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<td><strong>Braille/Refreshable Braille</strong>&lt;br&gt;Code = BR for Paper D or DS for Online</td>
<td>Provides brailled test materials or screen reader support for refreshable braille displays to a student with a Visual Impairment (VI) who is unable to access printed test materials. ONLY includes state-provided contracted and uncontracted braille test materials in Unified English Braille (UEB) in all grades and subjects and online screen reader support for refreshable braille displays in applicable Reading, Writing, and Social Studies assessments. Specific Braille Instrutions (SBI) supplement the test administrator manuals. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing policies. Specific information about administering braille tests is available in the General Instructions for Administering Braille State Assessments documents. For students who also have a braille test and are eligible for Content and Language Supports, districts should contact the Texas Assessment Support Center to order STAAR with Embedded Supports materials.</td>
<td>STAAR (All tests – Braille)</td>
<td>1. The student routinely uses braille materials during classroom instruction and classroom testing</td>
<td>Student NOT Receiving SpEd or 504 Services*&lt;br&gt;SpEd Services*&lt;br&gt;Student Code = DS for Paper D or DS for Online&lt;br&gt;Appropriate team of people at the campus level (e.g., RTI Team, Student Assistance Team)&lt;br&gt;ARD Committee&lt;br&gt;IEP&lt;br&gt;Student NOT Receiving SpEd or 504 Services*&lt;br&gt;SpEd Services*&lt;br&gt;EL&lt;br&gt;Section 504&lt;br&gt;AIP&lt;br&gt;LPAC* in conjunction with other applicable group above in the case of an EL with a disability&lt;br&gt;LPAC Notes: Student’s Permanent Record in the other applicable group above</td>
</tr>
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**Basic Transcribing**<br>Code = DS for Paper D or DS for Online | Allows test administrator to transfer student responses onto an answer document or into the online testing platform when student is unable to accomplish this task independently. A test administrator may carry out Basic Transcribing to transfer student responses onto the test booklet, answer document or into the online testing platform ONLY in situations where the student: (1) writes or circles responses in the test booklet for multiple-choice or griddable questions; (2) points to responses in the test booklet or on the computer screen for multiple-choice questions; (3) dictates or signs responses for multiple-choice questions or griddable questions; (4) writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for multiple-choice questions, griddable questions, or the writing prompt; (5) uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt; (6) dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does NOT apply to math calculations or responses to the written composition) | STAAR STAAR Spanish TELPAS | Section 504 | **Individually Structured Reminders**<br>Code = DS for Paper D or DS for Online | Allows test administrator to provide a student individually structured reminders to stay on task during standard testing beyond what is required or allowed for any student during standard test administration procedures. Examples include, but are not limited to: paperclips or adhesive notes to divide test into sections; more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures; structured reminders that are part of a behavior plan; personal timer or clock set to remind student to move on to the next question, page or section or to stop at pre-established times during the test; index cards with handwritten or color-coded reminders to continue working. Students may need assistance with certain reminders (e.g., inserting paperclips, setting the timer). This is allowable; but, it is preferable that the student (rather than the test administrator) direct or control the use of the reminder when possible. | STAAR STAAR Spanish TELPAS | 1. The student routinely and effectively uses this support during classroom instruction and classroom testing | SpEd Services*<br>Student Code = DS for Paper D or DS for Online<br>Appropriate team of people at the campus level (e.g., RTI Team, Student Assistance Team)<br>ARD Committee<br>IEP<br>Student NOT Receiving SpEd or 504 Services*<br>SpEd Services*<br>EL<br>Section 504<br>AIP<br>LPAC* in conjunction with other applicable group above in the case of an EL with a disability<br>LPAC Notes: Student’s Permanent Record in the other applicable group above |

**Manipulating Test Materials**<br>Code = DS for Paper D or DS for Online | Allows test administrator to physically manipulate test materials, test tools, and equipment for a student who is unable to do so independently. Examples include, but are not limited to (all per student direction): turning test booklet pages; positioning the ruler; operating technology (such as using the mouse to navigate pages and operate tools in an online administration); highlighting; positioning mathematics manipulatives. The student must give specific directions about how the test administrator should manipulate test materials, online tools, and equipment. The test administrator may not provide feedback regarding the correctness of the student’s directions. Manipulating test materials must be done by a trained test administrator who has signed a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited. | STAAR STAAR Spanish TELPAS | Section 504 | **Mathematics Manipulatives**<br>Code = DS for Paper D for Online | Concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts. Examples include: real or play money (both head and tails); clocks (with or without numbers on clock face, but the clock should NOT have gears); base-ten blocks; various types of counters (e.g., 2-sided chips, blocks, numerals with printed or raised dots); algebra tiles (the tiles should NOT contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables); fraction pieces (e.g., fraction bars or circles, which should NOT contain labels - e.g., labels that show individual fractions, equivalences, or cumulative shapes); geometric figures that are grade- or course-appropriate (the figures may be provided in either 2-dimensional or 3-dimensional forms, but NOT in both forms; the figures should NOT contain words, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables). Providing a pictorial model of a geometric figure in one form (e.g., net) and a supplemental aid of the same figure in another form (e.g., three-dimensional solid) is NOT allowed. | STAAR STAAR Spanish (Math tests only) | 1. The student routinely, independently and effectively uses this support during classroom instruction and classroom testing | SpEd Services*<br>Student Code = DS for Paper D for Online<br>Appropriate team of people at the campus level (e.g., RTI Team, Student Assistance Team)<br>ARD Committee<br>IEP<br>Student NOT Receiving SpEd or 504 Services*<br>SpEd Services*<br>EL<br>Section 504<br>AIP<br>LPAC* in conjunction with other applicable group above in the case of an EL with a disability<br>LPAC Notes: Student’s Permanent Record in the other applicable group above |

**Supplemental Aids**<br>Code = DS for Paper D for Online | Paper-based resources that assist a student in recalling information. (Supplemental aids should be individualized for each student; it is not appropriate to provide all students the exact same set of supplemental aids.) | STAAR STAAR Spanish | 1. The student routinely, independently and effectively uses this support during classroom instruction and classroom testing | SpEd Services*<br>Student Code = DS for Paper D for Online<br>Appropriate team of people at the campus level (e.g., RTI Team, Student Assistance Team)<br>ARD Committee<br>IEP<br>Student NOT Receiving SpEd or 504 Services*<br>SpEd Services*<br>EL<br>Section 504<br>AIP<br>LPAC* in conjunction with other applicable group above in the case of an EL with a disability<br>LPAC Notes: Student’s Permanent Record in the other applicable group above |

* If the student is not receiving special education or Section 504 services, the decision should be based on the eligibility criterion and aimed at addressing the student’s consistent academic struggle in the specific area even after intensive instruction.

^ Beginning in 2019-20, an LPAC by itself cannot make a Designated Support recommendation for any Designated Support listed on this page WITHOUT an ARD or Section 504 committee. An LPAC by itself can make designated supports recommendations WITHOUT an ARD or Section 504 committee only for: Extra Time. Content and Language Supports, and Oral/Signed Administration.
Designated Supports That May Be Locally Approved – 2019-20 School Year

**Group 2 - Designated Supports That May BeProvided to a Student Who Meets Specific Eligibility Criteria**

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<th>Designated Support</th>
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<td><strong>Large Print</strong></td>
<td><strong>Description</strong>: Provides a student with enlarged test materials when he/she is unable to effectively access test materials in a standard print size. Student responses on large-print tests must be transcribed onto an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing policies. If this is not done, the student’s test score cannot be scored. Specific information about large-print test materials is available in the General Instructions for Administering Large-Print State Assessments. Technology-based accommodations for a student taking an online test enable most students to test online. However, in rare instances a special request may be made to TEA for approval to administer a paper test booklet.</td>
<td>STAAR STAAR Spanish TELPAS (approved paper version only)</td>
<td>The student 1. routinely and effectively uses large-print materials, including test books, worksheets, etc., during classroom instruction and classroom testing, AND 2. meets at least <strong>ONE</strong> of the following:  a. The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for sped services with a Visual Impairment [VI]); OR b. The student is not able to accurately track letter to letter, word to word, or line to line; OR c. The student has a physical disability which necessitates the use of large-print materials</td>
<td></td>
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<tr>
<td><strong>Code = LP</strong></td>
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<tr>
<td><strong>Extra Time (Same Day)</strong></td>
<td><strong>Description</strong>: Allows a student to have extra time until the end of the regularly scheduled school day to complete a state assessment. The appropriate team of people at the campus level must document eligibility for this designated support, but the documentation does not need to specify exactly how much extra time the student should be granted to complete the test. A student receiving Extra Time should be allowed to continue testing until the end of the regularly scheduled school day, but cannot be required to continue testing until that time. A student should be allowed to leave the testing room when he/she has completed the test. A student who receives Extra Time to complete his/her test may be transferred to a different location after the original testing session has ended. Testing personnel must be made aware of the monitoring requirement when students are transferred from one area to another. Students are not permitted to transport test materials from one testing environment to another. Extra Time testing sessions should start at the beginning of the school day and may go until the end of the regularly scheduled school day for all subjects. Extra Time testing sessions must NOT extend beyond a typical 7-hour school day for any one student. Schools that do not have typical 7-hour schedules should contact TEA for guidance. EL students for whom the LPAC recommends the use of this support for any Reading or Writing assessment may not be considered for reclassification at the end of the school year.</td>
<td>STAAR STAAR Spanish</td>
<td>The student 1. routinely and effectively uses this support during classroom instruction and classroom testing, AND 2. is unable to effectively use other Accessibility Features or Designated Supports to address this need, AND 3. meets at least <strong>ONE</strong> of the following (which requires more than standard allowable time to test):  a. is a current EL, OR b. has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for sped services with a Visual Impairment [VI]), OR c. is identified with dyslexia or a related disorder per TEC §38.003, OR d. has documented evidence of <strong>reading difficulties</strong>, OR e. requires frequent or lengthy breaks (beyond what is allowed for all students) because of a behavioral or emotional disabling condition that affects attention or focus, OR f. requires frequent or lengthy breaks (beyond what is allowed for all students) because of a physical disability or medical condition that requires a significant amount of time for treatment or recovery, OR g. is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much typical structure and routine as possible.</td>
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<tr>
<td><strong>Code = DS for Paper</strong></td>
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<td><strong>Oral/Signed Administration</strong></td>
<td><strong>Description</strong>: Allows test material to be read aloud (or signed) to a student. Online oral/signed administration is administered via text-to-speech (TTS) or American Sign Language (ASL) videos. EL students for whom the LPAC recommends the use of this support for any Reading or Writing assessment may not be considered for reclassification at the end of the school year. Paper Tests and Braille Tests  1. Oral administration can include different levels of reading support for each eligible student. The test administrator may read parts of the test questions and answer choices at student request.  2. The appropriate team of people at the campus level must document the level of reading support the student needs. A student can request a change to the level of reading support provided during testing if this option is documented. Online Tests (TTS and ASL Videos)  1. TTS allows a student to independently select and change his or her level of reading support during the test administration (documentation of level of reading support is not required for TTS)  2. ASL videos allow a student to independently select and change the level of signing support during the test administration. ASL videos are only available for test questions and revising passages in English. For Spanish tests and for content and language supports (i.e., pop-ups and rollovers), the test administrator may sign test content in the same way as he/she does for paper tests.</td>
<td>STAAR STAAR Spanish (see table below for details by subject area)</td>
<td>The student 1. routinely and effectively uses this support during classroom instruction and classroom testing, AND 2. meets at least <strong>ONE</strong> of the following:  a. is a current EL, OR b. is identified with dyslexia or a related disorder per TEC §38.003, OR c. has documented evidence of <strong>reading difficulties</strong>. NOTE: ELs taking STAAR Spanish may be eligible for an oral administration if they meet either of the last two bullet.</td>
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<tr>
<td><strong>Code = OA for Paper</strong></td>
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- **Math, Science, Social Studies**  
  - Test questions, answer choices, and embedded supports can be read aloud  
  - Required reference materials (where applicable) and allowable designated supports may be read aloud
- **Reading**  
  - Test questions, answer choices, and embedded supports can be read aloud  
  - Required reference materials (where applicable) and allowable designated supports may be read aloud  
  - Reading selections **CANNOT** be read aloud  
- **Writing**  
  - Revising passages, revising test questions and answer choices, and embedded supports can be read aloud.  
  - Required reference materials (where applicable) and allowable designated supports may be read aloud.  
  - Editing passages, test questions, and answer choices **CANNOT** be read aloud
- **English I, II and III**  
  - Reading test questions and answer choices, revising passages, revising test questions and answer choices, and embedded supports can be read aloud.  
  - Required reference materials and allowable designated supports may be read aloud.  
  - Reading selections, editing passages, and editing test questions and answer choices **CANNOT** be read aloud.

*If the student is not receiving special education or Section 504 services, the decision should be based on the eligibility criteria and aimed at addressing the student’s consistent academic struggle in the specific area even after intensive instruction.

**Beginning in 2019-20, an LPAC may not recommend or authorize any of those Designated Supports for an EL who parents have denied bilingual or ESL services.**
### Group 3: Designated Supports That May Be Provided Only to Students Who Are SpEd, Section 504 or EL Who Meet Specific Eligibility Criteria

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| **Content and Language Supports** | **Description:** Allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student’s understanding of selections, test questions, and answer choices. This accommodation/support is available only in an online administration as pop-ups, rollovers, prereading text, and supplementary materials. Refer to the Educator Guide to Accessibility within the STAAR Program for more specific information about online features and supports. Technology-based accommodations for a student taking an online test enable most students to test online. However, in rare instances a special request may be made to TEA for approval to administer a paper test booklet. **Students for whom the LPAC recommends the use of this support for any Reading or Writing assessment may not be considered for reclassification at the end of the school year.**  

**Content and Language Supports Guidelines:**  
- **Pop-ups:**  
  - Isolate specific information in a question that corresponds to each answer choice  
  - Isolate specific text or information in a selection that is referenced in the question or answer choices  
  - Isolate specific information in a graphic or list that is referenced in the question  
  - Define literary terms  
  - Apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices  
  - Include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed  
  - Direct student attention to parts of the grade-specific Reference Materials  
  - Provide clarifying information for a graphic organizer, political cartoon, or map  
  - Provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations  
  - Define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language  

- **Rollovers:**  
  - Bullet or separate steps in a process (e.g., multi-step problem, sequence of events)  
  - Reword complex questions or answer choices to condense text  
  - Reorganize and simplify historical excerpts  

- **Pre-Reads:**  
  - Offer text prior to the selection (only for Grades 3-8 Reading, Grades 4 and 7 Writing, and English I, and English II)  

- **Supplementary Materials:**  
  - Blank Punnett squares (Biology only)  
  - Writing checklists (Grades 4 and 7 Writing and English I and English II)  

**STAAR STAAR Spanish (Online only)**  
*NOT available for English III or Algebra II*  

**Eligibility Criteria:**  
1. Routinely, independently and effectively uses this support during classroom instruction and classroom testing, AND  
2. Instructional and assessment decisions are made by a Section 504 Committee, ARD Committee, or an LPAC for an EL taking an English test (NOTE: ELs taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines eligibility)  

**Authority for Decision/Documentation:**  
- **SpEd**  
  - ARD Committee  
  - IEP  
- **Section 504**  
  - Section 504 Committee  
  - IAP  
- **EL**  
  - LPAC (in conjunction with other applicable group in the case of an EL with a disability)  
  - LPAC Notes/Student’s Permanent Record  

^ Beginning in 2019-20, an LPAC by itself can make Designated Supports recommendations WITHOUT an ARD or Section 504 committee only for: Extra Time, Content and Language Supports, and Oral/Signed Administration. Further, an LPAC may not recommend or authorize any of those Designated Supports for an EL who parents have denied bilingual or ESL services.
### Designated Supports That May Be Provided Only to Students Who Are SpEd or Section 504 Who Meet Specific Eligibility Criteria

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| **Calculation Aids**        | **Description:** Provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods  
**ONLY Includes:** basic (i.e., 4-function) handheld calculator or calculator application, including large-key or speech output; basic calculator available as an online embedded support on STAAR; abacus or Cramer modified abacus; 0-9 addition grid with no special numbers (e.g., even numbers) indicated  
TEA guidelines on the use of technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can be found on TEA’s Accommodation Resources webpage.  
Calculators used by eligible students as a designated support must adhere to the "Additional Information About Calculators" section of the STAAR Calculator Policy in the District and Campus Coordinator Resources.  
Calculators are a required part of standard test administration procedures for some state assessments (Grade 8 Math, Algebra I, Algebra II, Grade 8 Science and Biology). See STAAR Calculator Policy. For these assessments, any calculation aid listed in the Examples/Types section may be provided, along with the required calculator, to a student receiving special education or Section 504 services. | **Staar Math (Gr. 3-7) and Science (Gr. 5)**  
**Staar Spanish Math (Gr. 3-5) and Science (Gr. 5)** | 1. The student routinely, independently and effectively uses this support during classroom instruction and classroom testing, **AND**  
2. receives special education or Section 504 services, **AND**  
3. meets at least **One** of the following for the applicable grade:  
   a. has a physical disability that prevents him/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) (in Grades 3-7) **OR**  
   b. has an impairment in vision that prevents him/her from seeing the numbers he/she has written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier) (in Grades 3-7) **OR**  
   c. has a disability that affects math calculations* and even after intensive instruction and remediation, is consistently unable to memorize basic +, -, x, or ÷ facts or perform the steps in an algorithm correctly when solving problems (in Grades 5-7)  

* A "disability that affects math calculation" is a problem adding, subtracting, multiplying, and dividing using paper and pencil that can be caused by various reasons, including (but not limited to): a learning disability in mathematics calculation, ADD/ADHD, behavioral or emotional problem, or processing or memory issue. | **SpEd**  
ARD Committee  
IEP  
**Section 504**  
Section 504 Committee  
IAP |
| **Spelling Assistance**     | **Description:** Provides various types of spelling assistance to a student with a disability  
**ONLY Includes:** visual sound cards, frequently misspelled word list (e.g., student-made, teacher-made or commercially produced); spell check function on a word processor or as an embedded support on STAAR; pocket spell-checker; word-prediction software; text-to-speech software or devices; speech-to-text software, applications or devices  
Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If TEA allowed or approved technology-based accommodations are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. | **Staar**  
**Staar Spanish (Writing Gr. 4 & 7 and English 1, II and III – written composition ONLY)** | 1. The student routinely and effectively uses this support during classroom instruction and classroom testing, **AND**  
2. receives special education or Section 504 services, **AND**  
3. is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses | **SpEd**  
ARD Committee  
IEP  
**Section 504**  
Section 504 Committee  
IAP  
**# If the student is also an EL, the decision is made by the ARD Committee or Section 504 Committee in conjunction with the student’s LPAC. The decision is to be documented in the IEP or IAP and by the LPAC in the LPAC Notes/Student’s Permanent Record file.**

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A student using a Designated Support may need to complete the test in a separate setting to eliminate distractions to other students and ensure test confidentiality  
For each Designated Support “Code” indicates how the support is to be recorded in the ACCOMM field of the student’s answer document or in the Texas Assessment Management System.