# Writing / ELA

## Supplemental Aids Allowed on TAKS (Accommodated) and TAKS–M

page 96 of the *2010-2011 Accommodations Manual*



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# Disclaimer

These slides have been prepared and approved by the Student Assessment Division of the Texas Education Agency.

If any slide is amended or revised for use in local or regional trainings, please remove the TEA footer at the bottom of the slide.

- The following examples of supplemental aids that are marked with the ✓ symbol are allowed for use by eligible students on TAKS (Accommodated) and TAKS–M. These 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.

- Examples of supplemental aids marked with the ✗ symbol are not allowed on state assessments without review, or must be edited to follow the guidelines listed in Appendix D.

# Mnemonic Devices (p. 96 #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.

D—Decide on goals and theme
E—Estimate main ideas and details
F—Figure best order of main ideas and details
E—Express the theme
N—Note each main idea and supporting point
D—Drive home the message
S—Search for errors and correct

If the mnemonic device does not follow the above guideline, submit an ARF for use on TAKS (Accommodated), review it locally for use on TAKS–M, or you may consider editing the supplemental aid to meet Appendix D guidelines.

# Checklists (p. 96 #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. Checklists should not provide a formula for writing a composition.

**Revising checklist**

**Focus/Coherence**
- *Is my main point clear?
- *Do all my ideas support my main point?

**Organization**
- *Did I repeat any ideas?
- *Is each idea/paragraph related?
- *Are my thoughts linked from paragraph to paragraph?
- *Did I include ideas that don't belong?

**Development**
- *Did I explain my ideas with supporting details?
- * Did I present my ideas thoughtfully?

**Introduction**
- _____ indented
- _____ states what the story is about
- _____ hooks the reader

**Body**
- _____ indented
- _____ one main idea
- _____ has setting
- _____ has sensory details
- _____ has comparison
- _____ has thought shot
- _____ zooms in

**Conclusion**
- _____ indented
- _____ restates the prompt
- _____ has emotional connection
- _____ has a memory, decision, feeling, or hope

If the checklist does not follow the above guideline, submit an ARF for use on TAKS (Accommodated), review it locally for use on TAKS–M, or you may consider editing the supplemental aid to meet Appendix D guidelines.

# Grammar Rules (p. 96 #3)

A list of grade-appropriate grammar rules may be used. An Accommodation Request Form is not required. This list may not contain any specific examples.

PARTS OF SPEECH:

*NOUN ..... word that names a person, place, thing, or idea
*VERB ..... word that shows action or state of being
*ADJECTIVE ..... word that tells what kind, how many, or which one
*ADVERB ..... word that tells when, where, how, or how much
*PRONOUN ..... word that takes the place of a noun or nouns
*CONJUNCTION .... word that connects words or groups of words
*PREPOSITION ..... word that shows a relationship between a noun and another word in the sentence

Parts of Speech

NOUNS – name a person, place, thing, or idea.
Examples: teacher school recess

PRONOUNS – take the place of a noun.
Examples: he she it they

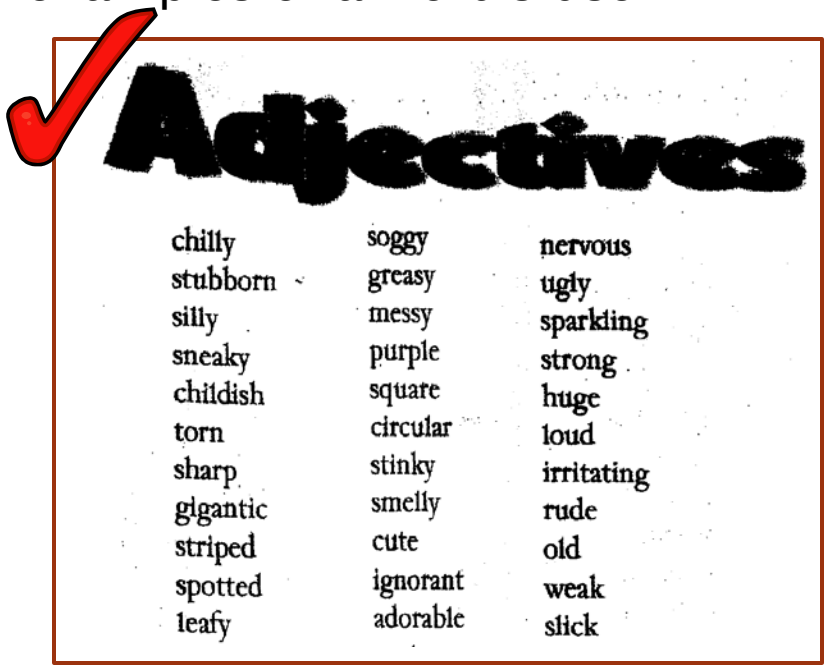
VERBS – show action or state of being.
Examples: see run read swim

ADJECTIVES – describe a noun, such as in size, color, and number.
Examples: big bike red car three girls

If the list contains any specific examples, submit an ARF for use on TAKS (Accommodated), review it locally for use on TAKS–M, or you may consider editing the supplemental aid to meet Appendix D guidelines.

# Vocabulary Lists (p. 96 #4)

A list of grade-appropriate vocabulary may be used to help students with word choice when composing a written response. An Accommodation Request Form is not Required. A list may not contain any specific examples of a word's use.



**Adjectives**

| | | |
|---|---|---|
| chilly | soggy | nervous |
| stubborn | greasy | ugly |
| silly | messy | sparkling |
| sneaky | purple | strong |
| childish | square | huge |
| torn | circular | loud |
| sharp | stinky | irritating |
| gigantic | smelly | rude |
| striped | cute | old |
| spotted | ignorant | weak |
| leafy | adorable | slick |

**Homophones**

There – The box is over there.
Their – That is their car.
They're - They're my cousins.

Its – The dog hurt its paw.
It's – It's my favorite food.

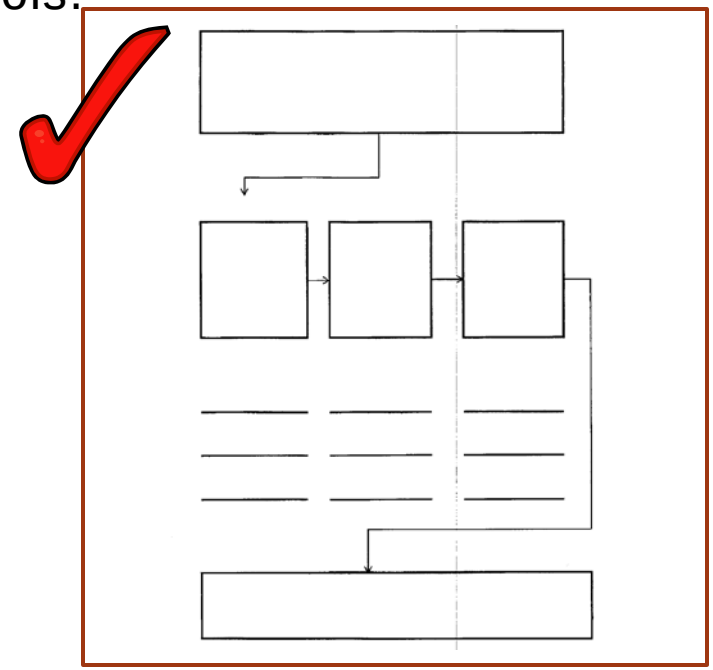
Through – He went through the door.
Threw – She threw the ball.

Peace – I need peace and quiet.
Piece – I would like a piece of pizza.

If the list contains any specific examples of a word's use, submit an ARF for use on TAKS (Accommodated), review it locally for use on TAKS–M, or you may consider editing the supplemental aid to meet Appendix D guidelines.

# Blank Graphic Organizers (p. 96 #5)

Blank graphic organizers may be used. This means that the graphic organizer may not contain titles, words, labels, pictures, acronyms, numbers, or symbols.



If the graphic organizer is not blank, submit an ARF for use on TAKS (Accommodated), review it locally for use on TAKS–M, or you may consider editing the supplemental aid to meet Appendix D guidelines.

Thank you for reviewing the “Writing/ELA Supplemental Aids Allowed on TAKS (Accommodated) and TAKS-Modified” slide show presentation. Please share the contents of this presentation with educators at the campus and classroom. It is the intent of the TEA’s Student Assessment Division that all resources created for the purpose of clarification or facilitation of testing accommodations be accessible and familiar to classroom teachers.

If you continue to have questions regarding supplemental aids, please contact your Campus/District Testing Coordinator.