

Designated Supports

are locally-approved supports for students who meet eligibility criteria. Each policy document includes a description of the designated support, the assessment the support applies to, eligibility criteria, and other information

Basic Transcribing

Description of Designated Support

For online testing, this designated support allows responses to be transcribed into the Test Delivery System (TDS) when a student is unable to enter responses independently through keyboarding and use of the mouse.

For paper testing, this designated support allows a student's responses to be transcribed into the student's test booklet when the student is unable to enter responses independently.

Assessments

For a student who meets the eligibility criterion, this designated support may be used on:

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

A student may use this designated support if that student routinely and effectively:

- uses speech-to-text (STT) software during classroom instruction and classroom testing; or
- has responses to classroom instructional and testing materials captured by a transcriber.

Authority for Decision and Required Documentation

- The *Speech-To-Text* field should be updated under the *Test Attributes* panel in TIDE prior to testing so the designated support is made available in TDS.
- For students who require a test administrator to enter their responses, the *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated in the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., Rtl team, student assistance team) and

transcribing procedures found in the [Entering Student Responses into DEI](#) section of the *DEI User Guide*.

- The test administrator must indicate to the student the space allowed for the constructed-response items so that the response will fit into the spaces provided when transcribed online. For STAAR, the extended

testing. **Test administrators must review these instructions prior to test day to ensure that the test is administered properly.**

- For students taking STAAR braille who are also eligible to receive content and language supports, including students using a refreshable braille display, districts should indicate this eligibility in the *Test Mode* field of TIDE to receive STAAR with

Calculation Aids

Description of Designated Support

This designated support provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on:

- STAAR grades 3–7 mathematics
- STAAR grade 5 science
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

Student Eligibility Criteria

A student may use this designated support if the student

- routinely, independently, and effectively uses this designated support during classroom instruction and classroom testing;
- receives Section 504 or special education services; and
- meets at least one of the following requirements for the applicable grade.

Grades 3 and 4

- The student has a physical disability that prevents the student from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents the student from seeing the numbers he or she has written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).

Grades 5 through 7

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers he or she has written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).
- The student has a disability that affects mathematics calculations. Even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.

Authority for Decisions.

Special Instructions and Considerations

- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- The use of this designated support on STAAR should not replace the teaching of basic computation skills as outlined in the Texas Essential Knowledge and Skills (TEKS).
- For questions regarding the functions of a basic calculator, see the Basic Calculator tool in TDS. The Basic Calculator is offered as an embedded support on STAAR grade 8 mathematics, grade 8 science, Algebra I, and Biology. and
- assessment any calculatn aid liste

Content and Language Supports

Description of Designated Support

This designated support allows for various types of assistance to support a student's understanding of passages, test items, and answer choices.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR and STAAR Spanish

Student Eligibility Criteria

A student may use this designated support if that student routinely, independently, and effectively uses this designated support during classroom instruction and classroom testing; and

- instructional and assessment decisions are made by a Section 504 committee; admission, review, and dismissal (ARD) committee; or a language proficiency assessment committee (LPAC) for an emergent bilingual (EB) student taking a test in English.

NOTE: An EB student taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines the student to be eligible.

Authority for Decision and Review: 19 C.F.R. 101.11.4 (t)-9.4 (ude)9 -0 0 (d)]

Individualized Structured Reminders

Description of Designated Support

This designated support allows a test administrator to provide a student with individualized, structured reminders to stay on task during a test administration beyond what is required or allowed for any student during standard administration procedures.

Assessments

For a student who meets the eligibility criterion, this designated support may be used on:

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

A student may use this designated support if the student routinely and effectively receives individualized structured reminders during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate campus-level team (e.g., Rtl team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student's consistent academic struggle in a specific area, even after intensive instruction and remediation.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student's individual accommodation plan IAP.
- For a student receiving special education services, the

- For TELPAS grades 2–12 assessments, individualized structured reminders apply only to the paper reading test, the online reading and

Large Print

Description of Designated Support

This designated support provides a student with enlarged paper test materials when the student cannot effectively access test materials in standard print size.

Assessments

For a student who meets the eligibility criterion, this designated support may be used on:

- STAAR
- STAAR Spanish
- TELPAS reading (paper version only)

Student Eligibility Criteria

A student may use this designated support if the student

- routinely and effectively uses large-print materials, including textbooks, worksheets, etc., during classroom instruction and classroom testing in place of digital materials because the tools available to enlarge text and images online do not provide adequate support; and
- meets at least one of the following three criteria:
 - the student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a VI);
 - the student cannot accurately track letter to letter, word to word, or line to line; or
 - the student has a physical disability which necessitates the use of large-print materials.

Authority for Decision and Required Documentation

- To receive large-print materials, "Paper" must be indicated in the *Test Mode* field and "Large Print" indicated in the *Paper Test Format* fields in TIDE prior to testing.
- For TELPAS paper administrations, "Paper" must be indicated in the *Test Mode* field and "Large Print" indicated in the *Paper Test Format* field in TIDE.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's individual accommodation plan (IAP).
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Accommodations Task Force representative.

Manipulating Test Materials

Description of Designated Support

This designated support allows a test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently.

Assessments

For a student who meets the eligibility criterion, this designated support may be used on:

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

A student may use this designated support if the student is unable to

Accommodations Task Force representative.

Mathematics Manipulatives

Description of Designated Support

This designated support allows a student to use concrete objects or pictures of concrete objects that the student can touch and move to visualize abstract concepts.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on:

- STAAR grades 3–8 mathematics and Algebra I
- STAAR Spanish grades 3–5 mathematics

Student Eligibility Criteria

A student may use the mathematics manipulatives if that student routinely, independently, and effectively uses them during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE after testing to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RtI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student's consistent academic struggle in a specific area, even after intensive instruction and remediation.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on eligibility criteria and documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on eligibility criteria and documented in the student's IEP.
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

Oral and Signed Administration Description of Designated Support

This

STAAR and STAAR Spanish	Test	Answer	Content	Required	Allowed
Reference Materials (where applicable)	Designated Supports	Spanish	Questions	Choices	and
✓	Science	✓	✓	✓	✓
✓	Social Studies	✓	✓	✓	✓

STAAR and STAAR Spanish	Questions	Choices	Language Supports	Materials (where applicable)	Designated Supports	Lines
RLA						
Revising*	✓	✓	✓	✓	✓	✓
Editing				✓	✓	✓
Reading	✓	✓	✓	✓	✓	✓

- When providing an oral administration to a student taking a braille test, including STAAR online with screen-reader support for refreshable braille displays, test administrators should refer to the braille secure test instructions shipped with the braille materials.
- Students for whom the LPAC recommends use of this support for any reading language arts (RLA) assessments may not be reclassified at the end of the school year. In addition, LPACs may not recommend designated supports for an EB student whose parents have denied bilingual or ESL services. However, EB students who are approved by a different committee to receive this support, for reasons other than English language acquisition (such as a disability or documented academic or literacy difficulties), may be considered for reclassification at the end of the school year.
- The revising passages and test questions in a paper test booklet for STAAR RLA tests may be read aloud to eligible students. The revising sections of the test will be identified so that the test administrator knows which sections they may read aloud. Test administrators may **NOT** read aloud any

Spelling Assistance

Description of Designated Support

This designated support provides various types

responses using a spellcheck function during classroom instruction.

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solid) is **NOT** allowed.

Reading

Designated Supports Requiring TEA Approval

The four designated supports listed below require the submission and approval of an

Accommodation R.1 (e)-2.62005 TWR (e) 974 (E) 2005 \$150.00 IT 8 0 Tw 0.890 3390R 2.1 (E) 15 D1005 d w. 302 RTw (01330.6T (R) ITw

Complex Transcribing

TEA approval IS required



Description of Designated Support

This designated support allows a test administrator to record a student's dictated or signed responses to constructed-response items into TDS when a student with a disability is unable to accomplish this task independently.

Assessments

A student who meets the eligibility criteria for this designated support may use it on:

- any STAAR RLA, science, or social studies test question that requires a written response
- any TELPAS test question that requires a written response

NOTE: Assistance provided for math text entry or equation editor questions is part of the Math Scribe accommodation. Refer to the Math Scribe policy document for more information.

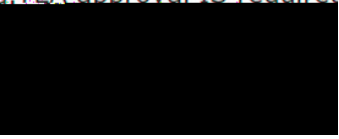
Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student routinely and effectively uses this designated support during classroom instruction and classroom testing, is unable to effectively use the Basic Transcribing accommodation to address this need, and meets at least one of the following criteria:

distractions to

Extra Day

TEA approval is required



Description of Designated Support

This designated support allows a student an extra day to complete an assessment.

Assessments

A student who meets the eligibility criteria for this TEA-approved designated support may use it on:

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

Special Instruction and Considerations

- A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the

Mathematics Scribe

TEA approval is required



Description of Designated Support

This designated support allows a test administrator to record a student's dictated mathematics scratch work and computations when the student cannot accomplish this task independently.

Assessments

A student who meets the eligibility criteria for this TEA-approved designated support may use it on:

- STAAR grades 3–8 mathematics and Algebra I
- STAAR grades 5 and 8 science and Biology
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student:

- routinely and effectively us0 Tw 1.542 0 Td(10.6 (0 Twu)-9.1 (s)-4 (y))TJ0 Tc 0 Tw 4.229 0 Td()Tj 0 Tw .8 0 0 9.96 67.56 Twu)-9.1 (s)-4

Other

TEA approval IS required



Description of Designated Support

Designated supports that fall into the Other category are for students with unique needs not addressed explicitly with any accessibility features or another designated support. Other designated supports are not intended to provide additional supplemental aids not listed as allowed or for students who fail to meet established eligibility criteria for designated supports.

Assessments

Depending on the request, a student who meets the eligibility criteria for this TEA-approved designated support may use it on:

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

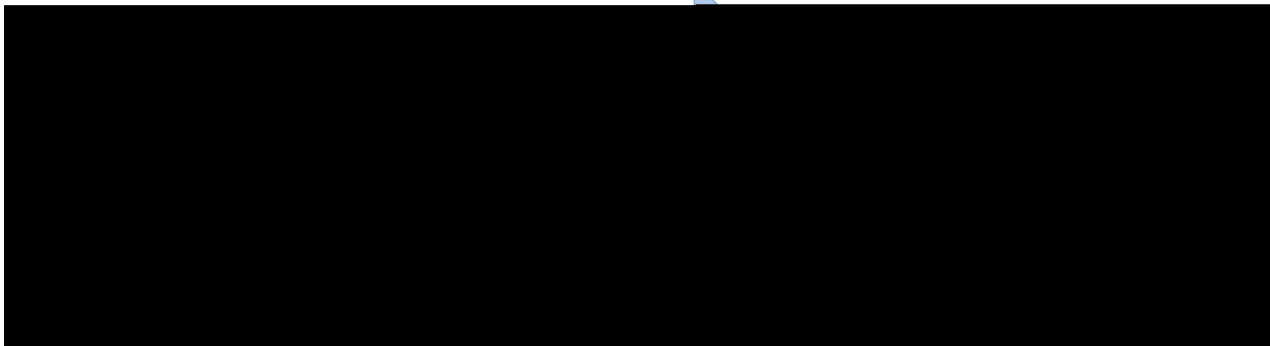
- routinely, independently, and effectively (if applicable) receives this designated support during classroom instruction and classroom testing, and
- is unable to effectively use any accessibility features or designated supports to address this need.

Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE prior to testing to indicate this support was made available.

Accommodation Request Process

Only the Complex Transcribing, Extra Day, Mathematics Scribe, and Other designated supports require the submission of an Accommodation Request Form to TEA. The appropriate team at the campus level (e.g., ARD committee, Section 504 committee, RtI team, student assistance team) determines whether the student meets the specific eligibility criteria listed on the policy document and if so, submits an Accommodation Request Form to TEA in [TIDE](#). Do not submit an Accommodation Request Form if the student does not meet the specific eligibility criteria. Accommodation requests must be approved by TEA before a student can use one of these designated supports on a state assessment. The decision to use one of these designated supports is recommended by the appropriate team at the campus level.



Extra Day Rationale

- Describe the disability that prevents the student from completing the test within the prescribed amount of time. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. Phrases like “severe fatigue” and “shuts down” are not sufficient. The description should be specific and individualized. For instance, explain what happens when the student becomes severely fatigued or starts to shut down.
- Explain how the provision of an extra day has proven effective for this student.
- Include the frequency and duration of the student’s breaks and explain how much work the student accomplishes during periods of productivity.
- Note if the student has an alternate school schedule or location (e.g., attends school only two hours a day, is hospitalized, is homebound, has academic work in the morning and social skills in the afternoon).
- Explain which accessibility features or designated supports have been tried and the student’s level of success with them.
- Describe what has been done to accommodate the student’s needs in previous years. If the student was approved to receive this support in previous years, include the Accommodation Request Form identification numbers.

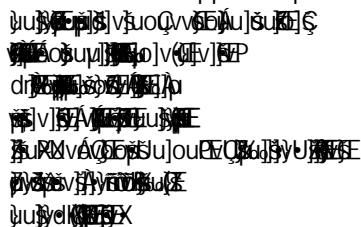
Mathematics Scribe Rationale

- Describe the impairment in vision or the physically disabling condition that creates a need for the Mathematics Scribe designated support. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. The description should be unique and individualized. Include specific reasons why the student is not able to write his or her own computations or to use other accessibility features or designated supports to address the disability.
- Attach a sample of the student’s handwritten computations if legibility is the issue.
- The sample should not include identifying student information.
- Describe what has been done to accommodate the student’s needs in previous years. If the student was approved to receive this support in previous years, include the Accommodation Request Form identification numbers.

Other Rationale

An Accommodation Request Form for an Other accommodation may be submitted by the district coordinator after a TEA Accommodation Task Force member has been contacted. The Accommodation Request Form should be completed in TIDE, under the *Administration and Security Forms* module.

- Describe in detail the Other designated support being requested.
- Describe the disability that creates a need for an Other designated support, including specific information about the characteristics of the condition, symptoms, and level of severity the student experiences.
- Explain which accessibility features or designated supports have been tried and the student’s level of success with them.
- Describe what has been done to accommodate the student’s needs in previous years. If the student was approved to receive this support in previous years, include the Accommodation Request Form identification numbers.



The Accommodation Request Form in TIDE contains sections that are required to be completed before the form can be submitted. After clicking the *Submit* button, a confirmation window will appear with an identification number. A confirmation email will be sent to the submitter and to the district testing coordinator; however, this is only a receipt of submission and is not an approval for the student to use the designated support on the state assessment.

Step 3: TEA Accommodations Task Force Committee Review

After a representative of the TEA Accommodations Task Force has received the district coordinator-approved Accommodation Request Form, the information will be reviewed. In some cases, the representative of the TEA Accommodations Task Force may contact the district for more information. TEA will communicate the committee's decision to the submitter and district coordinator by email. Approved requests will include specific guidelines so that the use of the designated support is carried out in a standardized manner.

Although every attempt is made to address requests promptly, this step in the accommodation request process may take several weeks to complete. Do not resubmit the request while the review process is ongoing unless asked to do so by a member of the TEA Accommodations Task Force. If the TEA decision has not been received prior to testing or if questions arise, the district coordinator may contact the TEA Accommodations Task Force.

Step 4: Required Communication Within District

It is the responsibility of the district coordinator to ensure that all designated support decisions and associated information are relayed to appropriate campus personnel.

- The TEA decision email should be read in its entirety. It is the responsibility of the district coordinator and campus coordinator to review and abide by any specific guidelines that accompany an approved accommodation request. The test administrator may also need special training to administer an assessment with an approved designated support.
- Appropriate campus personnel should note in the TEA decision email the stated expiration date of an approved designated support. All approved accommodation requests will expire after the June test administration each year. A new accommodation request will need to be submitted each school year if the student continues to need the support.

For questions about TEA designated supports or the accommodation request process, contact the TEA Accommodations Task Force at 512-463-9536.

Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of an accessibility feature or designated support may occur just prior to or on the day of the student's scheduled state assessment. For example, a student may arrive at school without prescribed eyeglasses and need a large-print test booklet, or a student may have a broken arm and need responses to constructed response items transcribed. When considering how to meet a student's needs in these types of situations, ensuring student independence is a priority. Testing coordinators should follow these steps when an unexpected or emergency situation arises just prior to or on the day of the state assessment.

If a student's primary access to the Texas Essential Knowledge and Skills (TEKS) is provided by a deaf educator in a classroom setting, then the deaf educator should administer the test. 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 and understand the responsibilities outlined in the appropriate test administrator manual which can be found on the [Texas Program Manuals and Materials](#) site.

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

Test Administration Directions: Signing, Orally Interpreting, Projecting, Photocopying,

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.

- **If there is no commonly accepted sign for a word or phrase 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 finger s

Complex Transcribing for STAAR Guidelines

Complex transcribing is allowed only for students who have a Texas Education Agency (TEA)-approved Accommodation Request Form. This designated support applies to all State of Texas Assessments of Academic Readiness (STAAR®) and STAAR Spanish assessments. Complex Transcribing allows a test administrator, who serves as the scribe, to record into the online testing system or the Data Entry system.

specific procedures listed on the next page.

4. The student may dictate responses into a recording device if this is the procedure used routinely in the classroom. The test administrator must then follow the specific procedures listed below.
5. For additional information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the [General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing](#) section of these resources.
6. The *STAAR Non-Embedded Supports* field should be updated under the *Non-Embedded Supports* panel in TIDE prior to testing

Mathematics Scribe Guidelines

A mathematics scribe is allowed only for students who have a Texas Education Agency (TEA)-approved Accommodation Request

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2. The scribe may write the student's dictated scratch work and computations onto scratch paper, a chalkboard, a white board, or the space provided in the student's test booklet. This includes instances when a student uses a