Request Form is not required.
11. Pictorial models of fraction bars or fraction circles may be used. An Accommodation Request Form is not required. If the model is labeled, it should not show equivalencies (e.g., $1/2 = 2/4 = 0.5 = 50\%$).
12. Pictorial models of two- and three-dimensional figures may be used. An Accommodation Request Form is not required. A figure may not be labeled with its name, or attributes (e.g., cube, vertex, face). A figure may be labeled only with variables or words that appear on the grade-appropriate mathematics chart provided by TEA. For example, at grade 7 a triangle may be labeled with the variable b and the word base but not the word triangle.
13. Pictorial models and graphics other than those listed above may also be used if they do not contain titles, words, labels, acronyms, numbers, or symbols. An Accommodation Request Form is not required.
14. Blank graphic organizers may be used. This means that the graphic organizer may not contain titles, words, labels, pictures, acronyms, numbers, or symbols. An Accommodation Request Form is not required.

Supplemental Aids for Reading/ELA (reading selections) Allowed on TAKS (Accommodated) and TAKS–M

The following supplemental aids do not require TEA review because they are considered a tool and not a source of direct answers. However, it is the responsibility of district/campus personnel to ensure that the supplemental aids are **grade-appropriate, factual, error-free, concise, and well-organized**.

1. A standard English dictionary (or Spanish dictionary if a Spanish test is administered) that is grade- or ability-appropriate may be used. An Accommodation Request Form is not required. Glossaries, including those made by teachers or students, that contain subject-specific vocabulary are not allowed.
2. A mnemonic device is a technique that assists with memory. Mnemonic devices that are acronyms, phrases, words, pictures, or a combination of these may be used to help a student recall information. An Accommodation Request Form is not required.
3. Checklists that contain general information may be used to remind a student of how a careful reader interacts with text. An Accommodation Request Form is not required. For example, the checklist can remind the student to underline any important information found while reading the selection, or to be sure that answers can be supported with information in the selection. It would not be appropriate to require the student to write down the main idea from each paragraph after reading it or to read the selection multiple times. The checklist should not be a formula for finding the correct answers to certain types of questions. For example, it would not be appropriate for the checklist to remind the student to identify the correct answer in a summary item by finding the answer choice that has elements from the beginning, middle, and end of the selection. This kind of strategy is too prescriptive and limiting. Although certain checklists may be appropriate for use in the classroom for teaching comprehension skills, checklists that are too detailed are not appropriate for use on a state assessment.
4. Blank graphic organizers and graphic organizers that include labels related to literary elements may be used to help students analyze selections. For example, a graphic organizer may have spaces labeled with setting, characters, problem, and problem resolution to help students identify these elements while reading. An Accommodation Request Form is not required.

Supplemental Aids for Writing/ELA
(open-ended reading items, written composition, and revising and editing section)
Allowed on TAKS (Accommodated) and TAKS–M

The following supplemental aids do not require TEA review because they are considered a tool and not a source of direct answers. However, it is the responsibility of district/campus personnel to ensure that the supplemental aids are **grade-appropriate, factual, error-free, concise, and well-organized**.

1. A mnemonic device is a technique that assists with memory. Mnemonic devices that are acronyms, phrases, words, pictures, or a combination of these may be used to help a student recall information. An Accommodation Request Form is not required.
2. Checklists that contain general information may be used to help a student stay focused and to remind him or her of the necessary steps for completing a task. An Accommodation Request Form is not required. Checklists that are too specific or time consuming are not allowed. For example, the checklist can remind the student to make a plan before writing or to proofread written work. But it would not be appropriate to require the student to include a certain number of paragraphs organized in a particular way. A guiding principle is that checklists should not provide a formula for writing a composition. The student should know that there are various ways to produce an effective composition.
3. A list of grade-appropriate grammar rules may be used. An Accommodation Request Form is not required. The list may not contain any specific examples.
4. A list of grade-appropriate vocabulary may be used to help students with word choice when composing a written response. For example, lists of homophones and synonyms for commonly used words may be provided. An Accommodation Request Form is not required. A list may not contain any specific examples of a word's use.
5. Blank graphic organizers may be used. This means that the graphic organizer may not contain titles, words, labels, pictures, acronyms, numbers, or symbols. An Accommodation Request Form is not required.

Supplemental Aids for Social Studies Allowed on TAKS (Accommodated) and TAKS–M

The following supplemental aids do not require TEA review because they are considered a tool and not a source of direct answers. However, it is the responsibility of district/campus personnel to ensure that the supplemental aids are **grade-appropriate, factual, error-free, concise, and well-organized**.

1. A standard English dictionary that is grade- or ability-appropriate may be used. An Accommodation Request Form is not required. Glossaries, including those made by teachers or students, that contain subject-specific definitions are not allowed.
2. A mnemonic device is a technique that assists with memory. Mnemonic devices that are acronyms may be used to help a student recall information. An Accommodation Request Form is not required. The subject-specific words that the mnemonic represents are not allowed. For example, the acronym "HOMES" may be used to help a student recall the names of the Great Lakes, but the names of the lakes cannot be included.
3. Blank maps may be used if there is no labeling or numbering of any features on the map. A student could use both physical and political world or U.S. maps. In addition, maps that represent historic events but contain no text or numbering may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). An Accommodation Request Form is not required.
4. Blank timelines may be used if they contain only dates and have no labeling (text or pictures) of events connected to those dates. An Accommodation Request Form is not required.
5. Skills checklists without specific examples may be used to help students read maps and graphs or to answer cause-and-effect questions. For example, students may be directed to read the title of a map and analyze the map key. An Accommodation Request Form is not required.
6. Blank graphic organizers may be used. This means that the graphic organizer may not contain titles, words, labels, pictures, acronyms, numbers, or symbols. An Accommodation Request Form is not required.

Supplemental Aids for Science Allowed on TAKS (Accommodated) and TAKS–M

The following supplemental aids do not require TEA review because they are considered a tool and not a source of direct answers. However, it is the responsibility of district/campus personnel to ensure that the supplemental aids are **grade-appropriate, factual, error-free, concise, and well-organized**.

1. A standard English dictionary (or Spanish dictionary if a Spanish test is administered) that is grade- or ability-appropriate may be used. An Accommodation Request Form is not required. Glossaries, including those made by teachers or students, that contain subject-specific definitions are not allowed.
2. A mnemonic device is a technique that assists with memory. Mnemonic devices that are acronyms and/or phrases may be used to help a student recall information. An Accommodation Request Form is not required. The subject-specific words that the mnemonic represents are not allowed. For example, the phrase “King Phillip, Come Out For Goodness Sake” may be used to help a student recall classification categories, but the words “Kingdom, Phylum, Class, etc.” cannot be included.
3. Graphics may be used if they do not contain titles, words, labels, acronyms, numbers, or symbols. Graphics that illustrate cycles (e.g., the water cycle, carbon cycle, or life cycle), food chains, or webs may have arrows showing the series of events. An Accommodation Request Form is not required. Graphics of the following are **NOT** allowed because they may be a source of direct answers: moon phases, eclipses, changes in seasons, tilt of the earth, reflection, refraction, equinox information, states of matter, and the atom.
4. Addition charts may be used. An Accommodation Request Form is not required. The addition chart must be a grid used to find answers, not a list of addition facts. Each axis may be numbered up to 9, but no higher than 9. Highlighting or any other indication of special numbers (e.g., even numbers) in the body of the chart is not allowed.
5. Multiplication charts may be used. An Accommodation Request Form is not required. The multiplication chart must be a grid used to find answers, not a list of multiplication facts. Each axis may be numbered up to 12, but no higher than 12. Highlighting or any other indication of special numbers (e.g., perfect squares) in the body of the chart is not allowed.
6. Blank graphic organizers may be used. This means that the graphic organizer may not contain titles, words, labels, pictures, acronyms, numbers, or symbols. An Accommodation Request Form is not required.