**Test Accessibility - 2018 Calendar Year**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Summary</th>
<th>Considerations</th>
</tr>
</thead>
</table>
| **General** | Test Accessibility means ensuring that each student can interact appropriately with the content, presentation, and response mode of the test. Test accessibility policies are based on the goal that assessments should allow all test-takers to demonstrate their knowledge of the content being tested without the format of the assessment, the non-tested language, or the type of response needed to answer the questions being barriers. To meet this goal, TEA makes Accessibility Features and Designated Supports available on TELPAS and on STAAR paper and online tests to students who use the same or similar features or supports during classroom instruction and testing. Accessibility Features and Designated Supports:  
  - Must be based on a student needs  
  - Can change over the course of the school year or from year to year based on a student needs  
  - Might be appropriate for classroom use, but NOT be appropriate or allowable on a statewide assessment (policies relating to Accessibility Features or Designated Supports on state assessments should not limit an educator’s ability to develop individualized materials, techniques and/or strategies to support student learning in the classroom). | For additional resources relating to the availability of Accessibility Features and Designated Supports on state assessments in calendar year 2018, see the lead4ward quicklooks posted on the Test Accessibility tab at: [http://lead4ward.com/resources/](http://lead4ward.com/resources/). |
| **Accessibility Features** | Accessibility Features available on STAAR, STAAR Spanish, and TELPAS:  
  - May be provided to students based on their needs  
  - Are available to any student who regularly benefits from the use of these procedures or materials during instruction (although a student cannot be required to use them during testing and there is no need to document their use on a student’s answer document)  
  - A student using an Accessibility Feature may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.  
  List of Accessibility Features (italics indicate changes to policies in effect for tests administered in calendar year 2018)  
  1. Signing test administration directions for a student who is deaf or hard of hearing  
  2. Translating test administration directions into the native language of an English language learner  
  3. Allowing a student to use a bilingual dictionary (word-to-word translations; no definitions or examples) on Mathematics, Science, and Social Studies assessments  
  4. Allowing a student to read the test aloud to facilitate comprehension includes use of PVC pipe or recording device  
  5. Reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance  
  6. Providing reading assistance on the Grade 3 Mathematics test for any student:  
    - the test administrator may read a word, phrase, or sentence in a test question or answer choice to any Grade 3 student but only when asked to do so by the individual student  
    - if a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met  
  7. Making the following assistive tools available:  
    - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed  
    - color overlays and the color settings for online tests  
    - blank place markers and the guideline tool for online tests  
    - magnifying devices and zoom feature for online tests  
    - various types of highlighters, colored pencils or any other tools that can be used to focus attention on text  
    - amplification devices (e.g., speakers, frequency-modulated [FM] systems)  
    - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)  
  8. Giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student’s headphones or ear buds)  
  9. Allowing individual and small-group administrations  
  10. Reminding students to stay on task  
  11. Photocopying or enlarging the following non-secure test materials  
    - test administration directions  
    - blank answer documents  
    - the state-supplied mathematics graph paper  
    - the state-supplied reference materials for Grade 8 Mathematics and Science, Algebra I and Algebra II (Mathematics reference materials for Grades 3-7 contain rulers and may NOT be photocopied because the rulers could be distorted. However, reference materials without rulers can be printed from the Help tab in the STAAR Assessment Management System.)  
  12. Prior to calendar year 2017, TEA limited the availability of accommodations on state assessments to:  
    - Students with disabilities; or  
    - ELL students | |
| **Designated Supports** | 2 Categories of Designated Supports on STAAR, STAAR Spanish and TELPAS:  
  1. Designated Supports That May Be Approved Locally  
    a. Student meets specific eligibility criteria  
    b. Decision to use is made by appropriate campus-level team (i.e., ARD committee, 504 committee, LPAC, RTI or Student Assistance Team)  
    c. No Accommodation Request Form required  
  2. Designated Supports Requiring TEA Approval  
    a. Appropriate campus-level team (i.e., ARD committee, 504 committee, LPAC, RTI or Student Assistance Team) determines if student meets all specific eligibility criteria  
    b. Accommodation Request Form must be submitted to TEA | Prior to calendar year 2017, TEA limited the availability of accommodations on state assessments to:  
    - Students with disabilities; or  
    - ELL students. In calendar year 2018, many Designated Supports are available to ANY student who meets specific eligibility criteria relating to the student’s needs and the use of the Designated Support during classroom instruction and testing. |