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| Complex Transcribing       | **Description:** Allows a test administrator to record onto an answer document or into the online testing platform a student’s dictated or signed responses to the Writing prompts when a student with a disability is unable to accomplish this task independently. The test administrator may carry out Complex Transcribing only when the student dictates or signs his/her responses to the Writing prompts for the test administrator to transcribe. This includes transcribing the student’s prereading if applicable. TEA will provide, with any approved ARF, specific guidelines about how to transcribe the student’s responses to the Writing prompts, including how to indicate the student’s spelling, punctuation, and capitalization. For grades 2–12 TELPAS Writing, an ARF does not need to be submitted for a student who meets the eligibility criteria. Since the writing samples included in a TELPAS writing collection come from authentic classroom activities, the same accommodation routinely used during classroom instruction is acceptable. The samples chosen to be included in a TELPAS Writing Collection must still adhere to the guidelines listed in the TELPAS Rater Manual. In addition, the Complex Transcribing Guidelines Found on the Accommodation Resources webpage should be followed when using this Support. | STAAR STAAAR Spanish Writing Grades 4 & 7 and English I, II and III (Written Composition ONLY) | The student:  
1. routinely and effectively uses this support during classroom instruction and classroom testing, AND  
2. is unable to effectively use Basic Transcribing to address this need, AND  
3. meets at least ONE of the following:  
   a. has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials, OR  
   b. has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him/her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the STAAR Assessment Management System for online tests | SpEd ARD Committee IEP  
Section 504 LPAC (in conjunction with other applicable group in the case of an EL with a disability)  
Any Other Student* Appropriate team of people at the campus level (e.g., RTI Team, Student Assistance Team) As per district policy |
| Extra Day                  | **Description:** Allows a student with a disability to have an extra day to complete a state assessment. TEA will provide additional procedures specific to this support with any approved ARF. Receiving an extra day to complete the test is an accommodation intended for an extremely small group of students with disabilities who have a TEA-approved ARF. Students will only be permitted to test over 2 regularly scheduled, consecutive school days. Each day of testing must not extend beyond 7 hours. | STAAR STAAAR Spanish TELPAS | The student:  
1. routinely and effectively uses this support during classroom instruction and classroom testing, AND  
2. is unable to effectively use any Accessibility Features (e.g., tools to minimize distractions, individual administration, reminders to stay on task) or locally-approved Designated Supports (e.g., extra time, individualized structured reminders) to address this need, AND  
3. meets at least ONE of the following:  
   a. has a severe impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]), OR  
   b. has a severe behavioral or emotional disabling condition, the manifestation of which makes him/her unable to continue working for a prolonged period of time or during certain times of the day, OR  
   c. has a severe physical disability or medical condition that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina, OR  
   d. is certified with an attention spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral or emotional reactions that cannot be appropriately managed without an additional day of testing | SpEd ARD Committee IEP  
Section 504 LPAC (in conjunction with other applicable group in the case of an EL with a disability)  
Any Other Student* Appropriate team of people at the campus level (e.g., RTI Team, Student Assistance Team) As per district policy |
| Mathematics Scribe         | **Description:** Allows a test administrator to record a student’s dictated mathematics scratch work and computations when a disabling condition prevents the student from accomplishing this task independently. TEA will provide, with any approved ARF, specific guidelines about how to carry out this support. The test administrator may write the student’s dictated scratch work and computations onto scratch paper, a chalkboard, white board, or the space in the student’s test booklet. When a student uses a calculation aid as an allowable designated support or a required part of test administration procedures, the test administrator may record intermediate steps. The role of the mathematics scribe is to record the student’s dictated work and computations exactly as the student indicates. | STAAR STAAAR Spanish Math and Science | The student:  
1. routinely and effectively uses this support during classroom instruction and classroom testing, AND  
2. is unable to effectively use any Accessibility Features (e.g., various sizes or types of scratch paper/another workspace) or locally-approved Designated Supports (e.g., calculator) to address this need, AND  
3. meets at least ONE of the following:  
   a. has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials, OR  
   b. has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him/her from independently and effectively recording scratch work and computations | SpEd ARD Committee IEP  
Section 504 LPAC (in conjunction with other applicable group in the case of an EL with a disability)  
Any Other Student* Appropriate team of people at the campus level (e.g., RTI Team, Student Assistance Team) As per district policy |
| Other                      | **Description:** Designated Supports that fall into this category are only for students who have unique needs that are not specifically addressed with any Accessibility Features or Designated Supports located on TEA’s Accommodations Resources page. These Designated Supports are not intended to provide additional supplemental aids not listed as allowable, or for students who fail to meet established eligibility criteria for Designated Supports. TEA will provide, with any approved ARF, specific guidelines about how to carry out this Support. | STAAR STAAAR Spanish TELPAS | The student:  
1. routinely, independently, and effectively (if applicable) receives this support during classroom instruction and classroom testing, AND  
2. is unable to effectively use any Accessibility Features or Designated Supports to address this need | SpEd ARD Committee IEP  
Section 504 LPAC (in conjunction with other applicable group in the case of an EL with a disability)  
Any Other Student* Appropriate team of people at the campus level (e.g., RTI Team, Student Assistance Team) As per district policy |

All Designated Supports identified in this document require submission of an online Accommodation Request Form (ARF) to TEA. For each Support, the appropriate campus-level team (e.g., ARD committee, Section 504 placement committee, LPAC, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an ARF to TEA. ARFs must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decisions) – in which case the District Testing Coordinator should contact TEA for further instructions. The ARF must be approved by TEA before a student can use the Support on the state assessment. Any Support that requires the submission and approval of an ARF must be documented in the student’s paperwork as “pending TEA approval.” In the event that an ARF is denied, the campus should be prepared to meet the student’s needs with allowable Accessibility Features and/or Locally-Approved Designated Supports.

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A student using a Designated Support identified in this document 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 AIC/COMM field of the student’s answer document or in the Texas Assessment Management System.