

Designated Support	Description and Additional Information/Examples	Tests	Eligibility Criteria for REQUESTING Approval from TEA	Authority for Decision/Documentation															
<b>Complex Transcribing</b>	<p><b>Description:</b> 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</p> <p>The test administrator may carry out <b>Complex Transcribing only</b> when the student dictates or signs his/her responses eligible test questions, including the student's prewriting.</p> <p>This designated support is intended for an extremely small group of students with disabilities. TEA will provide specific guidelines on how to implement this designated support along with any approved ARF. The role of the test administrator who provides this designated support is to record the student's dictated work exactly as the student indicates. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.</p> <p>For online TEPAS grades 2–12 writing, an ARF must be submitted for a student who meets the eligibility criteria for Complex Transcribing and this non-embedded support must be indicated in TIDE. For TEPAS, students who are eligible for a special administration for grades 2–12 writing must be holistically rated. An ARF does not need to be submitted, and Complex Transcribing does not need to be indicated in TIDE.</p>	<p><b>Any STAAR RLA, Science or Social Studies test question that requires a written response</b></p> <p><b>Any TEPAS writing test question that requires a written response</b></p>	<p>The student:</p> <ol style="list-style-type: none"> <li><b>routinely and effectively</b> uses this support during classroom instruction and classroom testing, <b>AND</b></li> <li>is <b>unable to effectively use Basic Transcribing</b> to address this need, <b>AND</b></li> <li><b>meets at least ONE of the following.</b> <ol style="list-style-type: none"> <li>has an <b>impairment in vision</b> (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, <b>OR</b></li> <li>has a <b>physically disabling condition</b> (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 Test Delivery System (TDS)</li> </ol> </li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #008080; color: white;"> <th style="width: 33%;">Student</th> <th style="width: 33%;">Decision-Making Group</th> <th style="width: 33%;">Document</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Student NOT Receiving SpEd or 504 Services*</b></td> <td style="text-align: center;">Appropriate team of people at the campus level (e.g., RTI Team, Student Assistance Team)</td> <td style="text-align: center;">As per district policy</td> </tr> <tr> <td style="text-align: center;"><b>SpEd</b></td> <td style="text-align: center;">ARD Committee</td> <td style="text-align: center;">IEP</td> </tr> <tr> <td style="text-align: center;"><b>Section 504</b></td> <td style="text-align: center;">Sec.504 Committee</td> <td style="text-align: center;">IAP</td> </tr> <tr> <td style="text-align: center;"><b>EB</b></td> <td style="text-align: center;">LPAC^ (in conjunction with other applicable group in the case of an EB student with a disability)</td> <td style="text-align: center;">LPAC Notes/ Student's Permanent Record</td> </tr> </tbody> </table>	Student	Decision-Making Group	Document	<b>Student NOT Receiving SpEd or 504 Services*</b>	Appropriate team of people at the campus level (e.g., RTI Team, Student Assistance Team)	As per district policy	<b>SpEd</b>	ARD Committee	IEP	<b>Section 504</b>	Sec.504 Committee	IAP	<b>EB</b>	LPAC^ (in conjunction with other applicable group in the case of an EB student with a disability)	LPAC Notes/ Student's Permanent Record
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<b>Extra Day</b>	<p><b>Description:</b> Allows a student to have an extra day to complete an assessment TEA will provide additional procedures specific to this support with any approved ARF.</p> <p>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.</p> <p><b>Students will be permitted to test only over 2 regularly scheduled, consecutive school days. Each day of testing must not extend beyond 7 hours.</b></p> <p>For TEPAS grades 2–12, this designated support applies only to the online and paper reading test, online reading and writing test and the online listening and speaking test. This designated support does not apply to any holistically rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.</p> <p>For situations when a student may not be able to complete a test in one day due to a potential medically related issue, refer to the make-up instructions in the <a href="#">DCCR</a></p>	<p><b>STAAR STAAR Spanish TEPAS</b></p>	<p>The student:</p> <ol style="list-style-type: none"> <li><b>routinely and effectively</b> uses this support during classroom instruction and classroom testing, <b>AND</b></li> <li>is <b>unable</b> to use the make up policy to complete the test, <b>AND</b></li> <li>is <b>unable to effectively use any Accessibility Features</b> (e.g., tools to minimize distractions, individual administration, reminders to stay on task) <b>or locally-approved Designated Supports</b> (e.g., individualized structured reminders) to address this need, <b>AND</b></li> <li><b>meets at least ONE of the following.</b> <ol style="list-style-type: none"> <li>has a <b>severe impairment in vision</b> (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]), <b>OR</b></li> <li>has a <b>hearing impairment</b>, <b>OR</b></li> <li>has a <b>severe physical disability or medical condition</b> that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina, <b>OR</b></li> <li>has a <b>severe behaviorally or emotionally disabling condition</b>, the manifestation of which makes him/her unable to continue working for a prolonged period of time or during certain times of the day, <b>OR</b></li> <li>is <b>identified with an autism spectrum disorder</b> and will be unable to complete the assessment in one day due to severe behavioral or emotional reactions (i.e. perseveration, physical harm to self or others, a breakdown of self-control from over-stimulation or too much input) that cannot be appropriately managed without an additional day of testing</li> </ol> </li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center;"><b>EB</b></td> <td style="text-align: center;">LPAC^ (in conjunction with other applicable group in the case of an EB student with a disability)</td> <td style="text-align: center;">LPAC Notes/ Student's Permanent Record</td> </tr> </tbody> </table>	<b>EB</b>	LPAC^ (in conjunction with other applicable group in the case of an EB student with a disability)	LPAC Notes/ Student's Permanent Record												
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<b>Mathematics Scribe</b>	<p><b>Description:</b> Allows a test administrator to record a student's dictated mathematics scratch work and computations when a student cannot accomplish this task independently</p> <p>The test administrator may write the student's dictated scratch work and computations on scratch paper, a chalkboard, a white board, or the allocated space in the student's test booklet. In addition, the test administrator may record intermediate steps when a student uses a calculation aid as an allowed designated support or a required part of the test administration procedures.</p> <p>TEA will provide specific guidelines on how to implement this designated support along with any approved ARF. The role of the test administrator who provides this designated support is to record the student's dictated scratch work and computations exactly as the student indicates (e.g., verbally stated number-by-number, mathematics symbols, space-by-space). Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.</p>	<p><b>STAAR STAAR Spanish</b></p> <p><b>(Math and Science ONLY)</b></p>	<p>The student:</p> <ol style="list-style-type: none"> <li><b>routinely and effectively</b> uses this support during classroom instruction and classroom testing, <b>AND</b></li> <li>is <b>unable to effectively use any Accessibility Features</b> (e.g., various sizes or types of scratch paper or another workspace) <b>or locally-approved Designated Supports</b> (e.g., calculation aid) to address this need, <b>AND</b></li> <li><b>meets at least ONE of the following.</b> <ol style="list-style-type: none"> <li>has an <b>impairment in vision</b> (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, <b>OR</b></li> <li>has a <b>physically disabling condition</b> (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him/her from independently and effectively recording scratch work and computations, <b>OR</b></li> <li>The student has a <b>developmental disability that is included on the autism spectrum</b></li> </ol> </li> </ol>	<p>* 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.</p>															
<b>Other</b>	<p><b>Description:</b> Designated Supports that fall into this 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 allowable or for students who fail to meet established eligibility criteria for Designated Supports.</p> <p>TEA will provide, with any approved ARF, specific guidelines about how to carry out this Support.</p>	<p><b>STAAR STAAR Spanish TEPAS</b></p>	<p>The student:</p> <ol style="list-style-type: none"> <li><b>routinely, independently, and effectively</b> (if applicable) receives this support during classroom instruction and classroom testing, <b>AND</b></li> <li>is <b>unable to effectively use any Accessibility Features or Designated Supports to address this need</b></li> </ol>																

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 determines whether the student meets all of the specific eligibility criteria and, if so, submits an ARF to TEA. Accommodation requests must be approved by TEA before a student can use the Support on a state assessment. Documentation in the appropriate paperwork should state "pending TEA approval." ARFs must be submitted to TEA in a timely manner to allow committee members the ability to process and review requests, as well as communicate to districts the appropriate procedures for administering a TEA-Approved Designated Support. For circumstances that require an accommodation request within a week of the assessment (e.g., newly enrolled student, medical emergency, updated ARD committee decision) the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 and ask to speak to a member of the Accommodation Task Force for further instructions.