# Designated Supports That May Be Locally Approved – 2019-20 School Year

## Group 1: Designated Supports That May Be Provided to a Student Who Meets a Single Eligibility Criterion

<table>
<thead>
<tr>
<th>Designated Support</th>
<th>Description and Additional Information/Examples</th>
<th>Tests</th>
<th>Eligibility Criterion</th>
<th>Authority for Decision/Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Braille/Refreshable Braille</strong></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. <strong>ONLY includes</strong> 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 Instructions (SBI) supplement the test administrator manuals.</td>
<td>STAAR (All tests – Braille)</td>
<td>1. The student routinely uses braille materials during classroom instruction and classroom testing</td>
<td>Document</td>
</tr>
<tr>
<td><strong>Basic Transcribing</strong></td>
<td>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 <strong>ONLY in situations where</strong> the student: (1) writes or circles responses in the test booklet for multiple-choice or gridable 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 gridable 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, gridable questions, or the writing prompt; (5) uses speech-to-text technology to indicate responses for multiple-choice questions, gridable 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).</td>
<td>STAAR, STAAR Spanish TELPAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individualized Structured Reminders</strong></td>
<td>Allows test administrator to provide a student individualized 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. Some students may need assistance with certain reminders (e.g., inserting paperclips, setting the timer). This is allowable; but, it is preferable that the students (rather than the test administrator) direct or control the use of the reminder when possible.</td>
<td>STAAR, STAAR Spanish TELPAS</td>
<td>1. The student routinely and effectively uses this support during classroom instruction and classroom testing</td>
<td></td>
</tr>
<tr>
<td><strong>Manipulating Test Materials</strong></td>
<td>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 (at any test site or test site): turning test booklets 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.</td>
<td>STAAR, STAAR Spanish TELPAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics Manipulatives</strong></td>
<td>Concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts. <strong>ONLY includes</strong>: real or play money (both head and tails); clocks with or without numbers on clock face, but the clock should <strong>NOT have gears</strong>; base-ten blocks; various types of counters (e.g., 2-sided chips, blocks, numerals with printed or raised dots); algebra tiles (the tiles should <strong>NOT</strong> contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables); fraction pieces (e.g., fraction bars or circles, which should <strong>NOT contain labels</strong> – e.g., labels that show individual fractions, equivalents, or cumulative figures); geometric figures that are grade- or course-appropriate (the figures may be provided in either one- or two-dimensional form, but <strong>NOT</strong> in both forms; the figures should <strong>NOT</strong> 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 <strong>NOT</strong> allowed.</td>
<td>STAAR, STAAR Spanish (Math tests only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplemental Aids</strong></td>
<td>Paper-based resources that assist a student in recalling information. (Supplemental aids should be individualized for each student; it is not appropriate for each student to provide all students the exact same set of supplemental aids) <strong>ONLY the listed Supplemental Aids are allowed</strong> (for more information, see quicklook at: <a href="http://lead4ward.com/resources">http://lead4ward.com/resources</a>). Supplemental aids provide the student with appropriate support that is most approriate in that subject. Colors may be used in a supplemental aid to enhance readability or improve tracking but may NOT be used as a label.</td>
<td>STAAR, STAAR Spanish</td>
<td>1. The student routinely, independently and effectively uses this support during classroom instruction and classroom testing</td>
<td></td>
</tr>
</tbody>
</table>

© lead4ward, LLC 2019
http://lead4ward.com/resources

REV 12/12/2019

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.

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 recommendation 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 Be Provided to a Student Who Meets Specific Eligibility Criteria**

<table>
<thead>
<tr>
<th>Designated Support</th>
<th>Description and Additional Information/Examples</th>
<th>Tests</th>
<th>Eligibility Criteria</th>
<th>Authority for Decision/Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Print</td>
<td>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 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 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 TEAPAS 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 ONE 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>TEA for approval to administer a paper test booklet.</td>
</tr>
<tr>
<td>Extra Time (Same Day)</td>
<td>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 have been 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 English reading or English EOC assessments 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 extra time the student should be granted (documentation of the level of test support the student needs. A student can request a change to the level of reading support provided during this option is documented.</td>
<td>ARD Committee Section 504 Committee</td>
</tr>
<tr>
<td>Oral/Signed Administration</td>
<td>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 English reading or English EOC assessments may not be considered for reclassification at the end of the school year.</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 ONE of the following: a. is a current EL and takes a STAAR test in English, OR b. is identified with dyslexia or a related disorder per TEC §38.003, OR c. has documented evidence of reading difficulties*; OR d. requires frequent or lengthy breaks (beyond what is allowed for all students) because of a behavioral or emotional disability condition that affects attention or focus, OR e. 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 f. 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>
<td>ARD Committee Section 504 Committee</td>
</tr>
</tbody>
</table>

---

**Code = LP**

**Code = DS for Paper**

**Code = OA for Paper**

---

* 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 by itself can make Designated Support recommendations TOGETHER WITH 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 has parents who denied bilingual or ESL services.

---

**Description:** 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 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 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.

**Description:** 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 have been 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 English reading or English EOC assessments may not be considered for reclassification at the end of the school year.

**Description:** 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 English reading or English EOC assessments may not be considered for reclassification at the end of the school year.

---

**Paper Tests and Braille Tests**

- 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 read all test questions and answer choices throughout the test allow students to independently select and change the level of reading support the student needs. A student can request a change to the level of reading support provided during this option is documented. Online Tests (TTS and ASL Videos)

- 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) 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 rolos), the test administrator may sign test content in the same way as he/she does for paper tests.

---

**Code = OA for Paper**

---

© lead4ward, LLC 2019
http://lead4ward.com/resources

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.

REV 12/12/2019 Page 2 of 4
## Group 3: Designated Supports That May Be Provided Only to Students Who Are SpEd, Section 504 or EL Who Meet Specific Eligibility Criteria

<table>
<thead>
<tr>
<th>Designated Support</th>
<th>Description and Additional Information/Examples</th>
<th>Tests</th>
<th>Eligibility Criteria</th>
<th>Authority for Decision/Documentation</th>
</tr>
</thead>
</table>
| **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. 
   EL students for whom the LPAC recommends the use of this support for any English reading or English EOC assessments 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 reading and editing selections (for grades 3-8 reading, grades 4 and 7 writing, English I, and English II only)
   **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] | The student:
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) | **Student Decision-Making Group**
**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.
### 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 Cranmer modified abacus; 0-9 addition grid with no special numbers (e.g., even numbers) indicated.

**Tests:** STAAR Math (Gr. 3-7) and Science (Gr. 5), STAAR Spanish Math (Gr. 3-5) and Science (Gr. 5).

**Eligibility Criteria:**
1. The student meets at least one of the following for the applicable grade:
   - 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)*
   - 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)*
   - 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.

**Authority for Decision/Documentation:** ARD Committee, IEP.

**SpEd**

**Section 504**

**Notes:**
- 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.

### 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

**Tests:** STAAR, STAAR Spanish (Writing Gr. 4 & 7 and English 1, II and III – written composition ONLY)

**Eligibility Criteria:**
1. The student meets at least one of the following for the applicable grade:
   - 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)*
   - 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)*

**Authority for Decision/Documentation:** ARD Committee, IEP.

**SpEd**

**Section 504**

**Notes:**
- 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.

© lead4ward, LLC 2019

http://lead4ward.com/resources