Reading / ELA

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

page 95 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.

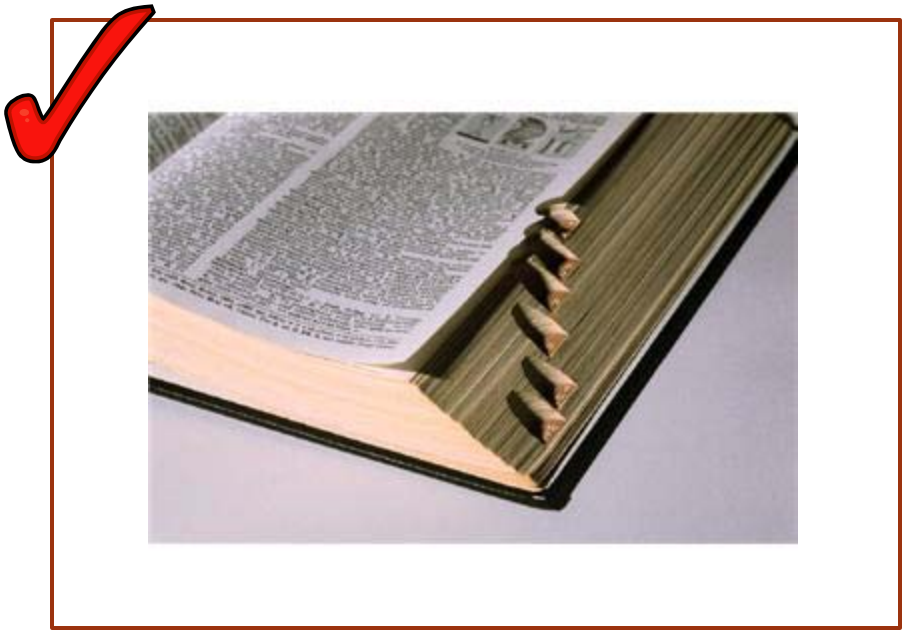
- The following examples of supplemental aids that are marked with the ✓ symbol are allowed for use by eligible students on TAKS (Accommodated) and TAKS–M. These supplemental aids **do not** require TEA review because they are considered a tool and not a source of direct answers.

- 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.

Dictionaries (p. 95 #1)

A standard English dictionary (or Spanish dictionary if a Spanish test is administered) that is grade- or ability-appropriate may be used.



If the dictionary does not follow the above guideline, submit an ARF for use on TAKS (Accommodated), or review it locally for use on TAKS–M.

Dictionaries (p. 95 #1)

Glossaries, including those made by teachers or students, that contain definitions of subject-specific vocabulary are not allowed.

Exposition – the introductory material which gives the setting, creates the tone, presents the characters, and presents other facts necessary to understanding the story.

Foreshadowing – the use of hints or clues to suggest what will happen later in the story.

Inciting Force – the event or character that triggers the conflict .

Conflict – the essence of fiction. It creates plot. The conflicts we encounter can usually be identified as one of four kinds. (Man versus…Man, Nature, Society, or Self)

Rising Action – a series of events that builds from the conflict. It begins with the inciting force and ends with the climax.

Crisis – the conflict reaches a turning point. At this point the opposing forces in the story meet and the conflict becomes most intense. The crisis occurs before or at the same time as the climax.

Climax – the climax is the result of the crisis. It is the high point of the story for the reader. Frequently, it is the moment of the highest interest and greatest emotion. The point at which the outcome of the conflict can be predicted.

Falling Action – the events after the climax which close the story.

Resolution (Denouement) – rounds out and concludes the action.

An individual definition of a vocabulary word requires an ARF for use on TAKS (Accommodated), or local review for use on TAKS–M.

Mnemonic Devices (p. 95 #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.

R-Read

U-Underline & highlight

B-Break down question

I-Identify concepts

E-Eliminate

S-Select

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. 95 #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. Checklists that are too detailed are not appropriate for use on a state assessment.

Five Strategies for Effective Reading

Predict—Make a guess about what will happen next.

Clarify—Make sure you understand the text. This text was about…

Connect—This text makes me think of…

Visualize—As I read I can see…

Question—What does the author mean by_____?

Summary questions (Only do the following if the passage contains a summary question)

Step one: Divide the total number of paragraphs by 3

Example: 22 paragraphs divided by three is 7 – you have one left over so put it in the middle

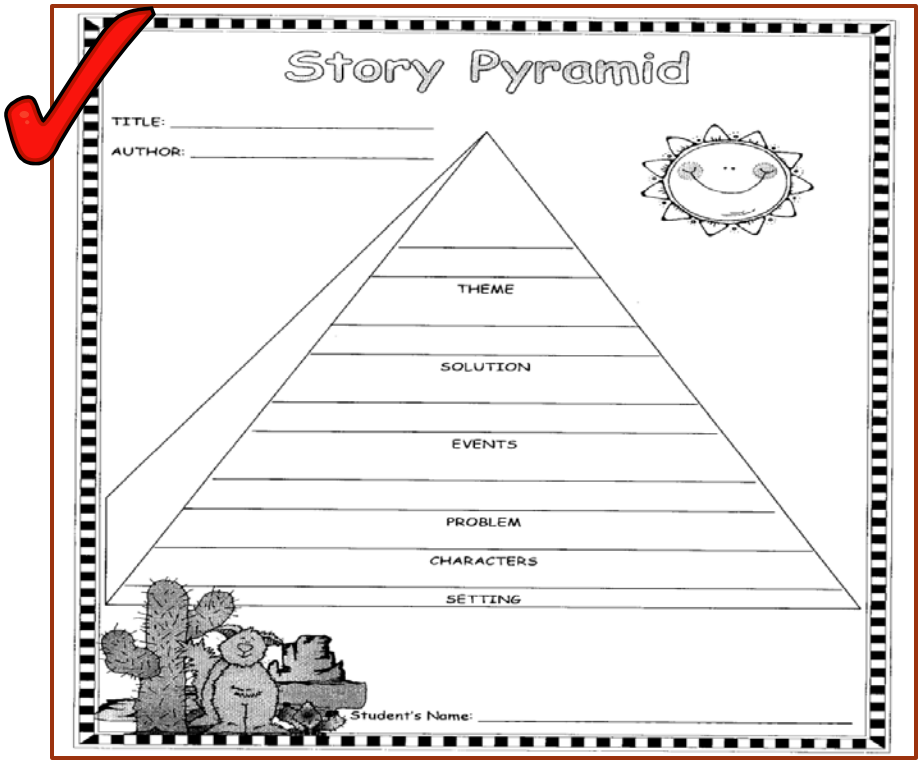
Step two: Since your number is 7, you'll bracket paragraphs 1-7 as B (for beginning), paragraphs 8-15 as M (for middle – remember the extra is going in the middle), and bracket 16-22 as E (for end).

Step three: …etc.

If the checklist is detailed, please 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.

Graphic Organizers (p. 95 #4)

Blank graphic organizers and graphic organizers that include labels related to literary elements may be used to help students analyze selections.



If the graphic organizer does not follow the above guideline, submit an ARF for use on TAKS (Accommodated), or review it locally for use on TAKS–M.

Thank you for reviewing the “Reading/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 level. 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.