Texas Student Assessment Program

2009–2010 Accommodations Manual

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

Including

- ★ General Education Students
- ★ Students Receiving Special Education Services
- ★ Students with 504 Plans
- ★ English Language Learners

Copyright © 2009, Texas Education Agency. All rights reserved.

The Texas Education Agency's Student Assessment Division would like to thank representatives from the Education Service Centers, including district and campus representatives from around the state, for providing feedback that assisted in the revision process for the *2009–2010 Accommodations Manual*. The comments and suggestions from Texas educators were invaluable and greatly appreciated.

In particular, the Student Assessment Division would like to thank the following educators for their contributions to a newly developed appendix regarding accommodations for students who are deaf or hard of hearing:

Sandra Connatser, Director, Galveston Brazoria Cooperative for the Hearing Impaired, Clear Creek ISD

Marcia Crouch, Deaf Education Coordinator, Plano Regional Day School Program for the Deaf, Plano ISD

Dan Diffee, State Lead for Deaf & Hard of Hearing Services–Communication Access, ESC Region XI

Joey Vaughan, Outcomes Specialist, Texas School for the Deaf

TABLE OF CONTENTS

Introduction

Purpose of the *2009–2010 Accommodations Manual* 2

Key Changes to the *2009–2010 Accommodations Manual* 3

Federal and State Requirements

Achieving Grade-Level Academic Content Standards 6

Federal Requirements 6

No Child Left Behind Act of 2001 (NCLB) 6

Individuals with Disabilities Education Improvement Act of 2004 (IDEA) 6

Rehabilitation Act of 1973 (Section 504). 7

State Requirements 7

Legislation as It Relates to Specific Student Populations 7

Students Receiving Special Education Services. 7

General Education Students, Including Students Receiving Services Through Section 504 of the Rehabilitation Act of 1973 8

English Language Learners 8

English Language Learners Served by Special Education 9

Components of the Texas Student Assessment Program 10

Selecting Accommodations for Assessment

What are Accommodations? 14

How are Accommodations Selected?. 14

Questions to Guide Accommodations Selection 15

Involving Students in Decisions about Accommodations. 16

Documenting Accommodations for State Assessments 16

Accommodations by Category Chart 18

Presentation Supports/Materials for TAKS–Alt 30

Additional Information on TELPAS Testing Accommodations 32
Accommodation Decisions 32
Paper Administrations of Multiple-Choice Reading Tests in Grades 2–12 32
Holistically Rated Assessments in Grades K–12. 32

Linguistic Accommodations for English Language Learners

Linguistically Accommodated Testing (LAT). 34
Overview 34
Eligibility 34
Linguistic Accommodations in Instruction 35
LAT Decisions 35
Allowable LAT Accommodations 36
Linguistic Accommodations for Mathematics and Science Tests 36
Direct and Indirect Linguistic Support Chart for LAT Mathematics and Science Tests 37
Linguistic Accommodations for Reading and ELA Tests 38
Direct and Indirect Linguistic Support Chart for LAT Reading Tests and the Reading Section of the ELA Test 39
Direct Linguistic Support LAT Accommodations for Grade 10 ELA 40

Accommodation Request Process

Accommodation Request Process Flowchart 42
Determine Whether Request is Necessary 43
Complete the Accommodation Request Form 43
What is Objective Evidence? 44
Ineffective and Effective Objective Evidence Chart 45
Using the Online Accommodation Request Form 48
Submit Accommodation Request Form to TEA 48
Review by TEA 49
Receive TEA Decision 49
Accommodation Request Form 50

Providing Accommodations During Instruction and Assessment

Administering State Assessments with Accommodations 52
Planning for Test Day 52
Ensuring Test Security 52
Evaluating and Improving the Use of Accommodations 53
Questions for Administrators 53
Questions for Teachers 54

Appendices

Appendix A

Dyslexia Bundled Accommodations 56
Oral/Signed Administration 58

Appendix B

General Instructions for Administering Braille and Large-Print Tests 60

Appendix C

General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing 65

Appendix D

Supplemental Aids 70

INTRODUCTION

Purpose of the *2009–2010 Accommodations Manual*

The Texas Education Agency (TEA) has developed this manual to provide guidance to regional-, district-, and campus-level staff; admission, review, and dismissal (ARD) committees; Section 504 committees; and language proficiency assessment committees (LPACs) in learning about, selecting, providing, and evaluating the use of accommodations in instruction and assessment. The information in this manual is applicable to **all students** requiring accommodations.

When appropriate accommodations are provided in classroom instruction and testing, students are more successful in learning. When students are provided appropriate accommodations that are allowed during state assessments, their test results will be more valid and reliable indicators of what they know and can do in relation to the grade-level Texas Essential Knowledge and Skills (TEKS). To ensure that all students are given access to accommodations during state testing, it is necessary for district personnel to be familiar with guidelines for selecting, providing, 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 Bilingual/English as a second language (ESL) coordinators
Campus Level	Principals and other administrators Testing coordinators Test administrators Educational diagnosticians Licensed specialists in School Psychology Counselors Teachers Special education staff Bilingual/ESL staff Parents

Key Changes to the *2009–2010 Accommodations Manual*

The following sections outline key changes to the *2009–2010 Accommodations Manual*. All changes are to be implemented for the 2009–2010 testing year.

Distribution of the Manual

Beginning this year, this manual is available online only and is posted on the Accommodations Resources page at http://www.tea.state.tx.us/student.assessment/resources/accommodations.

Organization of the Manual

Some appendices from last year's *Accommodations Manual* have been removed and are now available as separate links on the Accommodations Resources page. The section titled "Accommodation Request Process" has been moved from the appendices to the main body of the manual. Changes to the organization and layout of the manual are intended to facilitate the printing, duplication, and distribution of the manual by making auxiliary material available on an as-needed basis.

Additions to the Manual

- Appendix C, General Instructions for Administering Tests to Students Who are Deaf or Hard of Hearing, has been developed.
- Examples of effective and ineffective objective evidence are now included in the section titled "Accommodation Request Process." A crucial component of an Accommodation Request Form is objective evidence in the rationale that clearly explains why the student needs the accommodation. These examples should only be used as general guidelines for the type of information that is useful for TEA to make an informed review of a request; the examples should not be copied verbatim when completing a request.
- Additional information regarding the use of accommodations on the Texas English Language Proficiency Assessment System (TELPAS) holistically rated and multiple-choice assessments is now available in the section titled "Selecting Accommodations for Assessment."

Policy Changes

- Glossaries, including those made by teachers or students, that contain definitions of content-specific vocabulary are <u>no longer allowed</u> as supplemental aids for TAKS (Accommodated). A standard English dictionary (or Spanish dictionary if a Spanish test is given) that is grade- or ability-appropriate may be used. More information can be found in Appendix D.

- Accommodation Request Forms must now be received by TEA at least one week prior to testing. Requests received by TEA after this deadline will NOT be processed. However, in some cases (e.g., newly enrolled student, medical emergency, updated ARD decision) it may be necessary to submit a request after the deadline. In these situations, the district testing coordinator must contact the TEA Student Assessment Division for instructions on how to submit late requests. In the case of a request for a TELPAS reading paper test booklet (including large print), an Accommodation Request Form must be received by TEA at least two weeks prior to testing to allow time for processing the request and shipping materials.

Additions to Allowable Accommodations

As part of ongoing efforts to improve access to state assessments for all students, some accommodation policies for the assessment program have been updated and clarified. Manipulatives have been added to the list of those that are allowable for TAKS (Accommodated). See the Accommodations by Category Chart under "Manipulatives" for more specific information. In addition, the list of allowable supplemental aids for TAKS (Accommodated) has been expanded and includes additional examples. This information is in Appendix D.

Online Accommodation Request Form

Improvements to the online system for the 2009–2010 testing year will now allow districts to submit one request per student even if the student needs multiple accommodations for multiple tests. An additional new feature to the online Accommodation Request Form is a field for districts to enter a tracking number for identification of requests at the local level.

FEDERAL AND STATE REQUIREMENTS

Achieving Grade-Level Academic Content Standards

The Texas Student Assessment Program is designed to reflect the rigor of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), and meet federal and state requirements to hold schools accountable for helping students achieve grade-level academic content standards. The Texas state assessments must fulfill requirements of the No Child Left Behind Act of 2001 (NCLB), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Texas Education Code.

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

Federal Requirements

No Child Left Behind Act of 2001 (NCLB)

Stronger public accountability is one of the basic education reform principles contained in NCLB. Beginning in 2007–2008, NCLB requires the participation of all public school students in the following assessments:

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

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

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

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

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

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

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

Rehabilitation Act of 1973 (Section 504)

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

State Requirements

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

Administrative rules for the assessment program authorized under the TEC appear in the Texas Administrative Code (TAC). The 19 TAC §101.29 governs the use of accommodations in testing, which are permitted for eligible students unless their use would invalidate the test. Decisions about accommodations need to take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction and testing.

Legislation as It Relates to Specific Student Populations

Students Receiving Special Education Services

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

To accomplish the goal of equal access for students with disabilities, ARD committee members should be familiar with the grade-level content standards and assessment requirements. In addition, general and special educators must collaborate on the most appropriate and effective

ways to provide students with access to grade-level content. Most students with disabilities can achieve grade-level academic content standards when they receive

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

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

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

Accommodations may be used to enhance the way instruction or materials are presented to a student or to provide different ways for a student to respond to instruction or materials without changing the content being addressed. The decision to use a specific accommodation with a student should ensure the following:

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

English Language Learners

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

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

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

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

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

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

English Language Learners Served by Special Education

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

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

Components of the Texas Student Assessment Program

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

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

  Grades 3–9 reading

  Grades 3–10 and exit level mathematics

  Grades 4 and 7 writing

  Grade 10 and exit level English language arts (ELA)

  Grades 5, 8, 10, and exit level science

  Grades 8, 10, and exit level social studies

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

  Grades 3–5 reading

  Grades 3–5 mathematics

  Grade 4 writing

  Grade 5 science

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

  TAKS–M is administered in English for

  Grades 3–9 reading, including SSI retest opportunities in grades 5 and 8

  Grades 3–11 mathematics, including SSI retest opportunities in grades 5 and 8

  Grades 4 and 7 writing

  Grades 10 and 11 English language arts (ELA)

  Grades 5, 8, 10, and 11 science

  Grades 8, 10, and 11 social studies

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

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

  TAKS–Alt is administered for

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

- **Linguistically accommodated testing (LAT)** is an assessment process for eligible immigrant English language learners (ELLs) who are granted a limited English proficiency (LEP) exemption under state law but are required to be assessed in certain grades and subjects under federal law. The LAT process enables eligible immigrant ELLs to be assessed with linguistic accommodations that help them better understand the language used on the tests.

  LAT administrations are available for

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

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

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

  These assessments are administered for

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

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

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

- Accommodation use on **End-of-Course (EOC) Assessments** is not addressed in this manual since EOC assessments are not currently required for graduation. Districts should use their best judgment, and the guidelines for accommodation use on other state assessments, to determine appropriate EOC accommodations. Accommodation Request Forms are not required for EOC assessments at this time; all accommodation use will be determined at the local level.

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

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

SELECTING ACCOMMODATIONS FOR ASSESSMENT

What are Accommodations?

Accommodations are practices and procedures that provide equitable access to grade-level curriculum during instruction and assessment for all students. This includes general education students with special needs, eligible ELLs who need linguistic accommodations, as well as students with disabilities who receive special education services. Accommodations do not reduce learning expectations. Therefore, their use should not replace the teaching of subject-specific knowledge and skills as outlined in the state curriculum for each grade. Certain accommodations may be needed more often at some grades than others depending on academic content and rigor. **Although some accommodations may be appropriate for instructional use, they may not be appropriate or allowed on a standardized assessment.**

The decision to use an accommodation should be made on an individual basis and take into consideration both the needs of the student and whether the student routinely receives the accommodation in classroom instruction and testing. It is neither appropriate nor effective to provide "one size fits all" accommodations to students. For example, one student with a visual impairment might use large-print textbooks and worksheets while another would benefit from a magnification device. In most cases, accommodations are unique to a student and should not be provided to an entire group of students, such as those in the same class or disability category. Keep in mind that students unaccustomed to using specific accommodations may be hindered rather than helped by the use of accommodations not routinely used in classroom instruction. If you have questions regarding a unique situation, call the TEA Student Assessment Division at 512-463-9536.

Typically, accommodation use does not begin and end in school. Students who use accommodations in school will generally also need them at home and in the community. Some students will continue to need accommodations as they get older, both in postsecondary education and at work.

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

How are Accommodations Selected?

To help ensure that students are engaged in standards-based instruction and assessment, educators must be knowledgeable about the state curriculum (TEKS) and assessments. Effective decision making about the provision of appropriate accommodations begins with making appropriate instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing information about the student's needs and present level of performance in relation to the TEKS. The process of making decisions about accommodations requires, in essence, that educators attempt to "level the playing field" so that students can participate meaningfully in the general education curriculum and assessments. Accommodation decisions should be based on individual needs; they should not be made for entire groups of students, such as those in the same class or with a particular disability. Likewise, committee meetings that simply involve checking boxes on a "compliance" document without carefully considering the needs of

each student are neither conducive to sound decision-making practices nor are they beneficial in the advancement of opportunities for students to participate appropriately in the general education curriculum and assessments.

Questions to Guide Accommodations Selection

The questions below are provided to help guide campus- and district-level staff in the selection of appropriate accommodations for students who need them.

- What are the student's learning strengths and in which areas are improvements needed?
- How do the student's learning needs affect the ability to master the grade-level TEKS?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills, linguistic accommodations tailored to English language proficiency level) does the student need to master the grade-level TEKS?
- What accommodations will increase the student's access to appropriate instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability or limitation? These may be new accommodations or accommodations the student is currently using.
- Does the student have the opportunity to learn how to use the accommodation in the classroom setting?
- What accommodations are regularly used by the student during instruction and assessments?
- Are the student's accommodations effective (e.g., compare results for assignments and assessments when accommodations are used and not used)?
- What difficulties does the student experience when using accommodations?
- What are the perceptions of the student, parents, teachers, and specialists about how well the accommodation works?
- What data support the continued use of an accommodation, or should the accommodation be changed or discontinued?
- Is the accommodation allowed for use on the state assessment?

The student's accommodations should be a routine part of classroom instruction and testing. In some cases students need ample experience with accommodations for them to be effective. Be sure to plan for the ongoing evaluation of the student's use of accommodations in order to determine what accommodations are needed each year.

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

Involving Students in Decisions about Accommodations

It is important for students to understand their strengths and weaknesses and to learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience advocating for themselves. Communicating about educational needs may be difficult for some students, and they may require guidance and feedback. Educators can play a key role in teaching 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 appropriate accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become increasingly important during that time. Students need opportunities to learn not only which accommodations are most helpful to them but also how to make use of those accommodations in their classes.

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

Documenting Accommodations for State Assessments

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

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

Any accommodation that requires the submission and approval of an Accommodation Request Form must be documented as "pending TEA approval." Accommodation Request Forms must be received by TEA at least one week prior to testing. In the case of a request for a TELPAS reading paper test booklet, a request must be received by TEA at least two weeks prior to testing. If the accommodation is approved, this information should then be communicated to test administrators and other appropriate individuals.

The accommodations in this manual, except linguistic accommodations, are categorized in four ways: presentation (P), response (R), setting (S), and timing and scheduling (T).

- **Presentation Accommodations** allow students to access information in alternate formats other than regular print. These alternate modes of access may include auditory, multi-sensory, tactile, and visual modes.
- **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 a supplemental aid.
- **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.

Any accommodation used on the statewide assessment must be recorded on the scorable document according to its accommodation category. The accommodation category is indicated in parentheses next to each accommodation listed on the chart beginning on the next page. This information is used to analyze policy decisions regarding accommodations. If a student uses large print (LP), braille (BR), oral/signed administration (OA), and/or the dyslexia bundled accommodations (DB), only those bubbles should be marked on the scorable document. Any accommodation that is provided only because of circumstances surrounding test administration does not have to be marked on the scorable document. For example, if only one student receives the dyslexia bundled accommodations, the test administrator only records (DB) in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the scorable document, not (S) for individual administration. The test administrator would only record (DB) and (S) if the student required an individual administration as an additional accommodation.

For additional information about documenting accommodations, including linguistic accommodations, on the scorable document, see the *District and Campus Coordinator Manual*.

Accommodations by Category Chart

The chart on the following pages describes accommodations in each of the four accommodation categories (Presentation, Response, Setting, and Timing and Scheduling). Checkmarks indicate whether an accommodation may be used by an eligible student during a state assessment. Conditions for use are listed below each accommodation. Some conditions include italicized text to indicate the requirement of an Accommodation Request Form with objective evidence of student need. An explanation of objective evidence can be found in this manual in the section titled "Accommodation Request Process." Some accommodations, such as oral/signed administration, are determined locally based on specific eligibility criteria as detailed in Appendix A. Each accommodation listed below has a code in parentheses [e.g., (LP)] that must be recorded on the scorable document. See the *District and Campus Coordinator Manual* for additional information.

Except as specified below, the accommodations listed for TAKS, TAKS (Accommodated), and TAKS–M are available for eligible students who participate in LAT administrations of these assessments. Accommodations allowed on TAKS–Alt are discussed separately on pages 30–31. Additional information about accommodations for TELPAS not covered in this chart is found on page 32. For information on linguistic accommodations see pages 34–40.

	TAKS	TAKS (Accomm.)	TAKS–M	TELPAS Reading
Presentation Accommodations				
Large Print (LP)	✓	✓	✓	✓
A student who has a visual impairment and uses large-print materials in the classroom may use a large-print version of the test. An Accommodation Request Form is not required if the student meets both of these conditions. In most cases, large-print tests should be ordered only for students with visual impairments. *If a student does not meet both of the conditions above, an Accommodation Request Form with objective evidence of student need must be submitted to TEA for approval.* TELPAS reading tests are administered online. Technology-based accommodations described under "Magnifying or Low-Vision Devices" on the next page enable most students with visual impairments to test online. For students for whom technology-based accommodations are not appropriate, large-print TELPAS test booklets are available through the special request process outlined on page 32. Specific information about large-print tests is available in Appendix B.				
Braille (BR)	✓	✓	✓	
A student who has a visual impairment and routinely uses braille materials in the classroom may use a braille version of the test. An Accommodation Request Form is not required. Specific information about braille versions of the tests is available in Appendix B. For information about braille versions of LAT, call the TEA Student Assessment Division at 512-463-9536.				

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

* Applicable only for paper administrations of TELPAS grades 2–12 reading tests, which are available only through a special request process. For more information, see page 32.

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

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

Response Accommodations

	TAKS	TAKS (Accomm.)	TAKS–M	TELPAS Reading
Other Methods of Response (R)	✓	✓	✓	✓

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

Any of the following methods of response are allowed for students who meet the conditions above. Students may respond orally or sign responses to test items; mark responses in the test booklet; point to their response; use an augmentative communication device; record responses on a dry-erase board, chalkboard, or scratch paper (e.g., blank, lined, or graph paper); or type responses on a typewriter, portable word processor, or computer. All special features (e.g., spell check, word predictor) must be disabled for all TAKS writing/ELA tests and the TAKS (Accommodated) or TAKS–M grade 4 writing test. In addition, these special features should be disabled for all other writing/ELA tests unless the student receives spelling assistance as an accommodation. Student responses may not be saved to a disk or hard drive.

A scribe is the trained test administrator who writes down what a student indicates through an assistive communication device, pointing, sign language, print, or speech. Being a scribe requires understanding the boundaries of the assistance to be provided. A scribe may not edit or alter student responses in any way and must record word for word on the standard answer document exactly what the student has indicated. The scribe may not provide feedback regarding the correctness of the student's response. For information regarding the role of a scribe for students who are deaf or hard of hearing, refer to Appendix C. Specific instructions regarding the role of the scribe in various situations are provided below.

Written Composition

The role of the scribe is to write exactly what is dictated. The scribe should ask for clarification from the student about the intended use of capitalization, punctuation, and spelling of key words that are unique to the student's creativity and word choice (not basic grade-level sight words) since these conventions are part of the score the student receives. The student must have the opportunity to review and edit what the scribe has written; for example, the scribe may intentionally leave out all capitalization and punctuation for the student to edit. The student must be made aware of the space allowed for his or her response so that the transcribed composition will fit onto the two lined pages provided on the standard answer document.

	TAKS	TAKS (Accomm.)	TAKS–M	TELPAS Reading
Open-ended Responses The role of the scribe is to write exactly what is dictated. The scribe is not required to ask for clarification from the student about the intended use of capitalization, punctuation, and spelling of key words since these conventions are not part of the scoring rubric used to assess students' short-answer responses. The student must be made aware of the space allowed for his or her responses so that the transcribed responses fit in the spaces provided on the standard answer document. **Griddable Items** When transcribing a student's response to a griddable item for a mathematics or science test, the student's response must fit in the spaces provided on the standard answer document. The student must be made aware of the spaces allowed for his or her response so that the transcribed response fits in the spaces provided on the standard answer document. **Computation/Notes** If the student is physically unable to record mathematical computations, the student must direct the scribe very specifically regarding all steps necessary to complete the computation (for example, digit by digit, how to align numbers, etc.). For transcription of notes during the test, the scribe 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 scribe may not provide feedback regarding the correctness of any computations or relevance of any notes. If the use of any of these accommodations is distracting to other students or compromises the security of the test, an individual administration may be required. An Accommodation Request Form is not required.				
Spelling Assistance (R)		✓	✓	
The use of spelling assistance as an accommodation does not replace the teaching of spelling skills as outlined in the state curriculum. If a student is capable of organizing thoughts and ideas in written responses but has a disability that affects the physical reproduction of letters and words or the ability to remember spelling rules, word structures, or letter patterns, spelling assistance may be used. For example, a list of frequently misspelled words would be appropriate only for a student who can select a word with an irregular spelling pattern for use on his or her written response but is unable to reproduce the letters or pattern needed to correctly and consistently spell the word without assistance. A student taking the TAKS (Accommodated) or TAKS–M grade 4 writing test may only use word lists. Word lists may not contain definitions or examples of how to use words in a sentence. An Accommodation Request Form is not required if the above conditions are met. The use of spelling assistance as an accommodation applies only to the written composition. This accommodation does NOT apply to the revising and editing section of the test.				

	TAKS	TAKS (Accomm.)	TAKS–M	TELPAS Reading
A student taking the TAKS (Accommodated) or TAKS–M grade 7 writing test, grade 9 reading test, or grade 10 or 11/exit level ELA test may use spelling assistance (e.g., spell check, pocket spell checkers, word lists) if the conditions above are met. An Accommodation Request Form is not required. The use of spelling assistance as an accommodation applies only to written responses (written composition and open-ended reading responses). This accommodation does NOT apply to the revising and editing section of the writing or ELA test or to other subject-area tests. Dictionaries and thesauruses MUST be provided to students taking the following TAKS, TAKS (Accommodated), and TAKS–M tests: the written composition section of the grade 7 writing test, the entire grade 9 reading test, and the written composition and reading sections of the grades 10 and 11/exit level ELA tests (including LAT grade 10 ELA). Dictionaries and thesauruses are not accommodations for these tests, but a required part of standard test administration procedures. See the *District and Campus Coordinator Manual* for more information. For information about the use of dictionaries as supplemental aids for other tests, see Appendix D.				
Calculation Devices (R)		✓	✓	
The use of a calculation device as an accommodation does not replace the teaching of basic computation skills as outlined in the state curriculum. If a student possesses the knowledge to reason mathematically, but has a disability that affects mathematics calculation or the physical reproduction of numbers, a calculation device may be used. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. For example, a calculator would be appropriate only when a student knows what mathematical operations to use but needs assistance with calculation. Calculators may be adapted with large keys or voice output (talking calculators). In some cases, an abacus may be useful as it serves as a paper and pencil for some students with visual impairments. If the use of the accommodation is distracting to other students, an individual administration may be required. *For TAKS (Accommodated) mathematics tests at grades 3–6 and the science test at grade 5, the use of calculators requires the submission and approval of an Accommodation Request Form that includes objective evidence of student need.* If approved, the student may use any calculator that is routinely used in instruction as long as the calculator fits within the parameters of appropriate calculator use found in the *District and Campus Coordinator Manual*. Calculators are allowed for TAKS (Accommodated) mathematics tests at grades 7 and 8 and the science test at grade 8, as well as all TAKS–M mathematics and science tests, if the above conditions are met. Students may use calculators that are routinely used in instruction as long as the calculators fit within the parameters of appropriate calculator use found in the *District and Campus Coordinator Manual*. An Accommodation Request Form is not required.				

	TAKS	TAKS (Accomm.)	TAKS–M	TELPAS Reading
Graphing calculators MUST be provided to all students taking TAKS, TAKS (Accommodated), and TAKS–M mathematics tests at grades 9, 10, and 11/exit level. These are not accommodations, but a required part of standard test administration procedures. However, as an accommodation, a four-function calculator may be provided in addition to the graphing calculator. An Accommodation Request Form is not required. Four-function, scientific, or graphing calculators MUST be provided to students taking TAKS, TAKS (Accommodated), and TAKS–M science tests at grades 10 and 11/exit level. These are not accommodations, but a required part of standard test administration procedures. See the *District and Campus Coordinator Manual* for more information about appropriate calculator use.				
Supplemental Aids (R)		✓	✓	✓
A supplemental aid is a resource that assists a student in recalling information. The use of a supplemental aid as an accommodation does not replace the teaching of subject-specific skills as outlined in the state curriculum. If a student's disability affects memory retrieval, a supplemental aid may be allowed. The student must be able to understand the material being assessed, but may need assistance recalling the information. The supplemental aid must serve only as a tool and not as a source of direct answers—meaning it cannot provide direct answers to the TEKS being assessed. It is important to determine whether the use of a supplemental aid is a matter of convenience or a necessary accommodation. For TAKS (Accommodated), see Appendix D for examples of supplemental aids that do not require the submission of an Accommodation Request Form. *For supplemental aids not described in Appendix D, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for approval. A copy of the aid must be included with the request.* For TAKS–M, supplemental aids that serve as a tool rather than a source of direct answers are allowed. Examples are provided in Appendix D and can be used as guidance for determining the appropriateness of supplemental aids not listed. An Accommodation Request Form should not be submitted for supplemental aids on TAKS–M. *For the TELPAS reading tests, the use of a supplemental aid requires an Accommodation Request Form.*				

	TAKS	TAKS (Accomm.)	TAKS–M	TELPAS Reading
Manipulatives (R)		✓	✓	
Manipulatives are concrete objects that a student can move and touch in order to visualize abstract concepts. The manipulative must serve only as a tool and not as a source of direct answers—meaning it cannot provide direct answers to the TEKS being assessed. For TAKS (Accommodated), the following manipulatives are allowed without the submission of an Accommodation Request Form: real or play money, clocks, base-ten blocks, various types of counters (e.g., two-sided chips, blocks, etc.), algebra tiles, fraction pieces, and non-labeled geometric figures. *For manipulatives not listed here, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for approval. The name and a description of the manipulative must be included with the request.* For TAKS–M, any manipulatives that serve as a tool and not a source of direct answers are allowed. An Accommodation Request Form is not required.				
Blank Graphic Organizers (R)		✓	✓	✓
A student who has a processing problem may benefit from the use of blank graphic organizers. Examples of common graphic organizers include webs, charts, and boxes. Blank graphic organizers do not contain any words, numbers, or symbols. Graphic organizers that contain any words, numbers, or symbols are considered supplemental aids. An Accommodation Request Form is not required for the use of blank graphic organizers. For the TELPAS reading tests, blank graphic organizers are allowable for students who are eligible to take TAKS (Accommodated) or TAKS–M in accordance with the conditions above.				

Setting Accommodations

	TAKS	TAKS (Accomm.)	TAKS–M	TELPAS Reading
Minimizing Distractions to the Student (S)	✓	✓	✓	✓
A student may need an accommodation that minimizes external and/or internal distractions. Some examples of this accommodation may include, but are not limited to, headphones or a stress ball. An Accommodation Request Form is not required.				
Individual Administration (S)	✓	✓	✓	✓
A student may receive an individual administration. A trained test administrator must be present in the testing room at all times. An Accommodation Request Form is not required. For LAT, individual and small-group test administrations are part of the test administration procedures and are not considered an accommodation.				
Small-Group Administration (S)	✓	✓	✓	✓
A student may be tested in a small group. A trained test administrator must be present in the testing room at all times. The state does not define how many students constitute a small-group administration. Groupings for this accommodation should be based on student need and, in all cases, should be smaller than the number of students in a traditional testing room. An Accommodation Request Form is not required. For LAT, individual and small-group test administrations are part of the test administration procedures and are not considered an accommodation.				

Timing and Scheduling Accommodations

	TAKS	TAKS (Accomm.)	TAKS–M	TELPAS Reading
Extended Time—Testing Over Two Days (T)	✓	✓	✓	✓

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

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

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

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

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

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

	TAKS	TAKS (Accomm.)	TAKS–M	TELPAS Reading
Multiple or Frequent Breaks (T)	✓	✓	✓	✓

A student who cannot concentrate continuously for an extended period or who becomes frustrated or stressed easily (e.g., a student with autism or a severe behavioral disability) may need frequent or extended breaks. This accommodation may also be helpful for a student who takes medication that causes fatigue or affects his or her ability to stay alert.

The test booklet may be divided into short sections (e.g., by using paper clips or adhesive notes) so that a student can take a break between each section. A timer may be used so that the student can take breaks at planned intervals. A student may be allowed to take brief breaks in the testing room during a test session. However, testing personnel should ensure that while taking a break, the student does not participate in any activity that may potentially provide access to information related to any subject-area test content. For example, activities such as reading books or magazines are not permitted. The test booklet must be closed with the answer document inside, and it is essential that the student be closely monitored at all times so the content of the test is not discussed with others. The use of this accommodation may require an individual or small-group administration. An Accommodation Request Form is not required.

Provisions for multiple or frequent breaks as a LAT accommodation for eligible ELLs are described in the section titled "Linguistic Accommodations for English Language Learners."

Visual, Verbal, or Tactile Reminders to Stay on Task (T)	✓	✓	✓	✓

A student who loses focus easily may need general visual, verbal, or tactile reminders to stay on task. For example, a test administrator may say "You need to continue working" or "You are on page X." Or, the test administrator may gently tap a student's shoulder to redirect his or her attention to the test. The use of this accommodation may require an individual or small-group administration. An Accommodation Request Form is not required.

Presentation Supports/Materials for TAKS–Alt

Assessment tasks for TAKS–Alt are written very broadly in order to allow access for a wide range of student abilities. Because of this broad access, it is critical that TAKS–Alt assessment tasks be made accessible for each student through the use of presentation supports and materials. Students being assessed with TAKS–Alt may use whatever accommodations and supports are routinely and successfully used for the student to access the grade-level content and be as independent as possible. Supports used should not alter the complexity level of the assessment task that has been chosen. Students do not receive lower scores because of the use of these supports. Supports need to be preplanned and should never be confused with cueing and prompting terms. The following chart offers suggestions on possible supports and materials which can be used with students with significant cognitive disabilities. Each mode of access is listed separately; however, students may require a multisensory approach that will combine sensory modes.

Verbal/Auditory Access	
Presentation supports that a student may need in order to access a task: • Oral presentation of information by a person or technology • Use of sign language for all instruction and communication • Sign language paired with key words in instruction • Verbal instructions broken into parts or chunks • Simplified and/or repeated instructions and language • Assistive communication devices or communication boards that are programmed specifically for the task • Text or information paraphrased and/or summarized • Pictures/symbols and/or object representations paired with instruction and language • Extended wait times to allow for processing of verbal information • Sound amplification • Reduced background or environmental noise	Materials: • Interactive software • Text readers • Taped/audio books • Talking calculators and reference materials • Communication aids (e.g., boards, pictures/symbols, object representations, voice output devices, text-to-speech software or hardware) • Adaptive listening devices (e.g., hearing aides, FM systems, amplifiers, whisper phone)
Physical Access	
Presentation supports that a student may need in order to access a task: • Assignments that use typing or manipulating objects and/or pictures as ways to respond • Allowances for written approximations • Use of adaptive writing equipment • Use of computer accessible equipment • Special considerations for positioning of body, head, hands, or eyes • Physical support of extremities to access stimuli or objects • Use of tactile symbols and books • Use of touch to maintain focus • Sensory input to experience information • Use of switches to record answers, respond, or activate equipment • Materials secured to keep them stable or in place	Materials: • Word prediction/completion software, voice recognition software, spell checkers • Modified keyboards, touch screens, joysticks, modified mouse, head mouse, pointing devices • Pencil grips, weighted pens, tactile paper with raised lines, highlighters, highlighting tape • Standers, special chairs, support cushions, wedges, rolls, slat or vertical boards, adaptive tables, lap trays • Arm or wrist weights • Stamps, stickers, stencils to communicate • Note taking devices • Book holders, page turners • Single, dual, or multi-surface switches • Textured surfaces • Tactile materials to explore • Fasteners, clips, weights to stabilize materials

May 2009

Copyright © 2009, Texas Education Agency. All rights reserved. Reproduction of all or portions of this work is prohibited without express written permission from the Texas Education Agency.

Presentation Supports/Materials for TAKS–Alt (Continued)

Visual Access	
Presentation supports that a student may need in order to access a task: • Use of pictures or objects to convey meaning • Use of short video clips or slide presentations • Visual displays of information or enlarged materials • Preplanned visual supports (e.g., highlighting text, drawing information, color-coding text or marking text) • Use of bright or contrasting colors • Visual scanning techniques • Placement of materials to facilitate eye gaze or intense focus • Shortened text • Assignments broken into parts or chunks to reduce the amount of visual information presented at one time • Reduced visual distractions	Materials: • Picture symbols and icons • Objects and manipulatives • Pictures to text software • Graphic organizers, charts, maps, outlines, timelines, concept maps • Highlighted text • Heat sensitive paper • Picture dictionaries or hand-held spellers • Visual timers • Light box, laser lights and pens • Color-coded materials, colored overlays, or visual markers • Specialized positioning equipment (e.g., special chairs, support cushions, wedges, rolls, slat or vertical boards, adaptive tables, lap trays) • Specialized calculators • Large print books or braille materials • Magnification devices (e.g., free standing or hand held, computer screen magnifiers)

May 2009

Copyright © 2009, Texas Education Agency. All rights reserved. Reproduction of all or portions of this work is prohibited without express written permission from the Texas Education Agency.

Additional Information on TELPAS Testing Accommodations

Accommodation Decisions

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

Paper Administrations of Multiple-Choice Reading Tests in Grades 2–12

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

An Accommodation Request Form must be submitted to TEA describing the student's specific circumstances, accommodation, and need for a paper-based rather than an online administration. **The request should include information explaining why a comparable online test accommodation is not appropriate for the student.** All requests for paper administrations of TELPAS reading tests will be considered on a case-by-case basis.

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

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

Holistically Rated Assessments in Grades K–12

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

LINGUISTIC ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS

Linguistically Accommodated Testing (LAT)

Overview

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

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

Eligibility

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

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

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

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

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

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

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

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

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

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

Linguistic Accommodations in Instruction

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

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

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

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

LAT Decisions

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

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

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

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

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

Allowable LAT Accommodations

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

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

Linguistic Accommodations for Mathematics and Science Tests

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

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

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

Linguistic Accommodations for LAT Mathematics and Science Tests

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

* Note that linguistic simplification guides are produced for LAT administrations of TAKS, including TAKS (Accommodated). Linguistic simplification guides are not produced for TAKS–M because language simplification is part of the development process of TAKS–M test questions. Additional allowable linguistic simplifications may be provided by the test administrator at the request of the student.

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

Linguistic Accommodations for Reading and ELA Tests

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

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

Linguistic Accommodations for LAT Reading Tests and the Reading Section of the ELA Test

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

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

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

Direct Linguistic Support LAT Accommodations
Grade 10 ELA

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

* All grade 10 students, regardless of whether they take LAT tests, are to have access to English dictionaries and thesauruses for these sections of the test. It is not necessary to predetermine and document the need for this as an accommodation.

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

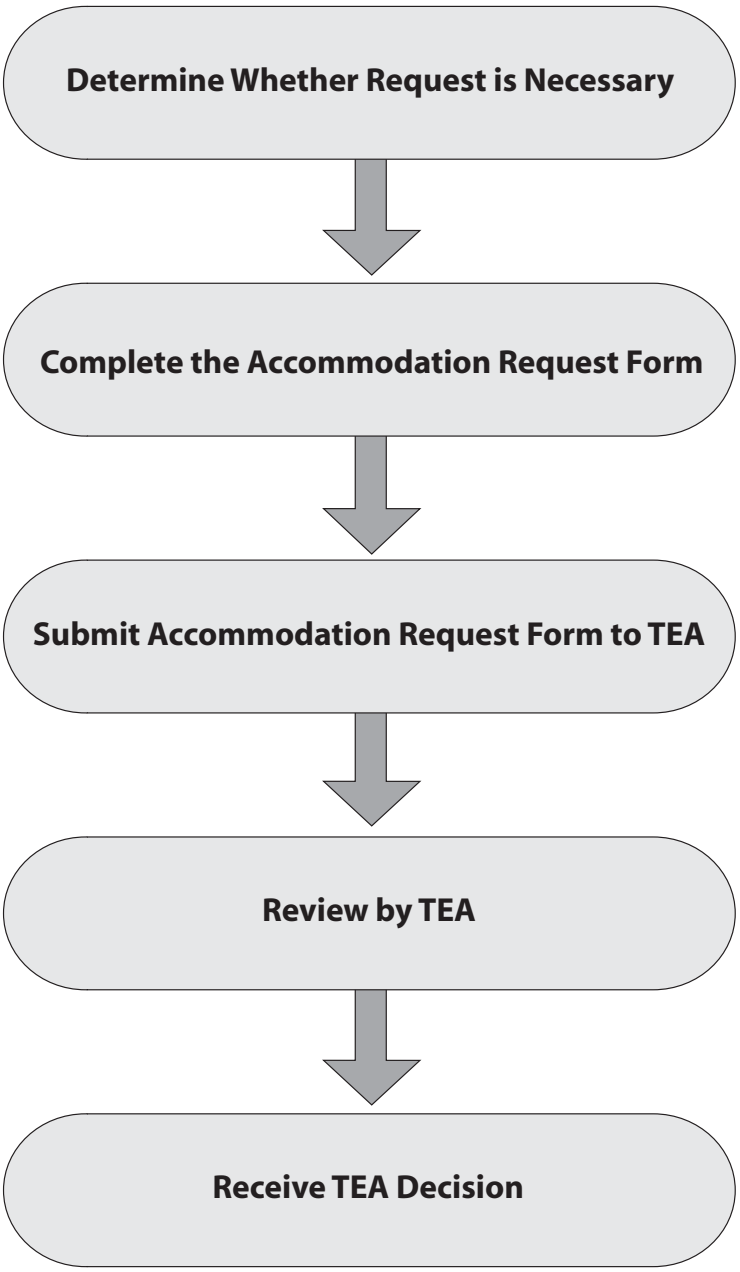
The test administrator must **NOT** provide any direct or indirect assistance or reinforcement that identifies or aids in the identification of the correct response to a test item. No discussion or scoring of test items is allowed at any time.

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

ACCOMMODATION REQUEST PROCESS

Accommodation Request Process Flowchart

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



Determine Whether Request is Necessary

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

Requests should not be submitted for accommodations that are locally determined. For example, a request should not be submitted for the dyslexia bundled accommodations. Eligibility criteria for this accommodation are located in Appendix A in this manual, and it is the responsibility of the school to determine if a student meets these requirements. Other accommodations are allowed on certain assessments if the school determines that a student meets the conditions described under the accommodation in the Accommodations by Category Chart. For instance, a student who needs to record answers in the test booklet instead of on the answer document must, as noted on page 22 under "Other Methods of Response," have a temporary or permanent disabling condition that interferes with or limits the ability to make notes, do computations, or record responses on a scorable document. This decision is determined locally, based on the school's knowledge of the student's needs. In each of these examples, an Accommodation Request Form should not be submitted.

There are only a few instances in which it is necessary to submit an Accommodation Request Form. Italicized text in the Accommodations by Category Chart emphasizes those accommodations that require the submission of an Accommodation Request Form. An example of this can be found in the Accommodations by Category Chart under "Large Print": *If a student does not meet both of the conditions above, an Accommodation Request Form with objective evidence of student need must be submitted to TEA for approval.* In the case of a student needing an accommodation that is not listed in this manual, an Accommodation Request Form must be submitted. Additional information about accommodations for TELPAS, including those that require submission of an Accommodation Request Form, is found on page 32.

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

Complete the Accommodation Request Form

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

- Never include confidential student information, such as first and last name, social security number, or pages from an IEP.
- A separate request form should be completed for each student needing an accommodation. Blanket requests for entire classrooms or disability categories will NOT be accepted. The request may list multiple testing programs, multiple accommodations, and/or multiple administrations but must address the needs of only one student per form.

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

What is Objective Evidence?

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

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

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

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

Ineffective and Effective Objective Evidence

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

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

Extended Time	
Ineffective Rationale: This student has a learning disability and has been diagnosed with ADD. He has behaviors that interfere with attending to task for long periods of time, so he takes longer to complete assignments. This rationale is ineffective because, as stated in this manual, extended time is reserved for students in unique situations. There is not enough information provided to indicate whether the student's disabilities are unique or rare. An explanation of the student's specific "behaviors" may have indicated a need for this accommodation.	Effective Rationale: This student has been diagnosed with autism and experiences emotional outbursts (e.g., yelling, destruction of materials) during stressful situations (e.g., testing, transitions). Student was approved for extended time last year. Student continues to use this accommodation on benchmark tests similar in length and rigor to the TAKS test. The fall benchmarks did not include extended time. The student had to be escorted from the room each day due to behavior. Tests were incomplete but scores were: Reading-57, Math-71, and Science-68. He often began yelling, throwing pencils, crying, and finally refused to continue working. Spring benchmarks allowed two days for each test. Scores were: Reading-77, Math-83, and Science-80. The student was able to complete these tests with very little emotional stress, although student did need frequent breaks and positive reinforcement. This rationale is effective because it indicates how the student's disability relates to the requested accommodation. The rationale does not simply state that the student has autism. Specific descriptions of the student's behavior provide a clear picture of how the student's disability manifests itself and warrants this accommodation. Although the fact that the accommodation was approved and used last year does not automatically indicate that it will be approved for subsequent years, this rationale provides evidence that evaluation of the effectiveness of the accommodation is ongoing and the accommodation should be continued for student success.

Using the Online Accommodation Request Form

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

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

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

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

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

Submit Accommodation Request Form to TEA

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

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

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

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

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

Review by TEA

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

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

Receive TEA Decision

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

ACCOMMODATION REQUEST FORM

DISTRICT INFORMATION

District Name: _____ Campus Name: _____

Name/Title of Person Making Request: _____

Signature of Person Making Request: _____

Phone Number: _____ Fax Number: _____

Other:

REQUEST

Assessment(s) (*check*): TAKS* ❐ TAKS (Accommodated)* ❐ TAKS–M* ❐ TELPAS ❐

Student's Grade: _____ Administration Date(s): _____

Subject(s): _____

Description of accommodation (*attach another sheet if necessary*):

Why does this student need this accommodation?

Does this student routinely receive this accommodation in classroom instruction?
Yes _____ No _____

Is this student receiving support/services through special education or Section 504 of the Rehabilitation Act of 1973?
Yes, Special Education _____ Yes, 504 _____ No _____

Is this accommodation documented in the student's paperwork?
Yes _____ IEP (Special Ed.) ❐ IAP (504) ❐ LPAC ❐ Other ❐ No _____

District Testing Coordinator Signature: _____ Date: _____

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

TEA ACCOMMODATIONS TASK FORCE ACTION (for TEA use only)

Approved/Denied by: _____ via: _____ date: _____
Indicate the accommodation category _____ on the scorable document.
Comments:

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

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

PROVIDING ACCOMMODATIONS DURING INSTRUCTION AND ASSESSMENT

Administering State Assessments with Accommodations

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

Planning for Test Day

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

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

Teacher Tools 4, 6, and 8 provide additional information about planning accommodation use during assessments. See the Accommodations Resources page at http://www.tea.state.tx.us/student.assessment/resources/accommodations.

Ensuring Test Security

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

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;

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

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

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

Evaluating and Improving the Use of Accommodations

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

Questions for Administrators

1. When administering state assessments with accommodations, are there policies to ensure that test security and confidentiality are maintained before, during, and after the day of the test?
2. Are students receiving accommodations as documented in their IEPs, IAPs, LPAC paperwork, or district-level paperwork?
3. Are there procedures in place to ensure that test administrators adhere to directions when providing accommodations during state assessments?
4. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it because they did not have access to the necessary instruction, did not receive necessary accommodations, or received accommodations that were not effective?

Questions for Teachers

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

APPENDICES

Dyslexia Bundled Accommodations TAKS and TAKS (Accommodated) Reading

Dyslexia Bundled Accommodations	
Grade/Language	**Subject Area for Which Accommodation is Available**
Grade 3 English and Spanish	reading
Grade 4 English and Spanish	reading
Grade 5 English and Spanish	reading
Grade 6 English	reading
Grade 7 English	reading
Grade 8 English	reading

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

Student eligibility is described on the following page. The bundled accommodations are

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

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

Eligibility for Dyslexia Bundled Accommodations

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

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

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

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

Authority for Decision

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

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

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

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

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

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

* TAKS–M tests are not available in Spanish.

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

Oral administration can encompass different levels of reading support for each student on any part of the test (including the state-supplied mathematics and science charts) or on allowable supplemental aids. These supports may include the test administrator reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety. It is the responsibility of the ARD committee, the Section 504 committee, or the committee of knowledgeable persons to appropriately document the level of reading support the student needs. A student may request a change in the level of reading support provided during testing only if this option is documented.

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. Student eligibility is described on the following page. Oral administration is not allowed for the reading, writing, or ELA tests. This does not apply to the dyslexia bundled accommodations or the accommodation of reading test questions and answer choices on TAKS–M reading selections.

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

It is important to note that all students who receive an oral administration must have the **same test booklet form** as the test administrator. District and campus testing coordinators need to ensure that they have enough test booklets for test administrators as well as students. Test administrators who conduct an oral administration must be familiar with content-specific terms and symbols associated with the subject-area test. This will ensure that the test is administered accurately. Additional information can be found in the "Oral Administration" appendix of each test administrator manual.

Eligibility for Oral/Signed Administration

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

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

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

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

Authority for Decision

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

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

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

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

General Instructions for Administering Braille and Large-Print Tests

Introduction

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

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

Test Materials in Large Print and Braille

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

> The decision to use a large-print test booklet should be made in accordance with the guidelines in the Accommodations by Category Chart in this manual. Large-print tests should not be ordered for an entire class. They are reserved only for students with visual impairments or for those who have an approved Accommodation Request Form. In most cases large-print tests should be ordered only for a student with a visual impairment.

For students who are visually impaired and who require a point size larger than the type used on the large-print versions of the tests, submit an Accommodation Request Form requesting to enlarge the test materials on a photocopier. Charts containing the point sizes for the regular and large-print tests are provided on the Accommodations Resources page at http://www.tea.state.tx.us/student.assessment/resources/accommodations. Accommodation Request Forms must be received by TEA at least one week prior to testing. In the case of a request for a TELPAS reading paper test booklet, an Accommodation Request Form must be received by TEA at least two weeks prior to testing to allow time for processing the request and shipping materials.

* **NOTE:** Large-print TELPAS reading test booklets are not included in this shipment. TELPAS grades 2–12 reading tests are administered online. See page 32 for information about the process for requesting a large-print test booklet for a student for whom technology-based accommodations are not appropriate.

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

Specific Braille Instructions

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

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

Specific braille instructions are divided into three sections:

- **General Information:** This section gives the test administrator information about the braille test booklet and how it compares to the print test booklet for that grade and subject area. Instructions on how to transcribe the student's responses are also included in this section.
- **Specific Instructions:** This section provides information for the test administrator about how a particular braille test differs from the print version, including information about test items that have been modified, replaced, or omitted to ensure that the test is accessible to a student who reads braille. This section also provides related administration instructions. For example, test items with a visual element that cannot be rendered in braille will include a description of what is depicted in the print version of the test. Although such descriptions are provided in the braille test booklet, the test administrator may read them aloud from the specific braille instructions at a student's request. This section also informs test administrators of any manipulatives (for example, a braille ruler or three-dimensional geometric figure) that a student will need in order to complete the test.

  If a test item has been replaced on the braille test, the test administrator may not have a copy of the replacement item. In this case, the Specific Instructions section will indicate which item has been replaced. If the test administrator conducting an oral administration reads braille, he or she may read the replacement item from the student's braille test booklet. Otherwise, the student will need to read the replacement item independently.

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

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

Training

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

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

Student Materials and Accommodations

All materials and equipment needed by the student should be furnished before testing begins. Typewriters, computers, and low-vision devices such as a closed-circuit television (CCTV) are allowed. If a student uses a computer to generate a response to the writing prompt, the document may not be saved. As appropriate, the test administrator should have available braille paper, typing paper, pens, crayons, pencils, placeholders, and any manipulatives specified in the specific braille instructions. For tests that require the availability of a dictionary, students taking the braille version of a test may use an electronic dictionary/thesaurus.

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

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

Students Requiring More Than One Day

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

Student Response Procedures

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

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

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

Transcribing

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

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

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

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

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

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

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

Returning Materials

All braille and large-print materials, including handwritten, typewritten, or brailled responses, must be returned to the district testing coordinator. All regular-print test booklets or answer documents onto which students' responses have been transcribed should be returned in the shipment of scorable materials. The braille and large-print test booklets, extra regular-print test booklets, specific braille instructions, and anything on which the student has written answers should be returned in the nonscorable shipment. The students' written compositions before they were transcribed should also be returned in the nonscorable shipment. The scorable documents for students taking braille and large-print versions of the tests will be processed in the same manner as all other scorable documents. However, in order for the braille version of a test to be scored correctly, the "BR" bubble on the front of the scorable document must be marked.

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

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

Introduction

This set of general instructions is intended to help test administrators understand and meet the unique testing needs of students who are deaf or hard of hearing. Instructions and guidelines within this appendix are applicable to TAKS, TAKS (Accommodated), and TAKS–M. For information regarding the administration of TELPAS or LAT to a student who is deaf or hard of hearing, call the TEA Student Assessment Division at 512-463-9536. Districts should plan accordingly to ensure that those who are administering a test to a student who is deaf or hard of hearing receive training to prepare for this type of test administration and complete the test administrator oath prior to test administration. All staff involved in testing students who are deaf or hard of hearing must be familiar with the information in this appendix prior to testing. Unless otherwise indicated in this appendix, regular test administration procedures should be followed when testing a student who is deaf or hard of hearing.

Who May Serve as Test Administrators?

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

Certified Sign Language Interpreters

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

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

If an oral/signed administration of a mathematics, science, or social studies test is necessary, the test administrator or certified sign language interpreter must be familiar with the "Oral Administration"

appendix that is included in all test administrator manuals and be trained in testing procedures specific to an oral/signed administration.

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

Testing Accommodations

Accommodations used during testing must be routinely used during classroom instruction. All materials and equipment needed by the student should be furnished before testing begins. Educators must communicate with the campus testing coordinator regarding the accommodations that are documented in each student's IEP that will be necessary during testing. The use of any accommodation should be indicated in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the student's scorable document. Refer to the Accommodations by Category Chart in this manual for specific information about allowable accommodations. Accommodations not listed on those pages require the submission of an Accommodation Request Form.

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

Use of Projector

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

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

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

Scribe

As with all accommodations, the decision to use a method of response other than the student recording his or her own answers should be documented appropriately in the IEP. Specifically, conditions for using a scribe to record a student's written response to open-ended reading items or the written composition can be found in this manual in the Accommodations by Category Chart under "Other Methods of Response."

The role of the scribe is to write exactly what the student signs. A scribe may not edit or alter student responses in any way and must record word-for-word on the standard answer document exactly what the student has indicated. If a student uses a sign system that must be translated into complete sentences (e.g., American Sign Language), an Accommodation Request Form must be submitted to TEA for approval.

For specific information about transcribing, refer to the *District and Campus Coordinator Manual*.

Sign Language Dictionary

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

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

Signing or Amplifying Test Administration Directions

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

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

Signing or Amplifying Test Content

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

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

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

Procedures Specific to Signing Test Content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Supplemental Aids

A supplemental aid is a resource that assists a student in recalling information. The use of a supplemental aid as an accommodation does not replace the teaching of subject-specific skills as outlined in the state curriculum. If a student's disability affects memory retrieval, a supplemental aid may be allowed. To be eligible to use a supplemental aid during testing, the student must be able to understand the material being assessed but may need assistance recalling the information.

The requested supplemental aid must meet **ALL** of the conditions in the box below.

1. The supplemental aid is a tool that a student knows how to use and is not a source of direct answers for the TEKS assessed at each grade level.
2. The supplemental aid helps a student access grade-level content. It is neither effective nor appropriate to supply a student with supplemental aids that contain information above the student's grade level. It is the district's responsibility to review each supplemental aid for grade-appropriate content, as well as to ensure that it is factual and free from errors.
3. The supplemental aid is concise and well-organized so that a student can quickly access the information. The supplemental aid does not contain numerous pages, as this may be more cumbersome than helpful when used during a state assessment.
4. The supplemental aid is routinely used in instruction and testing. A student who is unaccustomed to using specific accommodations may be hindered rather than helped when provided accommodations not routinely used in classroom instruction and testing.
5. The use of the supplemental aid is documented in the student's IEP.
6. The supplemental aid is allowed according to guidelines in this appendix or is approved by TEA through an Accommodation Request Form.

Guidelines for Using Supplemental Aids on State Assessments

TAKS

Supplemental aids are NOT allowed on TAKS.

TAKS–M

The supplemental aids described in this appendix as allowed for TAKS (Accommodated) are allowed on TAKS–M, including LAT administrations of this assessment. For supplemental aids not described in this appendix, the district should ensure that all of the conditions in the box on the previous page are met. The information in this appendix can be used as a guide when making these determinations. An Accommodation Request Form should not be submitted for supplemental aids on TAKS–M.

TELPAS

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

TAKS (Accommodated)

The supplemental aids described in this appendix are allowed on TAKS (Accommodated), including LAT administrations of this assessment, if the conditions in the box on the previous page are met. An Accommodation Request Form is not required for the supplemental aids described in this appendix.

For supplemental aids not described in this appendix, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for approval. A copy of the supplemental aid must be included with the request.

Supplemental Aids Allowed on TAKS (Accommodated) with NO Accommodation Request Form

Mathematics

- A standard English dictionary (or Spanish dictionary if a Spanish test is administered) that is grade- or ability-appropriate may be used. Glossaries, including those made by teachers or students, that contain definitions of vocabulary specific to mathematics are not allowed.
- A mnemonic device is a technique that assists or is intended to assist with memory. Mnemonic devices that are acronyms or phrases may be used to help a student recall information. However, the content-specific words that the mnemonic represents are not allowed. For example, the acronym "PEMDAS" and/or the phrase "Please Excuse My Dear Aunt Sally" may be used to help a student recall the correct order of operations. But the content-specific words "Parentheses, Exponents, Multiplication, Division, Addition, Subtraction" cannot be included. Mnemonic devices other than acronyms or phrases require the submission of an Accommodation Request Form.
- Multiplication charts may be used. The multiplication chart must be a grid used to find answers, not a list of multiplication facts. Each axis may be numbered up to 12, but no higher than 12. There should be no highlighting or any other indication of special numbers (e.g., perfect squares) in the body of the chart.
- Number lines labeled with the integers -10 to 10 or the whole numbers 0 to 10 may be used; however, the numbers must be grade appropriate. For example, it would not be appropriate to provide a number line showing negative integers at grades 3 through 5, but a number line with the whole numbers from 0 to 10 labeled would be appropriate for these grades. There should be no highlighting or any other indication of number patterns (e.g., multiples).
- A 100 chart may be used as long as there is no highlighting or any other indication of special numbers (e.g., prime numbers) in the body of the chart.
- A place value chart may be used; however, it cannot contain any numbers as specific examples. Place value labels and a decimal point are allowed as long as they are grade appropriate.
- Pictorial models of fraction bars or fraction circles may be used. However, if the model is labeled, it should not show equivalencies (e.g., $\frac{1}{2} = \frac{2}{4} = 0.5 = 50\%$).
- Pictorial models of two- and three-dimensional figures, including angles, may be provided; however, naming the figure or describing its attributes is not allowed. It is allowable to point out dimensions such as length or diameter; but it is not allowable to indicate attributes such as providing the number of edges or vertices.
- A list of key words for mathematical operations (e.g., all together means add) may be used.

- A description of the process needed to solve a problem can be provided. However, no specific examples can be shown. For example, the student can have the steps of long division listed, but a sample division problem that includes numbers cannot be provided.

Reading/ELA (reading selections)

- A standard English dictionary (or Spanish dictionary if a Spanish test is administered) that is grade- or ability-appropriate may be used. In addition, definitions of grade-appropriate literary terms may be provided in a teacher-made document. However, examples may not be included. Glossaries, including those made by teachers or students, that contain definitions of other vocabulary specific to reading are not allowed.
- A mnemonic device is a technique that assists or is intended to assist with memory. Mnemonic devices that are acronyms, phrases, words, pictures, or a combination of these may be used to help a student recall information.
- Checklists that contain general information may be used to remind a student of how a careful reader interacts with text. Although certain checklists may be appropriate for use in the classroom for teaching comprehension skills, checklists that are too detailed are not appropriate for use on an on-demand, one-day test. For example, the checklist can remind the student to write down any important information that he or she finds while reading a selection or to answer the questions using information from the selection. However, it would not be appropriate to require the student to write the main idea of each paragraph after reading it or to read the selection multiple times. A guiding principle is that the checklist should remind the student how to be a careful reader as opposed to how to find the answer to certain types of questions. For example, it would not be appropriate for the checklist to remind the student to identify the correct answer in summary items by finding the answer choice that has elements from the beginning, middle, and end of the selection. This kind of strategy is too prescriptive and limiting. In fact, it will not always help the student find the correct answer, nor is it the only way to find a correct answer.
- Graphic organizers related to literary elements and text structures may be used to help students analyze selections. For example, graphics may include a space for students to notate the setting, characters, problem, and problem resolution as they identify them while reading.

Writing/ELA (open-ended reading items, written composition, and the revising and editing section)

- A mnemonic device is a technique that assists or is intended to assist with memory. Mnemonic devices that are acronyms, phrases, words, pictures, or a combination of these may be used to help a student recall information.

- Checklists that contain general information may be used to help a student stay focused and to remind him or her of the necessary steps for completing a task. Checklists that are too specific or time consuming are not allowed. For example, the checklist can remind the student to make a plan before writing or to proofread written work. But it would not be appropriate to require the student to include a certain number of paragraphs organized in a particular way. A guiding principle is that checklists should not provide a formula for writing a composition. The student should know that there are various ways to produce an effective composition.
- A list of grade-appropriate grammar rules may be used. The list may not contain any specific examples.
- A list of grade-appropriate vocabulary may be used to help students with word choice when composing a written response. For example, lists of homophones and synonyms for commonly used words may be provided. A list may not contain any specific examples of a word's use.

Social Studies

- A standard English dictionary (or Spanish dictionary if a Spanish test is administered) that is grade- or ability-appropriate may be used. Glossaries, including those made by teachers or students, that contain definitions of vocabulary specific to social studies are not allowed.
- A mnemonic device is a technique that assists or is intended to assist with memory. Mnemonic devices that are acronyms may be used to help a student recall information. However, the content-specific words that the mnemonic represents are not allowed. For example, the acronym "HOMES" may be used to help a student recall the names of the Great Lakes, but the names of the lakes cannot be included. Mnemonic devices other than acronyms require the submission of an Accommodation Request Form.
- Blank maps may be used as long as there is no labeling or numbering of any features on the map. A student could use both physical and political world or U.S. maps. In addition, maps that represent historic events but contain no text or numbering may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion).
- Blank timelines may be used as long as they contain only dates and have no labeling of events connected to those dates.
- Skills checklists without specific examples may be used to help students read maps and graphs or to answer cause-and-effect questions. For example, students may be directed to read the title of a map and analyze the map key.

Science

- A standard English dictionary (or Spanish dictionary if a Spanish test is administered) that is grade- or ability-appropriate may be used. Glossaries, including those made by teachers or students, that contain definitions of vocabulary specific to science are not allowed.
- A mnemonic device is a technique that assists or is intended to assist with memory. Mnemonic devices that are acronyms or phrases may be used to help a student recall information. However, the content-specific words that the mnemonic represents are not allowed. For example, the phrase "King Phillip, Come Out For Goodness Sake" may be used to help a student recall classification categories, but the words "Kingdom, Phylum, Class, etc." cannot be included. Mnemonic devices other than acronyms or phrases require the submission of an Accommodation Request Form.
- A student may use graphics as long as there are not any words or terms identifying any part of the graphic. Graphics that illustrate cycles (e.g., the water cycle, nitrogen cycle, or life cycle), food chains, or webs may have arrows showing the series of events. Graphics may not contain mnemonics. Graphics of the following are **not** allowed because they are a source of direct answers: moon phases, eclipses, changes in seasons, tilt of the earth, reflection, refraction, equinox information, states of matter, and the atom with its parts labeled.