

## Optional Test Administration Procedures and Materials

### For STAAR, STAAR Spanish, STAAR L, STAAR Modified, and TELPAS

Educators often provide differentiated instruction in the classroom by altering certain procedures or supplying certain materials based on student needs. Many of these procedures and materials are considered good instructional practices rather than accommodations, and some may be used on statewide assessments.

During statewide assessments, optional test administration procedures and materials may be provided to any student based on his or her needs. However, the student must have sufficient experience with the specific procedure or material in order to determine that it is effective in meeting his or her needs. Optional test administration procedures and materials are not intended for every student in a classroom or disability category. The test administrator should make them available to students who need them but not require students to use them during the statewide assessment.

Local documentation of optional test administration procedures and materials is required only in order to plan for testing day(s). In many cases, test administrators are given the responsibility of arranging, coordinating, and providing optional test administration procedures and materials as well as testing accommodations. Thus, it is essential for all educators to know and understand the requirements related to administering statewide assessments.

The optional test administration procedures and materials are not considered testing accommodations, and their use during the statewide assessment is not recorded on the student's answer document.

A student may use the following procedures and materials during the statewide assessments.

1. **Preferential seating** is allowed so that a student may sit where he or she is most comfortable. For example, some students should not sit near a door or window because they are easily distracted, while other students may need to sit closer to the teacher's desk.
2. **Special lighting conditions** are allowed for a student to achieve optimal vision and comfort. For example, some students may need natural lighting or desk lamps.
3. **Signing test administration directions** for a student who is deaf or hard of hearing or **translating test administration directions** into the native language of an English language learner is allowed. This applies to test administration directions given verbally either before or after the test.
4. A student may **read the test out loud** to facilitate comprehension. This can include reading aloud to self, reading aloud into a voice-feedback device (e.g., PVC phone), or reading aloud into a voice recorder to listen to while testing.

The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation. All voice recordings must be erased or destroyed after testing.

5. The test administrator may **read aloud or sign the personal narrative, expository, literary, or persuasive writing prompt** to any student who requests this assistance. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign these specific writing prompts without the student requesting it. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. It is important to note that the English III analytical prompt may never be read aloud to any student.
6. Any student may receive **reading assistance on the grade 3 mathematics test**. Upon request from a student, the test administrator may read aloud or sign any part of a mathematics test question or answer choice that the student is experiencing difficulty reading. This reading assistance is permitted on an individual basis for any grade 3 student who requests it. Test administrators must be aware that they are viewing secure test content and that responding to test questions or recording the information they see is strictly prohibited. If a student needs all of the test questions and answer choices read throughout the mathematics test, then this constitutes an oral administration and is limited to students who meet the eligibility criteria. Refer to the Oral/Signed Administration accommodation policy.
7. A student may use **scratch paper or another workspace** to make notes, write computations, or record responses when the space provided with the test questions does not meet the student's needs. Scratch paper or another workspace includes blank paper, colored paper, lined paper, graph paper, butcher paper, adhesive notes, a chalkboard, or a white board. It does not include the use of a word processor. The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation. Any scratch paper must be destroyed after testing.

8. Procedures to **minimize distractions** may help a student maintain focus. These may include a stress ball, noise-reducing headphones, or instrumental music (no lyrics) played through an individual student's headphones or earbuds. The campus test coordinator must verify that the music played through headphones contains no lyrics or spoken language. The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation.
9. A student may use **colored overlays** if needed. The overlays may be placed over a page in the test booklet or taped to the computer monitor. A student may also use markers to make notes on the overlay if necessary and appropriate.
10. A student may use **magnifying devices**, such as handheld magnifiers, eyeglass-mounted magnifiers, freestanding magnifiers, or magnifying overlays, to enlarge text, graphics, or the display on a computer monitor. The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation. Secure test materials cannot be photocopied, scanned, or saved. If further enlargements to paper test materials are needed, refer to the Projection Devices or Photocopying Test Materials accommodation policies.
11. A student may use **blank place markers** on the test and answer document. This includes blank index cards, adhesive notes, or bubbling templates.
12. A student may use **highlighters, colored pencils, or crayons** in the test booklet to emphasize important information. They may not be used on the answer document.