

Critical Information about Accommodations for Students with Disabilities Taking STAAR, STAAR Spanish, STAAR L, STAAR Modified, and TELPAS

This critical information outlines the appropriate use of accommodations for students with disabilities. For the purposes of the statewide assessments, students needing accommodations due to a disability include

- a student with an identified disability who receives special education services and meets established eligibility criteria for certain accommodations
- a student with an identified disability who receives Section 504 services and meets established eligibility criteria for certain accommodations
- a student with a disabling condition who does not receive special education or Section 504 services but meets established eligibility criteria for certain accommodations

For students who receive special education or Section 504 services, the decision for a student to use accommodations during the statewide assessments is made by the ARD committee or Section 504 placement committee. In those rare instances where a student does not receive services but meets the eligibility criteria because of a disabling condition, the decision about using accommodations on the assessments is made by the appropriate team of people at the campus level, such as the Response to Intervention (RTI) team or student assistance team.

Understanding the basic principles of accommodations helps ensure their appropriate use in all educational settings.

Accommodations



- are changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction
- should be effective in allowing a student access to the Texas Essential Knowledge and Skills (TEKS)
- must be individualized for each student
- are intended to reduce the effect of a student's disability
- can change over the course of the school year or from year to year based on student needs
- may be appropriate for classroom use but may not be appropriate or allowed for use on a statewide assessment
- should be documented in the appropriate student paperwork
- should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year



- are not necessary for every student
- are not changes to the performance criteria of an assignment or assessment
- are not changes to the content being assessed and should not replace the teaching of subject-specific knowledge and skills as outlined in the TEKS
- should not be provided to an entire group of students, such as those in the same classroom or disability category, as a "one-size-fits-all" accommodation
- are not intended to provide a student with a disability an advantage (e.g., increase a passing score to a higher score)
- should not be provided to a student without evidence of effectiveness from year to year

Accommodations during Classroom Instruction and Testing

Accommodations are changes to the materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators utilize various instructional strategies to meet the needs of each student, thus allowing each student to maximize his or her academic potential. In many instances, students use an accommodation only on a temporary basis while they are learning a new skill. In some cases, though, a student may require the accommodation throughout the school year or over several years.

In order to make accommodation decisions for students, educators should have knowledge of the TEKS and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports) so that informed educational decisions can be made for each student. By analyzing data, an educator may be able to see that the accommodation becomes inappropriate or unnecessary over time due to the student's age or changing needs. Or it may confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

Accommodations during Statewide Assessments

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing may differ from accommodations allowed for use on statewide assessments. Classroom instruction is when educators develop and implement unique and individualized instructional strategies to meet the educational needs of each student. However, the statewide assessment is a standardized tool for measuring every student's learning in a reliable, valid, and secure manner. Certain accommodations used in the classroom would invalidate the content being assessed or compromise the security and integrity of the statewide assessment. For this reason, not all accommodations suitable for instruction are allowed during the statewide assessments.

The decision to use an accommodation during a statewide assessment should be made on an individual-student basis and take into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction and testing. A student who is unaccustomed to using a particular accommodation may be hindered rather than helped by an accommodation not routinely used. However, this does not mean that the accommodation must be used every day during instruction. Routine accommodation use, as defined by TEA, results in two important outcomes:

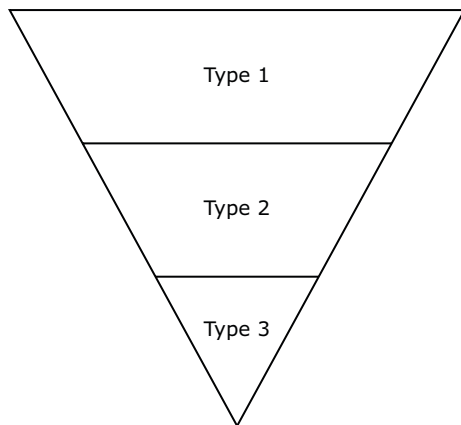
1. The student has used the accommodation often enough during classroom instruction and testing that he or she is able to use it independently during the statewide assessment. Independent accommodation use is only applicable to some accommodations (e.g., calculator) and not to others (e.g., oral administration).
2. The accommodation has proven to be effective in meeting the student's specific needs, as evidenced by student scores or teacher observations with and without accommodation use. This means that it is acceptable and appropriate to occasionally withhold an accommodation in order to confirm or deny its effectiveness.

It is important to keep in mind that the policies for accommodation use on statewide assessments should not limit an educators ability to develop individualized materials and techniques to facilitate student learning. Instruction is when learning occurs. Instruction comes first, lasts longer, and can be customized to meet the needs of each student. Unlike instruction, statewide assessments must be standardized so that student results can be compared and interpreted.

Note: Refer to the “Optional Test Administration Procedures and Materials” document for procedures and materials that can be used on statewide assessments. These are not considered testing accommodations and are available to any student who needs them. A link is provided on the Accommodations for Students with Disabilities webpage.

The Accommodation Triangle

After determining the instructional accommodation(s) that are effective for a student, the educator should investigate whether those accommodations are allowed on a statewide assessment. The Accommodation Triangle below organizes accommodations for students with disabilities by type in accordance with the specificity of the eligibility criteria and the need for TEA approval. The accommodation type should be recorded on the student’s answer document. The complete Accommodation Triangle, with links to each accommodation policy, is available on the Accommodations for Students with Disabilities webpage. Note that not all accommodations are applicable to all assessments.



Type 1 Accommodations: This type of accommodation is available for students who have a specific need and who routinely, independently, and effectively use the accommodation during classroom instruction and testing. It is not necessary to submit an Accommodation Request Form to TEA.

Type 2 Accommodations: This type of accommodation includes the requirements of Type 1, along with additional specific eligibility criteria. It is not necessary to submit an Accommodation Request Form to TEA.

Type 3 Accommodations: This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 3, the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA. Accommodation Request Forms 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). The request must be approved by TEA before a student can use the accommodation on the statewide assessment. Any accommodation that requires the submission and approval of an Accommodation Request Form must be documented in the student’s paperwork as “pending TEA approval.” In the event that a request is denied, the campus should be prepared to meet the student’s needs with allowable accommodations.

Planning for Testing Accommodations

Careful review of state accommodation policies is required so that students receive only those accommodations that are allowed or approved by TEA for use on statewide assessments. Testing coordinators, test administrators, and other campus personnel involved in statewide testing must consider the following questions related to providing accommodations on test day.

- Which students will receive accommodations on test day?
- What special arrangements need to be considered for students who will use accommodations on test day? For example, ensuring that calculators and other equipment have sufficient batteries or choosing separate settings for students who use certain accommodations requires advance planning.

- What staff training is needed to properly provide certain testing accommodations? For instance, transcribing a student's responses onto an answer document or providing an oral administration requires advance training.
- What campus and district procedures are in place to ensure test security?
- What procedure is in place and who is responsible for recording accommodations on a student's answer document?

Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations may occur just prior to or on the day of the statewide assessment that necessitate the use of a testing accommodation. For example, a student may arrive at school without his or her prescribed eyeglasses and need a large-print test booklet, or a student may have a broken arm and need his or her responses transcribed onto the answer document. In unexpected or emergency situations, testing coordinators should first review the Optional Test Administration Procedures and Materials, and then review the Accommodation Triangle to see if anything can meet the student's needs.

When considering how to meet a student's needs in an unexpected or emergency situation, encouraging student independence should be a priority. For example, if a student who broke his dominant hand is able to write math computations on a white board with his non-dominant hand and dictate his responses for the test administrator to transcribe, then the allowance of scratch paper or another workspace under Optional Test Administration Procedures and Materials and Basic Transcribing are more appropriate than requesting a Mathematics Scribe to write all computations.

If an Optional Test Administration Procedure/Material, a Type 1, or Type 2 accommodation can meet the student's needs, the testing coordinator does not need to contact TEA. If a student requires a Type 3 accommodation, the testing coordinator must immediately contact a member of TEA's Accommodations Task Force for permission and additional instructions. In these situations, there is no expectation that the student would have routinely received the accommodation during previous classroom instruction and testing. However, it is recommended that the student (and the test administrator, if applicable) be given the opportunity to practice using the new accommodation prior to testing, if time permits.

After testing, the accommodation type should be recorded on the student's answer document or in the Assessment Management System (for online administrations). In addition, the situation and accommodation should be taken into consideration when interpreting test results. Be aware that the allowance of a testing accommodation in an unexpected or emergency situation applies to the current test administration only and does not transfer to subsequent test administrations.

For additional questions about testing accommodations in unexpected or emergency situations, contact a member of TEA's Accommodations Task Force at (512) 463-9536.

Recording Accommodations on the Student's Answer Document

Information about students' access to testing accommodations on statewide assessments is used to analyze policy decisions and evaluate accommodation use across the state. Campus personnel must be trained in accurately recording accommodations on each student's answer document or in the Assessment Management System (for online administrations) according to the accommodation type, which is indicated at the top of each accommodation policy document. Mark the accommodation type for each accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing. More information is available on the Accommodations for Students with Disabilities webpage.

TELPAS Accommodations

The accommodation information in this document applies to the TELPAS reading tests for grades 2–12. For information about accommodations for the holistically rated assessments, refer to the *2013 TELPAS Manual for Raters and Test Administrators*. Note this additional information related to accommodations that ELLs with disabilities may need when taking TELPAS.

TELPAS and STAAR L Paper Administrations

TELPAS reading tests for grades 2–12 and STAAR L assessments are administered as online testing programs. However, in rare instances in which the use of an accommodation is not feasible or appropriate for an online administration, or if the administration of an online test is inappropriate due to a student's particular disability, a special request may be made to TEA for approval to administer a paper test booklet (large print, if applicable). An Accommodation Request Form must NOT be used for these requests. Refer to the *2013 District and Campus Coordinator Manual* for more information about the special request process for a paper administration.

Extra Time (Same Day)

Description of Accommodation

This accommodation allows a student with a disability to have extra time until the end of the school day to complete a statewide assessment.

Assessments

For a student who meets the eligibility criteria, this accommodation may be used on

- STAAR
- STAAR Spanish
- STAAR L
- STAAR Modified

Student Eligibility Criteria

A student may use this accommodation if he or she

- routinely and effectively uses this accommodation during classroom instruction and testing,
- is unable to effectively use other accommodations or Optional Test Administration Procedures and Materials to address this need, and
- meets at least one of the following (which makes it necessary for the student to have more time than the standard 4 hours to test).
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
 - The student is identified with dyslexia.
 - The student is receiving special education services and has evidence of reading difficulties documented in the IEP.
 - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a behavioral or emotional disabling condition that affects attention and/or focus.
 - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a physical disability or medical condition that requires a significant amount of time for treatment and/or recovery.
 - The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible.

Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- For a student receiving Section 504 services, the decision is made by the placement committee based on the eligibility criteria and is documented in the student's IAP.

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision should be made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above. See additional information under the "Special Instructions/Considerations" section.
- After statewide testing, XT must be recorded under Type 2 in the ACCOMMODATIONS field on the student's answer document or in the Assessment Management System for online administrations, if applicable.

No Accommodation Request Form required.



Special Instructions/Considerations

1. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation.
2. Receiving extra time beyond the four-hour time limit to complete the test is not intended for all students in a specific disability category; it is only for students with a proven need. For example, it would not be appropriate to provide extra time to all students who are identified with dyslexia or ADHD, but it would be appropriate or allowable for those students who have documented success with the use of extra time on assignments similar in length and rigor to the statewide assessments. It is not appropriate or allowable to provide extra time to students for reasons associated with general test anxiety or to students needing extra time to complete specific testing strategies.
3. Prior to determining that a student is eligible for extra time, it is important to consider the assessment that the student will be taking. This includes being familiar with the student's proficiency in a particular subject-area or if any built-in accommodations, such as format changes and fewer questions, are provided in some tests that would allow the student to complete the assessment within the four-hour time limit.
4. It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) to provide extra time only to those students who have a documented and/or proven need for such an accommodation. However, the documentation does not need to specify exactly how much extra time the student should be granted to complete the test.
5. A student 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 or she has completed the test.
6. The district MUST maintain test security and confidentiality when providing extra time to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the *2013 District and Campus Coordinator Manual*.

7. A student who receives extra time to complete his or 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 outside the testing environment.
8. Extra time testing sessions for grades 3–8 and EOC should start at the beginning of the school day and may go until the end of the regularly scheduled school day.
9. Extra time testing sessions must NEVER 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.
10. In the case of an ELL with a disability, the student’s eligibility for this extra time as a linguistic accommodation based on the student’s second language acquisition needs must also be considered. Specific eligibility criteria for extra time as a linguistic accommodation are found in the document titled “Linguistic Accommodations for ELLs Participating in the STAAR Program,” located on the Accommodation Resources webpage. For ELLs with a disability, XT must be recorded under Type 2 and/or “LA” (Linguistic Accommodation), as applicable, based on the eligibility criteria.

Student Scenarios

Below are student scenarios that are intended to clarify who is eligible to receive extra time as an accommodation on applicable statewide assessments. These scenarios do not address every situation in which a student may or may not receive extra time as a testing accommodation. Additional scenarios will be provided as needed to address feedback received from educators.

1. Brian is a middle school student who receives special education services under the eligibility of autism. Over the course of middle school, his teachers have tried various strategies and plans to encourage Brian’s appropriate participation in general education classes. The best approach is when Brian uses a daily reminder chart to ensure that he gets to the correct classes, participates appropriately, and completes classroom assignments and tests. Brian checks in with a social skills teacher periodically throughout the day to review his chart and receive positive reinforcement for all categories successfully completed. There is evidence that on days when this routine cannot be maintained (e.g., prior statewide assessments, field trips, or special programs during the school day), Brian can become agitated and somewhat confused. Can Brian receive extra time on his STAAR assessments in order to maintain some critical elements of his routine, for instance attending his favorite class, going to lunch at his specified time, and checking in with his social skills teacher throughout the day?

Yes. Brian is identified with autism and benefits from being able to maintain as much of his daily routine as possible on test day. There is evidence that this daily routine is very effective in meeting Brian’s needs, given that other strategies have been attempted and discontinued over the years.

2. Peyton is a third grade diabetic student who is required to check her blood sugar each morning and afternoon during the school day. Can she have extra time on the STAAR grade 3 assessments?

No. According to the STAAR Time Limits Policies and Procedures document, medical breaks are NOT included in the four-hour time limit. The test administrator must stop the time clock for a student who goes to the nurse for medical reasons. The test administrator must document the time the student stops and restarts the test and must make the student aware of his or her adjusted testing time.

However, if a student's health condition requires longer or more frequent breaks throughout the day, extra time may be considered. For instance, there may be documentation that Peyton's blood sugar levels tend to spike during test administrations because they are stressful to her. She may require her blood sugar to be checked every hour, or her blood sugar may drop dramatically causing her to need time to rest and recover. In this situation, extra time may be more appropriate because the student can test until the end of the school day without the test administrator having to continually stop and restart the time clock.

3. Noah is a fifth grade student who receives special education services under the eligibility of specific learning disability. He attends a resource mathematics class, as this is his greatest area of need according to his Full and Individual Evaluation. However, Noah's teacher also reported to the ARD committee that Noah struggles in reading comprehension. He is able to decode grade-level texts, but it takes him much longer than his peers to complete reading comprehension assignments and tests. Therefore, Noah receives small-group reading support in the classroom, as well as content mastery support on an as-needed basis for longer reading assignments. Can Noah have extra time on the STAAR grade 5 reading assessment?

Yes. Noah receives special education services and has IEP documentation of reading difficulty. But he is able to effectively participate in grade-level instruction when given extra time on reading assignments and no other accommodation is as effective.

Photocopying Test Materials

Description of Accommodation

This accommodation allows for test materials to be photocopied for a student whose disability prevents him or her from effectively using test materials provided by the state.

Assessments

For a student who meets the eligibility criteria, this accommodation may be used on

- STAAR
- STAAR Spanish
- STAAR Modified

For information about TELPAS and STAAR L photocopying accommodations, see the "Special Instructions/Considerations" section.

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- receives special education services,
- routinely receives this accommodation during classroom instruction and testing,
- is unable to effectively use other accommodations or Optional Test Administration Procedures and Materials to address this need, and
- meets at least one of the following.
 - The student has an impairment in vision and requires test materials in a size larger than the state-supplied, large-print test materials.
 - The student has a physical disability that prevents him or her from effectively manipulating test materials printed on both sides of the paper and/or turning the pages in a test booklet.
 - The student has a disability that necessitates test materials be presented in a printed format other than a test booklet in order to prevent behavioral outbursts or other severe behaviors that could interfere with the student completing the test.

Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is recommended by the ARD committee based on the eligibility criteria and is documented as “pending TEA approval” in the student’s IEP.
- In the case of an ELL with a disability, the decision should be recommended by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented as “pending TEA approval” by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After statewide testing, the accommodation type must be recorded in the ACCOMMODATIONS field on the student’s answer document or in the Assessment Management System for online administrations, if applicable. The accommodation type is indicated in the triangle at the top of this document.

Accommodation Request Form IS required.



Examples/Types

This accommodation may include **ONLY**

- enlarging the printed test materials to a size larger than the state-supplied, large-print test materials
- photocopying the double-sided test materials into single-sided sheets
- photocopying the test materials onto separate sheets that can be presented in smaller portions

Special Instructions/Considerations

1. Accommodation Request Forms 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 decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.
2. The district **MUST** maintain test security and confidentiality when photocopying tests. All standard test security and confidentiality requirements must be followed. Refer to the *2013 District and Campus Coordinator Manual*.
3. Photocopying must be done within the district by a trained test administrator who has signed the “Oath of Test Security and Confidentiality for Test Administrator.” This includes the bottom section of the oath for test administrators who are authorized to view secure statewide assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
4. The test booklet may not be taken apart for photocopying.
5. The memory on the copier must be deleted or cleared after photocopying secure test booklets.

6. TELPAS reading tests for grades 2–12 and STAAR L are administered as online testing programs. However, in rare instances in which the use of an accommodation is not feasible or appropriate for an online administration, or if the administration of an online test is inappropriate due to a student’s particular disability, a special request may be made to TEA for approval to administer a paper test booklet. The request to photocopy a TELPAS reading test for grades 2–12 or STAAR L reading test, along with the reasons this accommodation is needed, should be included in the same email that is submitted to TEA when a paper administration is requested. For more information about the special request process for paper administrations of TELPAS and STAAR L, refer to the *2013 District and Campus Coordinator Manual*.
7. If the mathematics test is enlarged, the state-supplied ruler (as part of the reference materials) must also be enlarged to the same degree to ensure that graphics which require the use of a ruler result in the intended measurement. If a mathematics test is only photocopied (and not enlarged), the copier must be set to copy at 100% to maintain the proper scale to ensure that graphics result in the intended measurement.
8. The following documents may be photocopied or enlarged for a student to use during testing without submitting an Accommodation Request Form: test administration directions given verbally before or after testing; blank answer documents; the state-supplied mathematics graph paper; and the state-supplied reference materials for grade 8 science, chemistry, physics, Algebra I, geometry, and Algebra II. The state-supplied mathematics reference materials for grades 3–8 contain rulers that could be distorted when photocopied or enlarged. Call TEA’s Accommodations Task Force at 512-463-9536 for guidance.
9. If the student is unable to record his or her answers onto the answer document, refer to the eligibility criteria outlined in the Basic Transcribing and/or Complex Transcribing accommodation policies.
10. All photocopied test materials must be returned with the non-scorable shipment.

Optional Test Administration Procedures and Materials

For STAAR, STAAR Spanish, STAAR L, STAAR Modified, and TELPAS

Educators often provide differentiated instruction in the classroom by altering certain procedures or supplying certain materials based on student needs. Many of these procedures and materials are considered good instructional practices rather than accommodations, and some may be used on statewide assessments.

During statewide assessments, optional test administration procedures and materials may be provided to any student based on his or her needs. However, the student must have sufficient experience with the specific procedure or material in order to determine that it is effective in meeting his or her needs. Optional test administration procedures and materials are not intended for every student in a classroom or disability category. The test administrator should make them available to students who need them but not require students to use them during the statewide assessment.

Local documentation of optional test administration procedures and materials is required only in order to plan for testing day(s). In many cases, test administrators are given the responsibility of arranging, coordinating, and providing optional test administration procedures and materials as well as testing accommodations. Thus, it is essential for all educators to know and understand the requirements related to administering statewide assessments.

The optional test administration procedures and materials are not considered testing accommodations, and their use during the statewide assessment is not recorded on the student's answer document.

A student may use the following procedures and materials during the statewide assessments.

1. **Preferential seating** is allowed so that a student may sit where he or she is most comfortable. For example, some students should not sit near a door or window because they are easily distracted, while other students may need to sit closer to the teacher's desk.
2. **Special lighting conditions** are allowed for a student to achieve optimal vision and comfort. For example, some students may need natural lighting or desk lamps.
3. **Signing test administration directions** for a student who is deaf or hard of hearing or **translating test administration directions** into the native language of an English language learner is allowed. This applies to test administration directions given verbally either before or after the test.
4. A student may **read the test out loud** to facilitate comprehension. This can include reading aloud to self, reading aloud into a voice-feedback device (e.g., PVC phone), or reading aloud into a voice recorder to listen to while testing.

The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation. All voice recordings must be erased or destroyed after testing.

5. The test administrator may **read aloud or sign the personal narrative, expository, literary, or persuasive writing prompt** to any student who requests this assistance. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign these specific writing prompts without the student requesting it. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. It is important to note that the English III analytical prompt may never be read aloud to any student.
6. Any student may receive **reading assistance on the grade 3 mathematics test**. Upon request from a student, the test administrator may read aloud or sign any part of a mathematics test question or answer choice that the student is experiencing difficulty reading. This reading assistance is permitted on an individual basis for any grade 3 student who requests it. Test administrators must be aware that they are viewing secure test content and that responding to test questions or recording the information they see is strictly prohibited. If a student needs all of the test questions and answer choices read throughout the mathematics test, then this constitutes an oral administration and is limited to students who meet the eligibility criteria. Refer to the Oral/Signed Administration accommodation policy.
7. A student may use **scratch paper or another workspace** to make notes, write computations, or record responses when the space provided with the test questions does not meet the student's needs. Scratch paper or another workspace includes blank paper, colored paper, lined paper, graph paper, butcher paper, adhesive notes, a chalkboard, or a white board. It does not include the use of a word processor. The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation. Any scratch paper must be destroyed after testing.
8. Procedures to **minimize distractions** may help a student maintain focus. These may include a stress ball, noise-reducing headphones, or instrumental

music (no lyrics) played through an individual student's headphones or earbuds. The campus test coordinator must verify that the music played through headphones contains no lyrics or spoken language. The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation.

9. A student may use **colored overlays** if needed. The overlays may be placed over a page in the test booklet or taped to the computer monitor. A student may also use markers to make notes on the overlay if necessary and appropriate.
10. A student may use **magnifying devices**, such as handheld magnifiers, eyeglass-mounted magnifiers, freestanding magnifiers, or magnifying overlays, to enlarge text, graphics, or the display on a computer monitor. The student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation. Secure test materials cannot be photocopied, scanned, or saved. If further enlargements to paper test materials are needed, refer to the Projection Devices or Photocopying Test Materials accommodation policies.
11. A student may use **blank place markers** on the test and answer document. This includes blank index cards, adhesive notes, or bubbling templates.
12. A student may use **highlighters, colored pencils, or crayons** in the test booklet to emphasize important information. They may not be used on the answer document.