Updates to the 2007-2008 Accommodations Manual

10/15/07	Page 6	In the second sentence in the box the word “the” was moved to make the sentence more accurate.
10/15/07	Page 18	In the last paragraph, TAKS-Alt was specified rather than referring to “other assessments” to provide clarity.
10/15/07	Page 73	The “ARD exemption” glossary entry was removed because it was no longer accurate and was determined to be more confusing than helpful.
11/13/07	Page 79	The point sizes for the grade 6 math items and grade 8 science passage were changed to reflect the correct point sizes.

Texas Student Assessment Program

2007–2008 Accommodations Manual

Guidelines for Selecting, Administering, and Evaluating the Use of Accommodations

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INTRODUCTION

Introduction

The purpose of the *Accommodations Manual* is to provide guidance to admission, review, and dismissal (ARD) committees, Section 504 committees, language proficiency assessment committees (LPACs), administrators, and district- and campus-level assessment staff in selecting, administering, and evaluating the use of accommodations in instruction and assessment. The information in this manual is applicable to students requiring accommodations. The *Accommodations Manual* will help districts to understand the importance of

- **Expecting** students to achieve grade-level academic content standards
- **Learning** about accommodations for assessment
- **Selecting** accommodations for assessment of individual students
- **Administering** appropriate accommodations during assessment
- **Evaluating** and improving accommodation use

To ensure that students are given access to accommodations that they need during state testing, district personnel need to be familiar with guidelines for selecting, administering, and evaluating the use of accommodations.

Who Needs Accommodations Information

Regional Level	Education service center staff
District Level	Superintendents Testing coordinators Curriculum directors Special education administrators
Campus Level	Principals and other administrators Testing coordinators Test administrators Educational diagnosticians Licensed specialists in school psychology Counselors Teachers Parents Students

COMPONENTS OF THE TEXAS STUDENT ASSESSMENT PROGRAM

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 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 includes a form called TAKS (Accommodated) for students served by special education who meet the eligibility requirements for certain specific accommodations. The TAKS (Accommodated) form includes format accommodations (larger font, fewer items per page, etc.) and contains no embedded field-test items. TAKS (Accommodated) will be available for all English TAKS tests beginning in spring 2008. Retest opportunities for TAKS (Accommodated) exit level assessments will be offered beginning in July 2008.

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

  Grades 3–6 reading

  Grades 3–6 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 and for whom TAKS is not appropriate. TAKS–M covers the same grade-level content as TAKS, but TAKS–M tests have been modified in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.). TAKS–M is not available in Spanish.

  The 2008 TAKS–M operational tests will include

  Grades 3–8 reading

  Grade 10 English language arts (ELA)

  Grades 3–8 and 10 mathematics

  Grades 5, 8, and 10 science

  The 2008 TAKS–M field tests will include

  Grade 9 reading

  Grades 9 and 11 mathematics

  Grades 4 and 7 writing

  Grade 11 English language arts (ELA)

  Grade 11 science

  Grades 8, 10, and 11 social studies

- TAKS–Alternate (TAKS–Alt) is an alternate assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements. TAKS–Alt is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers then score student performance using the TAKS–Alt rubric and submit results and evidence through an online instrument. 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 recent immigrant English language learners who are granted a limited English proficiency (LEP) exemption under state law but are required to be assessed in certain grades and subjects under the federal No Child Left Behind Act (NCLB). LAT administrations of TAKS, which includes TAKS (Accommodated), and TAKS–M tests are available for

  Grades 3–8 reading and grade 10 English language arts (ELA)

  Grades 3–8 and 10 mathematics

  Grades 5, 8, and 10 science

- The Texas English Language Proficiency Assessment System (TELPAS) assesses the progress that LEP students make in learning the English language. TELPAS is composed of holistically rated assessments (formerly known as the Texas Observation Protocols) and multiple-choice assessments (formerly known as the Reading Proficiency Tests in English).

  The TELPAS holistically rated assessments are based on student observations and written student work. These assessments are administered for

  Grades K–1 listening, speaking, writing, and reading

  Grades 2–12 listening, speaking, and writing

  The TELPAS multiple-choice assessments have been revised and will be administered for the first time in spring 2008. These assessments are administered for

  Grades 2–12 reading

Information about accommodations that are provided during TELPAS and LAT administrations is not included in this manual. Information about TELPAS and the LAT process for LEP-exempt students, including LEP-exempt students served by special education, may be found in the TEA publications titled *LPAC Decision-Making Process for the Texas Assessment Program*, *Revised ARD Committee Decision-Making Process for the Texas Assessment Program*, and the *District and Campus Coordinator Manual*.

EXPECTING STUDENTS TO ACHIEVE GRADE-LEVEL ACADEMIC CONTENT STANDARDS THROUGH ACCESS TO THE GENERAL CURRICULUM

Expecting Students to Achieve Grade-Level Academic Content Standards Through Access to the General Curriculum

The Texas Education Agency (TEA) is developing an assessment system that is designed to meet federal and state requirements to include all students served by special education in statewide academic skills assessments. When this assessment system is fully implemented, the Texas Student Assessment Program will be in compliance with state requirements under Section 39.023 of the Texas Education Code and with federal requirements under the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

The current Texas assessment program not only reflects the rigor of the Texas Essential Knowledge and Skills (TEKS) curriculum but also seeks to include all students served by special education in the Texas Assessment of Knowledge and Skills (TAKS) while providing alternatives for students whose academic achievement and progress cannot be measured appropriately with TAKS. All students have the right to have access to as much on-grade-level curriculum as possible so that they can reach their academic potential. For students receiving special education services, assessment considerations and decisions lie with the ARD committee, the members of which must weigh the benefits of rigorous and challenging expectations with the possibilities of success, given each student's individual strengths, needs, instruction, and accommodations. When testing accommodations are selected appropriately and used in a manner consistent with instruction, Texas can demonstrate that fair and accessible accommodations are available to students, as required by state and federal laws.

Both federal and state laws require that all students receiving special education services be administered assessments intended to hold schools accountable for the academic performance of students. ARD committee members must actively engage in a planning process for students served by special education that addresses

- the use of accommodations to provide students with access to grade-level instruction and state assessments, and
- the use of an alternate assessment to assess the achievement of students for whom the general assessment is not appropriate.

Federal Requirements

No Child Left Behind Act of 2001

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law requires public accountability at the campus, district, and state levels for all students. NCLB explicitly calls for

> …the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. (The term 'such assessments' refers to a set of high-quality, yearly student academic assessments.)

> …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 (3) (C) (ii)].

Through this federal legislation as well as other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to

- how the most successful schools are including all students in standards-based education based on grade-level content standards
- how well students are achieving standards, and
- what needs to be improved upon for specific groups of students.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic content standards (*what* students should learn) and academic achievement standards (*how well* they should learn) in reading/language arts and mathematics, with science added in 2007–2008, form the basis of federal accountability systems. State assessments are the mechanism for checking whether schools have succeeded in ensuring that students attain the knowledge and skills defined by the content standards. By 2005–2006, states were required to provide assessments in reading/language arts and mathematics for all students in grades 3–8 and once in high school. In 2007–2008, states are required to provide science assessments in at least one grade in each of three grade spans (3–5, 6–9, 10–12). Federal accountability is defined in terms of Adequate Yearly Progress (AYP), a way to measure the achievement of academic standards for all students and individual student groups each year. Campuses, districts, and states are held accountable for achieving academic standards on an annual basis through public reporting and ultimately through consequences if AYP is not achieved.

> Further information about the No Child Left Behind Act of 2001 is available online at http://www.ed.gov/policy/elsec/leg/esea02/index.html.

Individuals with Disabilities Education Improvement Act of 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through an individualized education program (IEP) developed on the basis of a child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments. IDEA requires that

> Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a) (16) (A)].
>
> The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes…a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are

needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d) (1) (A) (V) and VI)].

Further information about the Individuals with Disabilities Education Improvement Act of 2004 is available online at http://idea.ed.gov/.

State Requirements

Texas Education Code Section 39.023

Section 39.023 of the Texas Education Code (TEC) mandates that criterion-referenced assessments be developed and administered to students enrolled in grades 3–11 and contains provisions for assessing students served by special education.

The TEC is available online at http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm.

Equal Access to Grade-Level Content

Legislation in recent years has increased accountability by ensuring the inclusion of students with disabilities. This has increased the awareness that all students are required to have (and deserve) equal access to grade-level content. Academic content standards set educational targets for students at each grade level. By using a range of instructional strategies based on the varied strengths and needs of students, teachers ensure that students work toward grade-level content standards. Providing accommodations during instruction and assessments may also promote equal access to grade-level content. To accomplish this goal of equal access,

- ARD committee members should be familiar with the grade-level content standards and assessment requirements,
- ARD committee members should know where to locate content standards and updates, and
- general and special educators must collaborate.

All students with disabilities can work toward grade-level academic content standards, and most of these students will be able to achieve these standards when the following three conditions are met.

1. Instruction is provided by 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.
2. IEPs for students with disabilities are developed in such a way as to ensure the provision of specialized instruction.
3. Appropriate accommodations are provided to help students access grade-level content.

The process for selecting, administering, and evaluating accommodations for **assessment** is the sole focus of the *Accommodations Manual*.

The Texas Student Assessment Program assesses eligible students in the grade-level Texas Essential Knowledge and Skills (TEKS) curriculum.

Information about the TEKS curriculum is available online at http://www.tea.state.tx.us/curriculum/.

LEP Students Receiving Special Education Services

LEP students 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 the linguistic and special education needs of these students. It is also important for ARD committees and LPACs to collaborate on the assessment needs of these students, both in terms of appropriate participation in assessments and appropriate use of accommodations during testing.

LEP students served by special education who are recent immigrants *and granted a LEP exemption under Texas law* are eligible to receive linguistic accommodations as part of the LAT assessment process. LAT accommodations and assessment procedures are not included in this manual but are described in detail in the following TEA publications:

- *Revised ARD Committee Decision-Making Process for the Texas Assessment Program* (available October 2007)
- *LPAC Decision-Making Process for the Texas Assessment Program* (updated annually; available December 2007)
- *2008 District and Campus Coordinator Manual* (available December 2007)
- *2008 LAT Test Administrator Manual* (available spring 2008)

ARD committees and LPACs should keep in mind that LEP-exempt students served by special education who participate in LAT administrations may also be eligible for accommodations discussed in this manual.

LEARNING ABOUT ACCOMMODATIONS FOR ASSESSMENT

Learning About Accommodations for Assessment

What are Accommodations?

Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with special needs.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home and in the community. Some students will continue to need accommodations as they get older, in postsecondary education and at work. Accommodations for instruction and assessment are very closely connected.

Accommodations are intended to reduce or even eliminate the effects of a student's disability or limitation; however, they do not reduce learning expectations. The accommodations provided to a student should be the same for classroom instruction, classroom assessments, and district and state assessments. Certain accommodations may be needed more often at some grades than others depending on academic content and rigor. **It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.** For example, a student may routinely listen to text read aloud as part of instruction, but an oral administration of a reading test changes the construct of what is being measured. In other words, reading aloud a standardized reading test is no longer testing reading comprehension but rather listening comprehension. There may be consequences (e.g., invalidating a student's test score) that result from the use of some accommodations during state assessments. It is very important that educators become familiar with state policies as outlined in this manual regarding the use of accommodations.

Description of Accommodations Categories

The accommodations in this manual are categorized in four ways: presentation, response, setting, and timing and scheduling.

- **Presentation Accommodations** allow students to access information in alternate formats to regular print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
- **Response Accommodations** allow students to complete activities, assignments, and assessments using methods other than paper-and-pencil or machine-scorable responses. Response accommodations may also include allowing students to solve or organize problems using some type of assistive device (e.g., highlighter, mathematics chart, blank graphic organizer).
- **Setting Accommodations** change the location in which a test or assignment is given or the conditions of the assessment setting.
- **Timing and Scheduling Accommodations** increase the standard length of time to complete an assignment or assessment or possibly change the way the time is organized.

SELECTING ACCOMMODATIONS FOR ASSESSMENT OF INDIVIDUAL STUDENTS

Selecting Accommodations for Assessment of Individual Students

To assure that students with disabilities are engaged in standards-based instruction and assessments, educators must be knowledgeable about the TEKS and state and district assessments. Effective decision making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability and present level of performance in relation to the TEKS. The process of making decisions about accommodations requires, in essence, that educators attempt to "level the playing field" so that all students can participate in the general education curriculum and assessments. Accommodation decisions should be based on individualized needs; they should not be made for entire groups of students in a class or with a particular disability. Likewise, committee meetings (ARD, Section 504 plan, parent conferences, etc.) that simply engage people in checking boxes on a state or local "compliance" document are not conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum and assessments.

Questions to Guide Accommodations Selection

Selecting accommodations for instruction and assessment is the role of a student's parent, teacher, ARD committee, Section 504 committee, and/or LPAC committee in coordination with appropriate school and district administrators. The questions provided below will help guide the selection of appropriate accommodations for students who need them.

- What are the student's learning strengths and what needs further improvement?
- 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 to master the grade-level TEKS?
- What accommodations will increase the student's access to meaningful and 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.)
- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and not used?
- What is the student's perception of how well an accommodation "worked"?
- What are the perceptions of parents, teachers, and specialists about how well the accommodation worked?
- Are there effective combinations of accommodations for the student?
- What difficulties did the student experience when using accommodations?

- Should the student continue to use a particular accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that appear to match a student's needs, the questions below should also prove helpful.

- What is the student's willingness to learn to use the accommodation?
- What opportunities does the student have to learn how to use the accommodation in classroom settings?
- Under what circumstances would this accommodation be approved for use on a state assessment?

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Refer to Fact Sheet 1 and Teacher Tool 1 in the appendices (pages 53 and 59) for additional assistance in selecting appropriate accommodations.

Documenting Accommodations on a Student's IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for ARD committees that follow good IEP practices. With information obtained from the required summary of a student's present level of educational performance (PLEP), the process of identifying and documenting accommodations should be a fairly straightforward event. The PLEP is a federal requirement in which ARD committee members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [Sec. 614 (d) (1) (A) (i) (I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be documented:

1. "Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This is the section of the IEP where communication and assistive technology supports are considered.
2. "Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This section of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate."
3. "Participation in Assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and districtwide assessments.

Involving Students in Selecting, Using, and Evaluating Accommodations

Although the legislation focuses on students with disabilities, it is critical for all students to understand their strengths and weaknesses and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of authority figures, may be a new role for students, one in which they need guidance and feedback. Educators can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more extensively students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn not only which accommodations are most helpful to them but also how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

Refer to Teacher Tools 2 and 4 in Appendix C (pages 60 and 62) for additional information about involving students in accommodation use decisions.

Choosing Accommodations by Assessment

The decision to use a particular accommodation with a student 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. If a student receives special education services or Section 504 services, all accommodations must be documented in the student's IEP or individual accommodation plan (IAP). Information about testing accommodations should be communicated to test administrators and other appropriate individuals.

A chart beginning on the next page describes accommodations in each of the four accommodations categories (Presentation, Response, Setting, and Timing and Scheduling). Checkmarks indicate whether an accommodation is allowed during TAKS, TAKS (Accommodated), or TAKS–M administrations. Accommodations allowed on TAKS–Alt are discussed separately, on pages 26–27. For accommodations that are not specifically listed on the following pages, the district testing coordinator may submit an Accommodation Request Form to TEA.

Accommodations by Accommodations Category

	TAKS	TAKS (Accomm.)	TAKS–M
Presentation Accommodations (P)			
Large Print (P)	✓	✓	✓
A student may use a large-print version of the test if he or she is identified as having a visual impairment and regularly receives this accommodation in the classroom. In most cases, large-print tests should be ordered only for students with visual impairments. Appendix A addresses specific requirements concerning eligibility and decision-making authority for large-print administrations. *For students who require the use of a large-print test and are not identified as having a visual impairment, an Accommodation Request Form that specifically states why the student needs this accommodation must be submitted to TEA and approved.*			
Braille (P)	✓	✓	✓
A student may use a braille version of the test if the student is identified as having a visual impairment and regularly receives this accommodation in the classroom. Appendix A addresses specific requirements concerning eligibility and decision-making authority for braille administrations.			
Magnifying or Low-Vision Devices (P)	✓	✓	✓
Some students with visual impairments read regular print materials using magnification devices. These include eyeglass-mounted magnifiers, free-standing or handheld magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students also use Closed Circuit Television (CCTV) to enlarge print and display printed material with various image enhancements on a screen.			
Colored Overlays/Colored Photocopies (P)	✓	✓	✓
A student may place a colored overlay on top of the test and answer document. *Test booklets are secure documents and may not be photocopied onto colored paper without advance written permission from TEA through the submission and approval of an Accommodation Request Form that states why the student cannot use an overlay.* Blank answer documents, which do not contain secure information, may be copied onto colored paper; however, they must be transcribed verbatim onto a standard answer document for scoring, and the colored paper copy must be destroyed after testing.			
Place Markers (P)	✓	✓	✓
A student may use a blank place marker on the test and answer document. These place markers may include index cards, adhesive notes, etc.			

	TAKS	TAKS (Accomm.)	TAKS–M
Reading Test Aloud to Self (P)	✓	✓	✓
A student may read aloud while working or read the test into a tape recorder during testing and play it back while working. This accommodation requires an individual administration, and all tape recordings must be returned to the campus coordinator after testing is completed. A student may also use a voice feedback device. If the voice feedback device is distracting to other students in the classroom, an individual administration is required.			
Oral Administration for Mathematics, Science, and Social Studies (P)	✓	✓	✓
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 (test questions and answer choices). A student may receive an oral administration for mathematics, science, and social studies if he or she meets the eligibility requirements. Appendix A addresses specific requirements concerning eligibility and decision-making authority for oral administrations.			
Dyslexia Bundled Accommodations (P) (Grades 3–8 Reading)	✓	✓	
The dyslexia 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. Appendix A addresses specific requirements concerning eligibility and decision-making authority for the dyslexia bundled accommodations.			
Amplification Devices (P)	✓	✓	✓
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. 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.			
Manipulating Test Materials for Students (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, science rulers, etc. The student must direct the test administrator very specifically regarding all steps necessary to complete the test item (for example, when to turn the page or where to place the ruler). The test administrator may not provide feedback regarding the correctness of an answer choice.			

	TAKS	TAKS (Accomm.)	TAKS–M

Response Accommodations (R)

Other Methods of Response (R)	✓	✓	✓

A student may have a temporary or permanent disabling condition that interferes with the ability to record responses on a machine-scorable document. Students may respond orally to or sign responses to test items; mark responses in the test booklet; point to answer choices; use an augmentative communication device; type responses; record responses on a dry-erase board, chalkboard, or scratch paper; or dictate responses through the use of a scribe. (Please see specific information below regarding the use of a scribe.) The test administrator may not provide feedback regarding the correctness of any answer choice. The use of this accommodation may require an individual administration.

Scribe (R)	✓	✓	✓

A scribe is someone who writes down what a student dictates through an assistive communication device, pointing, sign language, or speech. Much skill is involved in being a scribe, a skill that requires extensive practice. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. A scribe should request clarification from the student about the use of capitalization, punctuation, and spelling key words, and must allow the student to review and edit what the scribe has written. A person who serves as a scribe needs to be carefully prepared to assure that he or she knows the vocabulary involved and understands the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated exactly.

A student may have a temporary or permanent disabling condition that interferes with or limits the ability to make notes or do computations in the test booklet. If a student is physically unable to perform mathematical computations, the student must direct the test administrator very specifically regarding all steps necessary to complete the test item (for example, numeral by numeral, how to align numbers, etc.). For transcription of notes during a test, the test administrator must follow the student's exact instructions; this may include making notes in the margins of the test booklet or underlining phrases or words in passages. The test administrator may not provide feedback regarding the correctness or relevance of any notes taken.

An eligible student may also respond to the writing prompt or the open-ended test questions on a typewriter, portable word processor, augmentative communication device, tape recorder, or computer. Student responses may not be saved to a disk or hard drive. The composition or responses must be transcribed verbatim onto a standard answer document for scoring. The use of this accommodation will require an individual administration.

	TAKS	TAKS (Accomm.)	TAKS–M
Spelling Assistance (R)		✓	✓
Students who use a word processor may be allowed to use spell check or other electronic spelling devices. Spelling and grammar can also be checked using a pocket spellchecker. *When the student is being assessed with TAKS (Accommodated) at grade 7 and higher, an Accommodation Request Form that specifically states why the student needs this accommodation must be submitted to TEA and approved.* When the student is being assessed with TAKS–M, students may be allowed to use spellcheck or other electronic spelling devices at any grade. *However, if the student is in grade 4, an Accommodation Request Form specifically stating why the student needs this accommodation must be submitted to TEA and approved.*			
Calculation Devices (R)		✓	✓
If a student's disability affects mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus) may be used. Any calculation device used must be a tool and not a source of direct answers. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. Calculators may be adapted with large keys or voice output (talking calculators). In some cases, an abacus may be useful as it serves as a paper and pencil for some students with visual impairments. When the student is being assessed with TAKS (Accommodated), calculators must be provided at grades 9, 10, and exit level. *Calculators may be provided at grades 7 and 8 only if an Accommodation Request Form that specifically states why the student needs this accommodation is submitted to TEA and approved.* When the student is being assessed with TAKS–M, calculators must be provided at grades 9, 10, and 11. Calculators may be provided at grades 7 and 8. *Calculators may also be provided at grades 3–6, however an Accommodation Request Form that specifically states why the student needs this accommodation must be submitted to TEA and approved.*			
Supplemental Aids (R)		✓	✓
If a student's disability affects long-term memory retrieval but not reasoning, a supplemental aid (e.g., multiplication chart, journal or notes) may be used. Any supplemental aid used must be a tool and not a source of direct answers. It is important to determine whether the use of a supplemental aid is a matter of convenience or a necessary accommodation. *Supplemental aids may be used at any grade for TAKS (Accommodated) if an Accommodation Request Form specifically stating why the student needs this accommodation is submitted to TEA and approved.* However, districts do not need to submit an Accommodation Request Form for students taking TAKS–M.			

	TAKS	TAKS (Accomm.)	TAKS–M
Manipulatives (R)		✓	✓
A student may touch and move objects to assist in making visual representations of mathematical concepts, including numbers and operations on those numbers. Examples of common manipulatives include geometric shapes, coins, and counting blocks. Any manipulative used must be a tool and not a source of direct answers. For example, the student may need coins to hold while figuring out how much money is depicted on the page. *When the student is being assessed with TAKS (Accommodated), an Accommodation Request Form that specifically states why the student needs this accommodation must be submitted to TEA and approved.* However, districts do not need to submit an Accommodation Request Form for students taking TAKS–M.			
Blank Graphic Organizers (R)		✓	✓
Some students who have processing problems benefit from the use of blank graphic organizers while writing compositions. Examples of common graphic organizers include webs, charts, and boxes.			

	TAKS	TAKS (Accomm.)	TAKS–M
Setting Accommodations (S)			
Minimizing Distractions to the Student (S)	✓	✓	✓

A student may be tested in a small group or receive an individual administration. A trained test administrator must be present in the testing room at all times. Changes may also be made to a student's location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (that is, classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted. Students with low vision may prefer to sit in the part of a room that has the best light. Some students concentrate best while wearing noise buffers, such as earplugs or noise-cancelling headphones.

	TAKS	TAKS (Accomm.)	TAKS–M
Timing and Scheduling Accommodations (T)			
Extended Time – Testing Over Two Days (T)	✓	✓	✓
Extended time accommodations are most helpful for students who routinely need more than the regular school day to complete assignments. Extra time may be needed to write (e.g., a student with limited dexterity as a result of a physical disability), or to use other accommodations or equipment (e.g., braille form of test or use of assistive technology), or if a student fatigues easily due to a medical condition. The use of two days to complete a subject-area test may require an individual administration. *When testing is to be extended over two days, an Accommodation Request Form that specifically states why the student needs this accommodation must be submitted to TEA and approved.* This requirement does not apply to Dyslexia Bundled Accommodations.			
Multiple or Frequent Breaks (T)	✓	✓	✓
Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily (e.g., students with autism or severe behavioral disabilities) may need frequent or extended relaxation breaks. This accommodation may also be helpful for students taking medications that affect their ability to stay alert or who fatigue easily. Sometimes the test booklet is divided into short sections (e.g., by using paper clips or adhesive notes) so that students can take a break between each section. A timer may be used so that students can take breaks at planned intervals. The use of this accommodation may require an individual or small group administration.			
Visual, Verbal, or Tactile Reminders to Stay on Task (T)	✓	✓	✓
Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily (e.g., students with autism or severe behavioral disabilities) may need visual, verbal, or tactile reminders to stay on task. A test administrator may also provide frequent yet general reminders to stay on task to students who lose focus easily. The use of this accommodation may require an individual or small group administration.			

TAKS–Alt Testing Accommodations

For information regarding eligibility requirements and decision-making authority for TAKS–Alt, see Appendix A in this manual or the TEA publication titled *Revised ARD Committee Decision-Making Process for the Texas Assessment Program*.

Unlike other statewide assessments in Texas, TAKS–Alt is not a traditional paper-and-pencil or multiple-choice test. Instead, TAKS–Alt is a teacher observation assessment that measures student progress on skills aligned with the academic grade-level content standards. Teachers plan instructional activities and observe student performance during the activity. Based on the observation, teachers score student performance using the TAKS–Alt rubric and submit results and documentation through an online instrument.

For detailed information about TAKS–Alt and resources for administering the assessment, see the TEA website at http://www.tea.state.tx.us/student.assessment/resources/taksalt/.

Note that a student being assessed with TAKS–Alt may have whatever accommodations and supports the teacher feels are necessary for the student to be as independent as possible, as long as the accommodations and supports are part of the preplanned activity. See the following page for a list of example accommodations.

Example Instructional Delivery/Response Methods

General education instructional activities using grade-level materials ensure access to the TEKS curriculum for students assessed with TAKS–Alt. The instructional activities use the generic terms "present" and "identify." When setting up instructional activities, teachers may replace "present" with one of the delivery methods listed below. When determining how a student will respond during instructional activities, teachers may replace "identify" with one of the response methods listed below.

Students being assessed with TAKS–Alt may have whatever accommodations and supports a teacher feels are necessary for the students to be as independent as possible, as long as the accommodations and supports are part of the preplanned activity. Students may be provided with verbal, visual, or physical strategies during the activity as part of the instruction provided by the teacher. After the lesson begins, additional supports **must** be counted as general and/or specific assistance and will affect scoring on the TAKS–Alt rubric. To assist teachers in setting up the structured observations based on grade-level activities, the following possibilities are provided:

Verbal/Auditory

Delivery Method:
- Listening (i.e., to oral information from teacher or from interactive software)
- Text readers
- Audio tapes
- Sign language
- Adaptive listening devices

Response Method:
- Use of speech (i.e., sentences, phrases, words)
- Vocalizations (i.e., sounds to express emotions or word approximations)
- Activation of augmentative communication devices
- Use of sign language
- Use of pictures/objects
- Communication symbols

Physical

Delivery Method:
- Positioning devices (e.g., standers, special chairs, support cushions, slant or vertical boards)
- Adaptive equipment (e.g., pencil grips, tactile paper with raised lines)
- Computer accessible equipment (e.g., modified keyboards, touch screens, joysticks, modified mouse, head mouse)
- Tactile symbols and books
- Objects or manipulatives
- Word prediction software
- Braille
- Touch cues

Response Method:
- Writing and/or typing
- Touching, pointing, gesturing
- Manipulation of objects and/or pictures
- Activation of switches
- Eye gaze or focus
- Drawing (e.g., by hand or by computer assisted software)
- Highlighting of text
- Use of stamps/stickers/stencils
- Affect/state change
- Communication symbols

Visual

Delivery Method:
- Text reader
- Picture to text software
- Communication symbols
- Video clips
- Enlarged materials
- Light box
- Laser lights/pens
- Graphic organizers
- Concept maps
- Highlighted text
- Magnetic or manipulative letters
- Heat sensitive paper
- Picture dictionaries or hand-held spellers
- Visual timers
- Icons
- Colored overlays
- Specialized calculators

Response Method:
- Eye shift or intense focus
- Blinking
- Visual scanning techniques
- Icons
- Communication symbols

Multi-Sensory

- Any combination of the sensory systems listed above

Accommodation Request Form

- To request specific accommodations not covered in this manual and for those that require the submission of an Accommodation Request Form, please submit an Accommodation Request Form (available in this manual or online) to the TEA Student Assessment Division by fax at 512-463-9302.
- Do not submit request forms for accommodations that are listed in this manual unless the requirement of an Accommodation Request Form is specifically stated.
- If you need to request accommodations, please submit a separate request form for each student. An Accommodation Request Form may have multiple accommodations and/or multiple administrations listed but must address the needs of only one student per form.
- Request forms must be submitted **at least two weeks prior to testing** to ensure a response before testing begins.
- Deadlines for ordering braille and large-print versions of the tests are earlier than those for submitting accommodation requests.

A copy of the Accommodation Request Form is provided in Appendix D.

ADMINISTERING ASSESSMENTS WITH ACCOMMODATIONS

Administering Assessments With Accommodations

Accommodations During Instruction

A student must be provided selected accommodations during instructional periods whenever their use is necessitated. An accommodation may not be used solely during assessments.

Accommodations During Assessment

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. It is not uncommon for teachers to be 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 and consequences related to administering district and state assessments, including the use of accommodations. Note that accommodations students use on state assessments must be ones that are routinely used in instruction and in local testing.

Prior to the day of a test, ensure that test administrators know what accommodations each student will use and how to administer the accommodations properly. For example, test administrators need to know whether a student will be allowed extra time to complete the test and, when the testing time is ended, what plan exists for the student to continue working. Staff administering accommodations, such as giving an oral administration or transcribing student responses, must adhere to specific guidelines so that student scores are valid.

Refer to Teacher Tools 3 and 5 in Appendix C (pages 61 and 63) for additional information about planning accommodations use during assessments.

Administering Assessments with Accommodations

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators and all staff 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 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 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 test irregularity or a breach of test security and must be reported and investigated according to state and local testing policies.

Refer to Fact Sheet 2 in Appendix B (pages 54–55) for additional guidelines for administering specific accommodations.

For general information regarding test security, see the following:

- Texas Education Code (TEC)
  Chapter 39 Subchapter B
- Texas Administrative Code (TAC)
  Chapter 19 Subchapter 191. Assessment
- Family Educational Rights and Privacy Act of 1974 (FERPA)
- Texas Penal Code 37.10—Tampering

EVALUATING AND IMPROVING THE USE OF ACCOMMODATIONS

Evaluating and Improving the Use of Accommodations

Accommodations must be selected on the basis of an individual student's needs and must be used consistently in both instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations helps ensure the meaningful participation of all students in state and districtwide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use or may support the continued use of some accommodations but require the rethinking of others. Examination of the data may also indicate areas in which teachers, the ARD committee, the Section 504 committee, the LPAC, and test administrators need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, districts must also gather information on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, and discussions with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the campus or district level as well as at the student level. Information about the use of accommodations will be collected on the scorable test booklet or answer document with other student information. Accommodations information can be analyzed in different ways. Here are some questions to guide this type of data analysis.

Refer to Teacher Tool 6 in Appendix C (pages 64–65) for suggestions on using an Accommodations Journal to record and evaluate accommodation use.

Questions To Guide Evaluation of the Use of Accommodations at the Campus or District Level

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and observance of test security practices before, during, and after the day of the test?
2. Are there procedures in place to ensure that test administration procedures are not compromised by the provision of accommodations?
3. Are students receiving accommodations as documented in their IEPs and IAPs, LPAC paperwork, or district-level paperwork?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many students receive accommodations?
6. What types of accommodations are provided and are some used more than others?
7. 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 To Guide Evaluation of the Use of Accommodations at the Student Level

1. What accommodations are used by the student during instruction and assessments?
2. 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?
3. What is the student's perception of how well the accommodation(s) worked?
4. What combinations of accommodations seemed to be most effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how an accommodation appears to be working?

These questions can be used to formatively evaluate the accommodations used at the student and the campus or district level. Campus- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by teachers, ARD committees, Section 504 plan committees, and/or LPACs. It is critical to stress that formative evaluation is not the responsibility of just one individual. Educators should contribute to the information-gathering and decision-making processes.

APPENDICES

APPENDIX A
Participation Requirements, Eligibility Requirements, and Decision-Making Authority by Assessment

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 and Spanish
Grade 7 English
Grade 8 English

A series of studies have been conducted to evaluate the effect 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, including TAKS (Accommodated), reading tests shown in the table above. Student eligibility is described on the following page. The bundled accommodations are

- 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.

Eligible students should be tested individually or in small groups.

General guidelines for administering the dyslexia bundled accommodations are provided in the *District and Campus Coordinator Manual*. Test instructions specific to the administration with the dyslexia bundled accommodations and the applicable proper-nouns list will be provided to test administrators. Copies of the dyslexia test administrator instructions and the dyslexia proper-nouns lists must be made using the blackline masters provided in each campus box. Note: beginning in 2008, there are separate test administrator instructions and proper-nouns lists for TAKS (Accommodated).

Eligibility for Dyslexia Bundled Accommodations

A student who meets the following criteria is eligible to receive the three bundled accommodations on English or Spanish TAKS, including TAKS (Accommodated), reading tests at grades 3–6, or English TAKS, including TAKS (Accommodated), reading tests at grades 7 and 8.

- A student not receiving special education services must be identified with dyslexia. A student receiving special education services must either be identified with dyslexia or have a severe reading disability that exhibits the characteristics of dyslexia, causing the student to lack word-identification skills and to have difficulty reading words in isolation.
- 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 a student with dyslexia not receiving special education services who meets both criteria above, the decision to provide the bundled accommodations must be made either by the student's placement committee as required by Section 504 of the Rehabilitation Act of 1973 or by the committee of knowledgeable persons as outlined in *The Dyslexia Handbook*. In both of these cases, the committee's decision must be documented in writing in accordance with district policies and procedures.

For a student receiving special education services who meets both criteria above, the decision to provide the bundled accommodations must be made by the student's ARD committee and documented in the student's IEP.

Oral Administration—TAKS, TAKS (Accommodated), and TAKS–M Mathematics, Science, and Social Studies

Oral 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 and Spanish	mathematics
Grade 7	mathematics
Grade 8	mathematics, science, and social studies
Grade 9	mathematics
Grade 10	mathematics, science, and social studies
Exit Level	mathematics, science, and social studies

Oral administration is an accommodation for eligible students taking TAKS, including TAKS (Accommodated), or TAKS–M mathematics, science, and/or social studies tests. **Note that the TAKS–M tests are not available in Spanish for grades 3–6.**

Oral administration encompasses different levels of reading support for each student. This may include reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety (including test questions and answer choices). It is the responsibility of the ARD committee, the Section 504 committee, or the committee of knowledgeable persons to appropriately document the level of oral administration support the student needs. Oral administration at any level of support is allowed in mathematics, science, and social studies at any grade level for students who are eligible for an oral administration. Oral administration is not allowed for the reading, writing, or English language arts (ELA) tests (except when part of standard test administration procedures for TAKS–M reading and the Dyslexia Bundled Accommodations). Student eligibility is described on the following page.

Eligibility for Oral Administration

Only students served by special education or Section 504 or who have been identified as having dyslexia may receive an oral administration of TAKS. Any student taking TAKS (Accommodated) or TAKS–M may receive an oral administration. An oral administration is allowed only for the mathematics, science, and social studies tests. It is **not** allowed for the reading, writing, or English language arts tests.

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

- an eligible student identified as having a disability that affects the student's reading and who regularly receives this accommodation in the classroom, or
- a student who is deaf or hard of hearing and whose IEP requires the signing of daily instruction.

Authority for Decision

For students who meet either eligibility criterion outlined above, the decision to provide an oral administration should be made by

- the student's ARD committee and must be documented in the student's IEP,
- 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, or
- 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.

Large-Print and Braille Test Booklets

An eligible student may use a large-print or braille version of the test. Student eligibility is described on the following page.

See the *District and Campus Coordinator Manual* for information about ordering large-print and braille test booklets. Instructions and additional accommodations for testing students with visual impairments are provided in the appropriate TAKS and TAKS–M test administrator manuals.

Large-print and braille test booklets are available for all TAKS, TAKS (Accommodated), and TAKS–M administrations. Large-print and braille test booklets are not available for field-test administrations (except for spring 2008 TAKS–M field testing). Braille test booklets are not available for TELPAS reading or LAT administrations. Districts may fill out an Accommodation Request Form located in Appendix D to make a request to enlarge field-test booklets for students who meet eligibility criteria and require a large-print test. Refer to the Point Size and Font Matrix available in Appendix F of this manual for information regarding each TAKS, TAKS (Accommodated), TAKS–M, and TELPAS reading test form.

Eligibility for Large-Print and Braille Test Booklets

Only students who meet the eligibility requirements below may be administered a large-print or braille version of an assessment without the submission and approval of an Accommodation Request Form.

A large-print or braille version of a test may be ordered for a student who

- is identified as having a visual impairment **and**
- regularly receives this accommodation in the classroom.

Authority for Decision

For students who meet the eligibility criteria outlined above, the decision to provide a large-print or braille test booklet should be made as follows.

- The decision for a student receiving special education services should be made by the student's ARD committee and documented in the student's IEP.
- The decision for a student not receiving special education services 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.
- The decision for a student who does not have a placement committee but who needs this accommodation because of a temporary visual impairment (e.g., broken glasses) or a very recent visual impairment may be made by school personnel.

If a student does not meet the eligibility requirements specified above and needs a large-print version of the test, an Accommodation Request Form must be submitted to TEA for approval. The form is available in Appendix D. Submission of an Accommodation Request Form does not constitute an order of materials. Deadlines for ordering large-print and braille versions of the tests are earlier than those for submitting accommodation requests.

Copying Test Materials

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.

Eligibility

Only students who meet the eligibility requirements below may have their tests copied by a trained test administrator under the supervision of the district testing coordinator. A test booklet may be copied for a student who regularly receives this accommodation in the classroom and who

- is identified as having a visual impairment and needs a large-print booklet enlarged, **or**
- needs the test copied onto one-sided paper and there is documentation proving that other less restrictive accommodations have been tried and were not successful, **or**
- needs the test copied onto colored paper and there is a rationale or documentation proving that other less restrictive accommodations (e.g., a colored overlay) have been tried and were not successful.

Authority for Decision

For students who meet the eligibility criteria outlined above, the decision to copy a test should be made as follows.

- The decision for a student receiving special education services should be made by the student's ARD committee and documented in the student's IEP.
- The decision for a student not receiving special education services 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.
- The decision for a student who does not have a placement committee and needs this accommodation because of a temporary visual impairment (e.g., broken glasses) or very recent visual impairment may be made by school personnel.

TAKS–M Participation Requirements*

Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS–M.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets **all** of the following participation criteria.

The student

- needs extensive modifications and/or accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS),
- demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence,
- meets some but not all of the participation criteria of TAKS–Alternate (TAKS–Alt), and
- requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS.

* A document that clarifies each participation criterion can be located on the TEA website at http://www.tea.state.tx.us/student.assessment/resources/taksm/index.html.

TAKS–Alt Participation Requirements*

Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with TAKS–Alt.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills can best be assessed with TAKS–Alt if the student meets **all** of the following participation criteria.

The student

- requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills,
- requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance and generalization of skills,
- accesses and participates in the grade-level Texas Essential Knowledge and Skills (TEKS) through activities that focus on prerequisite skills,
- demonstrates knowledge and skills routinely in class by methods other than paper-and-pencil tasks, and
- demonstrates performance objectives that may include real life applications of the grade-level TEKS as appropriate to the student's abilities and needs.

* A document that clarifies each participation criterion can be located on the TEA website at http://www.tea.state.tx.us/student.assessment/resources/taksalt/.

APPENDIX B
Fact Sheets

Fact Sheet 1:
Do's and Don'ts When Selecting Accommodations

Do…select accommodations based on specific individual needs in each content area.	**Don't…**make accommodations decisions for entire groups of students in a class or with a particular disability or assume that certain accommodations are appropriate for every student in every content area.
Do…select accommodations that reduce the effect of the disability upon accessing instruction and demonstrating learning.	**Don't…**select accommodations that are unrelated to documented student learning needs or intended to give students an unfair advantage.
Do…be certain to document instructional and assessment accommodation(s) in the IEP or IAP.	**Don't…**use an accommodation that has not been documented in the IEP or IAP.
Do…be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	**Don't…**assume that all instructional accommodations are appropriate for use on assessments.
Do…be specific about the "Where, When, Who, and How" of providing accommodations.	**Don't…**simply indicate that an accommodation will be provided "as appropriate" or "as necessary."
Do…refer to state accommodations policies and understand implications of selections.	**Don't…**check every accommodation possible on a checklist simply to be "safe."
Do…evaluate accommodations used by the student.	**Don't…**assume the same accommodations remain appropriate year after year.
Do…get input about accommodations from teachers, parents, and students, and use this input to make decisions at ARD committee meetings or Section 504 planning committee meetings.	**Don't…**make decisions about instructional and assessment accommodations without input from others.
Do…provide accommodations for assessments routinely used in classroom instruction.	**Don't…**provide an assessment accommodation for the first time on the day of a test.

Fact Sheet 2:
Guidelines for Administering Specific Accommodations

Presentation Accommodations

Large Print

If a student is eligible for or is approved to have a large-print test booklet, order it in a timely manner to ensure that it will be available for the test. After a student finishes a large-print assessment, the test administrator needs to transcribe the student's answers verbatim onto a standard test booklet or answer document. Specific information about transcribing can be found in the *District and Campus Coordinator Manual*.

Braille

If a student needs a braille test booklet, order it in a timely manner to ensure that it will be available for the test. If braille materials are required, they must be ordered by the dates published in the "Update Braille Order" broadcast e-mails that are sent to district testing coordinators. Uncontracted braille tests must be ordered at least 90 days prior to each test administration using the standard ordering process for contracted braille. After a student finishes a braille assessment, the test administrator needs to transcribe the student's answers verbatim onto a standard test booklet or answer document. Specific information about transcribing can be found in the *District and Campus Coordinator Manual*.

Copying Secure Test Materials

If a student is approved to have a secure test booklet copied, then certain guidelines need to be followed to maintain test security. Copying of secure test booklets must be done within the school district by a trained test administrator under the supervision of the district testing coordinator. If transcription of student responses is required, then see the *District and Campus Coordinator Manual* for specific information regarding procedures for transcribing.

Oral Administration

When administering a test orally to eligible students, test administrators should not answer questions about specific test items. When reading test items aloud, test administrators must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Test administrators should use even inflection so that the student does not receive any cues by the way the information is read. It is important for test administrators to read test items/questions and text word-for-word, exactly as written. Test administrators may not clarify, elaborate, or provide assistance to students. Specific information about oral administration can be found in the appropriate test administrator manual.

Response Accommodations

Other Methods of Response

Allow the student to respond in the test booklet instead of on an answer document. This accommodation allows the student to indicate responses directly in the test booklet and have the test administrator transfer the answers to the answer document after the student has completed the test.

Dictation to Scribe

Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or physical disabilities that impede motor process or writing. Scribes must be impartial and should be experienced in transcription. They must write exactly what the student dictates. Scribes should not affect the outcome of a test in any way. Scribes are not allowed to elaborate on what is being written. They cannot answer or explain anything to the student during testing and must be careful not to give hints of any type. Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of key words, and must allow the student to review and edit what the scribe has written.

Timing and Scheduling Accommodations

Providing Extended Time

The decision to allow a student to have a test administered over two days is made by TEA on a case-by-case basis through the submission and approval of an Accommodation Request Form. Specific information regarding why the student is unable to complete an assessment in one day and/or objective evidence that proves student is able to demonstrate success on assignments only with the use of extended time is necessary to make this determination. This accommodation is reserved for students in unique situations that include but are not limited to medical reasons, physical impairments, or emotional disturbances. If a student is allowed two days to test, specific conditions must be adhered to in order to maintain test security and integrity. These conditions will be provided with an approved Accommodation Request Form.

APPENDIX C
Teacher Tools

Teacher Tool 1:
Access Needs that May Require Accommodations

Directions: Use these questions to identify various types of presentation, response, setting, and timing and scheduling accommodations. The list is not exhaustive—its purpose is to prompt educators, including members of ARD committees and 504 planning committees, to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know or Not Applicable).

Presentation Accommodations	Y	N	DK/NA
1. Does the student have a visual impairment that requires large-type or braille materials?	❑	❑	❑
2. Is the student able to read and understand directions?	❑	❑	❑
3. Can the student follow oral directions from an adult or audiotape?	❑	❑	❑
4. Does the student need directions repeated frequently?	❑	❑	❑
5. Are assistive technology devices indicated in the student's IEP?	❑	❑	❑
6. Has the student been identified as having a reading disability?	❑	❑	❑
7. Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	❑	❑	❑
8. Does the student have a hearing impairment that requires an interpreter to sign directions?	❑	❑	❑
9. Does the student have a hearing impairment and need a listening device?	❑	❑	❑
Response Accommodations			
10. Does the student have difficulty tracking from one page to another and maintaining his or her place?	❑	❑	❑
11. Does the student have a disability that affects his or her ability to record responses in the standard manner?	❑	❑	❑
12. Can the student use a pencil or writing instrument?	❑	❑	❑
13. Does the student use a word processor to complete homework assignments or tests?	❑	❑	❑
14. Does the student use a tape recorder to complete assignments or tests?	❑	❑	❑
15. Does the student need the services of a scribe?	❑	❑	❑
16. Does the student have a disability that affects that student's ability to spell?	❑	❑	❑
17. Does the student have a visual or motor disability that affects his or her ability to record mathematical computations?	❑	❑	❑
Setting Accommodations			
18. Is the student easily distracted or does the student have difficulty remaining on task?	❑	❑	❑
19. Does the student require any specialized equipment or other accommodations that may be distracting to others?	❑	❑	❑
20. Does the student have visual or auditory impairments that require special lighting or acoustics?	❑	❑	❑
21. Can the student focus on his or her own work in a setting with large groups of other students?	❑	❑	❑
22. Does the student exhibit behaviors that may disrupt other students?	❑	❑	❑
23. Do any physical accommodations need to be made for the student in the classroom?	❑	❑	❑
Timing and Scheduling Accommodations			
24. Can the student work continuously for the length of time allocated for standard test administrations?	❑	❑	❑
25. Does the student use other accommodations or adaptive equipment that require more time to complete test items (e.g., braille, scribe, use of head pointer to type)?	❑	❑	❑
26. Does the student tire easily due to health impairments?	❑	❑	❑
27. Does the student have a visual impairment that causes eyestrain and creates the need for frequent breaks?	❑	❑	❑
28. Does the student have a learning disability that affects the rate at which that student processes written information?	❑	❑	❑
29. Does the student have a motor disability that affects the rate at which that student writes responses?	❑	❑	❑
30. Does the student take any type of medication to facilitate optimal performance?	❑	❑	❑
31. Does the student's attention span or distractibility require shorter working periods and frequent breaks?	❑	❑	❑

Teacher Tool 2:
Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of an "accommodation," using examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the types of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

   _____

2. Explain what you do well in this class.

   _____

   The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

   _____

4. What's the hardest part of this class for you?

   _____

   The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading books, taking tests, listening, staying in your seat, remembering new information, doing homework, or working in groups. These are all things in which an accommodation may be helpful to you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful to you.

Class List

Classes	Accommodations
_____	_____
_____	_____
_____	_____
_____	_____

This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities (http://nichcy.org/pubs/stuguide/st1book.htm). Retrieved July 28, 2005.

Teacher Tool 3:
Assessment Accommodations Plan

Student Information	Case Information
Name: _____	Special Education Teacher: _____
Name of Assessment: _____	School Year: _____
Date of Assessment: _____	Campus: _____
	General Education Teacher: _____

Assessment accommodations that the student needs for this assessment and the date that the accommodations were arranged:

Accommodations	Date Arranged
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments

_____

Person responsible for arranging accommodations and due date:

Person Responsible	Due Date
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments

_____

Room assignment for assessment: _____

Planners for this process (signatures): _____

Scheiber, B., & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

Teacher Tool 4:
Assessment Accommodations Agreement

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, the student can show what he or she knows on the test. Some accommodations need to be arranged long before test day but should still be included on this list to make certain the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. It is the responsibility of the student to list the necessary accommodations and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____,
(Student's name)

need the following accommodations to take part in this assessment:

_____

_____

_____

_____

_____

_____

_____

If I need more information about these accommodations, I can talk to

_____
(Name of special education teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

_____ _____
(Student signature) (Date)

Teacher Tool 5:
Logistics Planning Checklist

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

Accommodations Throughout the Academic Year	Y	N	NA
1. Accommodations are documented in student's IEP or IAP.	❑	❑	❑
2. Student uses accommodations regularly and evaluates use.	❑	❑	❑
3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly.	❑	❑	❑
Preparations for Test Day			
4. Special test versions are ordered for individual students based on information contained in master accommodations plan (e.g., braille, large print).	❑	❑	❑
5. Test administrators receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	❑	❑	❑
6. Adult supervision is arranged, and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	❑	❑	❑
7. Trained readers, scribes, and sign language interpreters (as well as substitutes) are arranged for individual students.	❑	❑	❑
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	❑	❑	❑
Accommodations on the Day of the Test			
9. All eligible students receive accommodations as determined by their IEP or IAP.	❑	❑	❑
10. Provision of accommodations is recorded by test administrator.	❑	❑	❑
11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes).	❑	❑	❑
12. Plans are made to replace defective equipment.	❑	❑	❑
Considerations after the Day of the Test			
13. Responses are transferred to scannable answer documents for students using special equipment and adapted test forms and response documents.	❑	❑	❑
14. All equipment is returned to appropriate locations.	❑	❑	❑
15. Students who take make-up tests receive needed accommodations.	❑	❑	❑
16. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	❑	❑	❑

Teacher Tool 6: Accommodations Journal

One way to keep track of what accommodations work for a student is to support the student in keeping an accommodations journal. The journal lets the student be "in charge" and could be kept up to date through regular consultation with a special education teacher or other staff member. Educators would likely find it easier to decide which accommodations to document in the appropriate paperwork if the student came to the ARD meeting with a journal documenting all of the following:

- accommodations used by the student in the classroom and on tests
- test and assignment results when accommodations were used and not used
- student's perception of how well an accommodation "works"
- effective combinations of accommodations
- difficulties of accommodations use
- perceptions of teachers and others about how the accommodation appears to be working

In the spaces provided below, design and organize the use of an accommodations journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

_____

_____

_____

_____

_____

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

_____

_____

_____

_____

_____

3. With whom would the student share journal entries, and when would it be done?

_____

_____

_____

_____

_____

4. How could the journal be used in the development of a student's IEP, IAP, or other required paperwork?

_____

_____

_____

_____

_____

APPENDIX D
Accommodation Request Form

ACCOMMODATION REQUEST FORM

DISTRICT INFORMATION

District Name: _____ Campus Name: _____

Name/Title of Person Making Request: _____

Signature of Person Making Request: _____

Phone Number: _____ Fax Number: _____

REQUEST

Assessment (*circle*): TAKS TAKS (Accommodated) TAKS–M TELPAS Reading

Student's Grade: _____ Administration Date: _____

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) ❐ Other ❐ No _____

District Coordinator Signature: _____ Date: _____

ACCOMMODATIONS TASK FORCE ACTION (for TEA use only)

Date Request Received: _____ Approved/Denied by: _____

Date of Response: _____ Approved/Denied via: _____

Comments:

Accommodation Category:

Presentation _____ Response _____ Setting _____ Timing and Scheduling _____

Please fax this form to the TEA Student Assessment Division at 512-463-9302.

Duplicate this form as needed.

APPENDIX E
Glossary

Glossary

Terms Defined as Used in the Texas Student Assessment Program

Accelerated Instruction Plan (AIP) State law mandates that an accelerated instruction plan be designed for each student who has not passed a state assessment required for grade advancement, regardless of whether retained or promoted. The AIP outlines the specific instructional needs and a plan for instructional intervention for the student.

accommodation practices and procedures in the areas of presentation, response, setting, and timing and scheduling that provide equitable access during instruction and assessments

admission, review, and dismissal (ARD) committee the group of educators, administrators, parents, educational diagnosticians, and others who convene to discuss and make decisions regarding the needs of a student eligible for special education services

assessment any evaluation of knowledge and skills that can be used to identify academic strengths, weaknesses, and growth for an individual student and/or an instructional program

content areas the subjects included in the TEKS curriculum

enrolled grade the grade at which a student is enrolled during the time of testing

field test the preliminary administration of test items from which data are generated to evaluate the reliability and validity of the test items rather than to evaluate individual students

general curriculum another name for the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum

grade placement committee (GPC) a committee made up of the principal or principal's designee, the student's teacher of the subject of the grade advancement test on which the student has failed to meet the passing standard, and the student's parent or guardian that convenes after the student does not meet the passing standard for the second administration of a Student Success Initiative (SSI) reading and/or mathematics test. This committee is responsible for discussing, making decisions, and implementing the most effective way to support the student's academic achievement in reading and/or mathematics for students enrolled in grades 3, 5, and 8 only. For students receiving special education services, the ARD committee acts as the GPC.

individual accommodation plan (IAP) a plan for the accommodation of students who qualify for Section 504 that provides classroom supports to students who are not otherwise eligible for special education services under IDEA

individualized education program (IEP) the ARD committee documentation required by federal law that outlines a student's goals and objectives as well as any accommodations and/or modifications that are appropriate for that student

Individuals with Disabilities Education Improvement Act of 2004 (IDEA) federal law that requires that students with disabilities who receive special education services are afforded the right to a free and appropriate public education that must be tailored to the individual's learning needs

language proficiency assessment committee (LPAC) a campus committee required by state law to convene to make recommendations and decisions regarding instruction and assessments given to students with limited English proficiency

limited English proficiency (LEP) refers to a student who, according to state law and established procedures, has been identified as having a primary language other than English and having English language skills such that the student has difficulty performing ordinary class work in English

limited English proficient (LEP) exemption an exemption from TAKS, including TAKS (Accommodated), or TAKS–M granted on the basis of an eligible immigrant student's limited English proficiency, according to state law and rules

linguistically accommodated testing (LAT) an assessment process for students in grades 3–8 and 10 who are LEP-exempt from TAKS, including TAKS (Accommodated), or TAKS–M reading, mathematics, and/or science tests and, therefore, eligible to participate in LAT administrations of these tests

No Child Left Behind Act of 2001 (NCLB) federal law that reauthorized the Elementary and Secondary Education Act (ESEA) and includes accountability for results, an emphasis on doing what works based on scientific research, expanded parental options, and expanded local control and flexibility

operational test the test from which scores are reported to parents, schools, districts, and the state accountability system

oral administration a testing accommodation for students receiving special education services, Section 504 services, or who have been identified as having dyslexia. This may include reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety (test questions and answer choices). An eligible student may only receive an oral administration of the mathematics, science, and social studies tests if this accommodation is routinely used in the classroom and is documented.

reading assistance in mathematics reading any word, phrase, or sentence in a mathematics test on an individual basis for students who request it. Reading assistance is available for all grade 3 students taking the mathematics assessment.

State Board of Education (SBOE) an elected 15 member board that oversees the public education system of Texas in accordance with the Texas Education Code

Student Success Initiative (SSI) a set of three initiatives that provides a system of academic support to help ensure achievement on grade level in reading and mathematics so that every

student can succeed throughout his or her school career. These three initiatives are the Reading Initiative at grades K–5, the Mathematics Initiative at grades 5–9, and the grade advancement requirements in reading at grade 3 and in reading and mathematics at grades 5 and 8. A student may advance to the next grade level only by passing these TAKS or TAKS (Accommodated) tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after accelerated instruction.

Texas Administrative Code (TAC) state agency rules that are collected and published by the Office of the Secretary of State and that include those rules adopted by the State Board of Education (SBOE) and the Commissioner of Education

Texas Assessment of Knowledge and Skills (TAKS) a state assessment that measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), in mathematics at grades 3–10 and exit level; in reading at grades 3–9; in writing at grades 4 and 7; in English language arts at grade 10 and exit level; in science at grades 5, 8, 10, and exit level; and in social studies at grades 8, 10, and exit level. TAKS is available in Spanish for eligible students in grades 3–6.

Texas Student Assessment Program the various assessments developed by the state, including TAKS, TAKS (Accommodated), TAKS–M, TAKS–Alt, and TELPAS

Texas English Language Proficiency Assessment System (TELPAS) a state assessment that measures the progress that K–12 LEP students make in learning English. TELPAS assesses the language domains of listening, speaking, reading, and writing and uses multiple-choice and holistically rated assessment methods.

Texas Essential Knowledge and Skills (TEKS) the state-mandated curriculum

APPENDIX F
Point Size and Font Matrix

TAKS Point Sizes

Primary Font: New Century Schoolbook

		Mathematics		Reading/ELA		Writing/R & E		Science		Social Studies	
		Regular	LP	Regular	LP	Regular	LP	Regular	LP	Regular	LP
Grade 3	Passage:			12 pt	15.48 pt						
	Items:	12 pt	15.48 pt	12 pt	15.48 pt						
Grade 4	Passage:			12 pt	15.48 pt	12 pt	15.48 pt				
	Items:	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt				
Grade 5	Passage:			12 pt	15.48 pt			12 pt	15.48 pt		
	Items:	10 pt	12.9 pt	10 pt	12.9 pt			10 pt	12.9 pt		
Grade 6	Passage:			12 pt	15.48 pt						
	Items:	10 pt	12.9 pt	10 pt	12.9 pt						
Grade 7	Passage:			11 pt	14.19 pt	11 pt	14.19 pt				
	Items:	10 pt	12.9 pt	10 pt	12.9 pt	10 pt	12.9 pt				
Grade 8	Passage:			11 pt	14.19 pt			10 pt	12.9 pt		
	Items:	10 pt	12.9 pt	10 pt	12.9 pt			10 pt	12.9 pt	10 pt	12.9 pt
Grade 9	Passage:			11 pt	14.19 pt						
	Items:	10 pt	12.9 pt	10 pt	12.9 pt						
Grade 10	Passage:			11 pt	14.19 pt	10 pt	12.9 pt	10 pt	12.9 pt		
	Items:	10 pt	12.9 pt	10 pt	12.9 pt	10 pt	12.9 pt	10 pt	12.9 pt	10 pt	12.9 pt
Exit Level	Passage:			11 pt	14.19 pt	10 pt	12.9 pt	10 pt	12.9 pt		
	Items:	10 pt	12.9 pt	10 pt	12.9 pt	10 pt	12.9 pt	10 pt	12.9 pt	10 pt	12.9 pt

LP = Large Print

TAKS (Accommodated) Point Sizes

Primary Font: Verdana PS

		Mathematics		Reading/ELA		Writing/R & E		Science		Social Studies	
		Regular	LP	Regular	LP	Regular	LP	Regular	LP	Regular	LP
Grade 3	Passage:			13 pt	16.77 pt						
	Items:	13 pt	16.77 pt	13 pt	16.77 pt						
Grade 4	Passage:			13 pt	16.77 pt	13 pt	16.77 pt				
	Items:	13 pt	16.77 pt	13 pt	16.77 pt	13 pt	16.77 pt				
Grade 5	Passage:			12 pt	15.48 pt						
	Items:	12 pt	15.48 pt	12 pt	15.48 pt			12 pt	15.48 pt		
Grade 6	Passage:			12 pt	15.48 pt						
	Items:	12 pt	15.48 pt	12 pt	15.48 pt						
Grade 7	Passage:			12 pt	15.48 pt	12 pt	15.48 pt				
	Items:	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt				
Grade 8	Passage:			12 pt	15.48 pt						
	Items:	12 pt	15.48 pt	12 pt	15.48 pt			12 pt	15.48 pt	12 pt	15.48 pt
Grade 9	Passage:			12 pt	15.48 pt						
	Items:	12 pt	15.48 pt	12 pt	15.48 pt						
Grade 10	Passage:			12 pt	15.48 pt	12 pt	15.48 pt				
	Items:	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt
Exit Level	Passage:			12 pt	15.48 pt	12 pt	15.48 pt				
	Items:	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt

LP = Large Print

LAT test booklets for TAKS use the above print specifications.

TAKS–M Point Sizes

Primary Font: Verdana PS

		Mathematics		Reading/ELA		Writing/R & E		Science		Social Studies	
		Regular	LP	Regular	LP	Regular	LP	Regular	LP	Regular	LP
Grade 3	Passage:			13 pt	16.77 pt						
	Items:	13 pt	16.77 pt	13 pt	16.77 pt						
Grade 4	Passage:			13 pt	16.77 pt	13 pt	16.77 pt				
	Items:	13 pt	16.77 pt	13 pt	16.77 pt	13 pt	16.77 pt				
Grade 5	Passage:			12 pt	15.48 pt						
	Items:	12 pt	15.48 pt	12 pt	15.48 pt			12 pt	15.48 pt		
Grade 6	Passage:			12 pt	15.48 pt						
	Items:	12 pt	15.48 pt	12 pt	15.48 pt						
Grade 7	Passage:			12 pt	15.48 pt	12 pt	15.48 pt				
	Items:	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt				
Grade 8	Passage:			12 pt	15.48 pt						
	Items:	12 pt	15.48 pt	12 pt	15.48 pt			12 pt	15.48 pt	12 pt	15.48 pt
Grade 9	Passage:			12 pt	15.48 pt						
	Items:	12 pt	15.48 pt	12 pt	15.48 pt						
Grade 10	Passage:			12 pt	15.48 pt	12 pt	15.48 pt				
	Items:	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt
Grade 11	Passage:			12 pt	15.48 pt	12 pt	15.48 pt				
	Items:	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt	12 pt	15.48 pt

LP = Large Print

TELPAS Reading Point Sizes

Primary Font: New Century Schoolbook

	Grade 2		Grade 3		Grades 4–5		Grades 6–7		Grades 8–9		Grades 10–12	
	Regular	LP	Regular	LP	Regular	LP	Regular	LP	Regular	LP	Regular	LP
Passage:	14 pt	18 pt	12 pt	15.48 pt	12 pt	15.48 pt	11 pt	14.19 pt	11 pt	14.19 pt	11 pt	14.19 pt
Items:	14 pt	18 pt	12 pt	15.48 pt	10 pt	12.90 pt	10 pt	12.90 pt	10 pt	12.90 pt	10 pt	12.90 pt
Directions:	14 pt	18 pt	12 pt	15.48 pt	10 pt	12.90 pt	10 pt	12.90 pt	10 pt	12.90 pt	10 pt	12.90 pt

LP = Large Print

There are exceptions to this for article, cloze, or 4 ART passages.

APPENDIX G
Resources

The following resources may be found on the TEA Student Assessment Division website at http://www.tea.state.tx.us/student.assessment/.

TAKS Information Booklets

The purpose of the information booklets is to help Texas educators, students, parents, and other stakeholders understand more about the TAKS tests. These booklets are **not** intended to replace the teaching of the TEKS curriculum, provide the basis for the isolated teaching of skills in the form of narrow test preparation, or serve as the single information source about every aspect of the TAKS program. However, the booklets provide helpful explanations and show enough sample items, reading and writing selections, and writing prompts to give educators a good sense of the assessment.

Each subject area and grade level at which an assessment is given has its own TAKS information booklet.

- Reading (grades 3–9; Spanish version available for grades 3–6)
- Mathematics (grades 3–10 and exit level; Spanish version available for grades 3–6)
- Writing (grades 4 and 7; Spanish version available for grade 4)
- English Language Arts (grade 10 and exit level)
- Science (grades 5, 8, 10, and exit level; Spanish version available for grade 5)
- Social Studies (grades 8, 10, and exit level)

Grade Placement Committee (GPC) Manual

The GPC manual provides detailed information about the grade advancement and accelerated instruction requirements of the law. The manual is designed to guide the GPC through the process of evaluating student performance, determining accelerated instruction plans, and, when applicable, making promotion decisions. The manual also provides districts with detailed instructions for implementing all of the requirements of the SSI and includes timelines and flowcharts as well as sample forms and letters to aid districts with parental notification and documentation of activities.

LPAC Decision-Making Process for the Texas Assessment Program Procedural Manual

This manual has two purposes: (1) to guide LPACs in making decisions about the inclusion of LEP students in the Texas Student Assessment Program, and (2) to promote an increased awareness of the educational needs of second language learners.

TAKS Study Guides

TEA has developed TAKS study guides to help students strengthen the TEKS-based skills that are taught in class and tested on TAKS. The guides are designed for students to use on their own or for students and families to work through together. Concepts are presented in a variety of ways that will help students review the information and skills they need to be successful on TAKS.

Personalized study guides—customized tools to assist students who do not perform satisfactorily on any high school TAKS test—are an additional resource available for students. While the personalized study guides are customized for each student based on his or her test scores, they are designed to be used in conjunction with the TAKS study guides.

ARD Decision-Making Process for the Texas Assessment Program Manual

Admission, review, and dismissal (ARD) committee members should use this reference manual to guide their decisions regarding the placement and expected academic growth of students with disabilities in the Texas Assessment Program for Grades 3–11.

TAKS–M

TAKS–M is an alternate assessment based on modified academic achievement standards designed for students receiving special education services who meet participation requirements. Information regarding TAKS–M may be found at http://www.tea.state.tx.us/student.assessment/resources/taksm/index.html.

TAKS–Alt

TAKS–Alt is an alternate assessment designed for students with significant cognitive disabilities and is based on alternate academic achievement standards. Information regarding TAKS–Alt may be found at http://www.tea.state.tx.us/student.assessment/resources/taksalt/index.html.

Technical Digest

The Technical Digest documents the activities and attributes of the state assessment program. It is useful to anyone who wants to understand how the Texas assessment program is structured and how tests and test items are developed. It is revised annually and posted online only. The *2005–2006 Technical Digest* is available at http://k12testing.tx.ncspearson.com/tx_dist_publ.htm.

Interpretive Guide

A guide called *Interpreting Assessment Reports* is produced each spring and sent to school districts and regional education service centers as a guide for interpreting the various reports of student performance results. This guide is posted annually to the TEA website.

Texas Education Code

The current Texas Education Code (TEC) and additional statutes relating to education can be found in the 2008 Texas School Law Bulletin. This edition covers changes enacted through the 80th Texas Legislature. Each biennium TEA provides a revised Texas School Law Bulletin to school officials and agencies involved with education. Additional copies may be purchased by contacting TEA's Publications Distribution Office online at http://www.tea.state.tx.us/publications/; by e-mail at pubsdist@tea.state.tx.us; at P.O. Box 13817, Austin, Texas 78711-3817; or by calling 512-463-9744.

The TEC is also available online at http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm.

Other Resources

- Information concerning the rules adopted by the State Board of Education (SBOE) and the Commissioner of Education is available online at http://www.tea.state.tx.us/rules/home/.

- Information concerning federal accountability requirements and Adequate Yearly Progress (AYP) is available online at http://www.tea.state.tx.us/ayp/.

- Questions concerning accountability may be directed to the TEA Division of Performance Reporting by calling 512-463-9704. Information is also available online at http://www.tea.state.tx.us/perfreport/index.html.

- Questions concerning special education programs, complaints, and deaf services may be directed to the TEA Division of IDEA Coordination by calling 512-463-9414.

- Questions regarding the TEKS may be directed to the TEA Division of Curriculum by calling 512-463-9581. Information is also available online at http://www.tea.state.tx.us/curriculum/.

- Questions concerning LEP student services may be directed to the TEA Bilingual Education Unit by calling 512-463-9581. Information is also available online at http://www.tea.state.tx.us/curriculum/biling/.