













































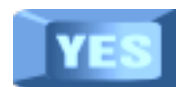

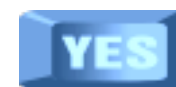
























2009-2010 Accommodation Chart	TAKS*	TAKS (Acc.)*	TAKS-M*	TELPAS Reading
<b>Presentation Accommodations (P)</b>				
<b>Large Print (LP)</b> A student who has a visual impairment and uses large-print materials in the classroom may use a large-print version of the test. <b>An Accommodation Request Form is not required</b> if the student meets both of these conditions. In most cases, large-print tests should be ordered only for students with visual impairments. <b>If a student does not meet both of the conditions above, an Accommodation Request Form with objective evidence of student need must be submitted to TEA for approval.</b> TELPAS reading tests are administered online. Technology-based accommodations described under "Magnifying or Low-Vision Devices" on the next page enable most students with visual impairments to test online. For students for whom technology-based accommodations are not appropriate, large-print TELPAS test booklets are available through the special request process outlined on page 32. Specific information about large-print tests is available in Appendix B.	Eligibility Criteria  	Eligibility Criteria  	Eligibility Criteria  	ARF  
<b>Braille (BR)+</b> A student who has a visual impairment and routinely uses braille materials in the classroom may use a braille version of the test. <b>An Accommodation Request Form is not required.</b> Specific information about braille versions of the tests is available in Appendix B. For information about braille versions of LAT, call the TEA Student Assessment Division at 512-463-9536.	Eligibility Criteria  	Eligibility Criteria  	Eligibility Criteria  	Not Available
<b>Magnifying or Low-Vision Devices (P)</b> Some students with visual impairments read regular print materials using magnification devices such as eyeglass-mounted magnifiers, or freestanding or handheld magnifiers. Some students also use a closed-circuit television (CCTV) or a document camera to enlarge print and display printed material with various image enhancements on a screen. For TELPAS reading tests, technology-based accommodations such as LCD projectors and interactive white boards, which enlarge the display of the online test, can be used to enable ELLs with visual impairments to test online. <b>An Accommodation Request Form is not required for these types of accommodations.</b>	Allowed  	Allowed  	Allowed  	Allowed  
<b>Colored Overlays (P)</b> A student may use colored overlays. Markers may be used to make notes on the colored overlay. <b>An Accommodation Request Form is not required.</b>	Allowed  	Allowed  	Allowed  	Allowed  
<b>Photocopies of Test (P)</b> Photocopying tests is an accommodation reserved for very unique situations. <b>Such situations require that it be documented that other accommodations not requiring an Accommodation Request Form have been tried and were not successful (e.g., use of a marker on a colored overlay, use of scratch paper to make notes, magnifying device, or dividing the test into short sections).</b> Test booklets are secure documents and may not be photocopied without advance written permission from TEA through the submission and approval of an Accommodation Request Form that includes objective evidence of student need and states why the student cannot use other allowable accommodations. To maintain security and confidentiality, districts must ensure that all standard test security policies and procedures are followed. In addition, districts must adhere to specific procedures when photocopying secure test materials. These procedures will be provided to districts upon approval of an accommodation request. <b>Blank answer documents, which do not contain secure information, may be copied without the submission of an Accommodation Request Form.</b>	ARF  	ARF  	ARF  	ARF **  










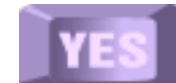

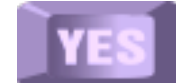
<p><b>Place Markers (P)</b></p>	Allowed	Allowed	Allowed	Allowed
<p>A student may use a blank place marker on the test and answer document. These place markers may include index cards, adhesive notes, etc. <b>An Accommodation Request Form is not required.</b></p>				
<p><b>Reading Test Aloud to Self (P)</b></p>	Allowed	Allowed	Allowed	Allowed
<p>A student may read aloud or read into a recording device during testing and play it back while working. A student may also use a voice feedback device (e.g., PVC phone). If the use of these accommodations is distracting to other students or compromises the security of the test, an individual administration is required. <b>An Accommodation Request Form is not required.</b></p>				
<p><b>Oral Administration for Mathematics, Science, and Social Studies (OA)</b></p>	Eligibility Criteria	Eligibility Criteria	Eligibility Criteria	Not Applicable
<p>A test administrator may provide an oral administration for mathematics, science, and social studies to students who meet the eligibility criteria included in Appendix A. An oral administration may include different levels of reading support for each student, such as reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety. <b>An Accommodation Request Form is not needed for students who meet the eligibility criteria outlined in Appendix A.</b> For information regarding signed administrations for students who are deaf or hard of hearing, refer to Appendix C. For students in grade 3, reading assistance is part of optional test administration procedures for the mathematics tests and is not considered an accommodation that must be documented.</p>				
<p><b>Reading Aloud Test Questions for TAKS–M Reading Selections (P)</b></p>	Not Applicable	Not Applicable	Allowed	Not Applicable
<p>On TAKS–M reading tests and the reading section of the TAKS–M ELA tests, reading the test questions and answer choices aloud is an accommodation for students whose ARD committees have determined a need and who routinely use this type of assistance in classroom instruction. It is the responsibility of the ARD committee to determine if a student needs all of the test questions and answer choices read aloud or if the accommodation will be provided only if the student asks for assistance. <b>An Accommodation Request Form is not required.</b> For information regarding signing test questions for TAKS–M reading selections, refer to Appendix C. Test questions and answer choices may NOT be read aloud for TAKS–M writing tests or the revising and editing section of TAKS–M ELA tests.</p>				
<p><b>Dyslexia Bundled Accommodations (DB) (Grades 3-8 Reading)</b></p>	Eligibility Criteria	Eligibility Criteria	Not Available	Not Available
<p>The dyslexia bundled accommodations include orally reading all proper nouns associated with each passage before students begin individual reading, orally reading all test questions and answer choices to students, and extending the testing time over a two-day period. These three accommodations must be “bundled,” meaning the accommodations must be provided together. See Appendix A for specific requirements concerning eligibility and decision-making authority for the dyslexia bundled accommodations. <b>Only students who meet the eligibility criteria outlined in Appendix A may use this accommodation.</b> <b>An Accommodation Request Form is not required.</b> For information regarding this accommodation for students who are deaf or hard of hearing, refer to Appendix C. The dyslexia bundled accommodations are ONLY available for the TAKS and TAKS (Accommodated) reading tests at grades 3–8. While dyslexia bundled accommodations are not available during LAT administrations, other similar linguistic accommodations are available.</p>				









<b>Sign/Translate Directions (P)</b>	Allowed	Allowed	Allowed	Allowed
Test administration directions given orally before or after the test may be either signed to a student who is deaf or hard of hearing or translated into the native language of a student with limited English proficiency. <b>An Accommodation Request Form is not required.</b> Translating directions into the native language of the student is not considered an accommodation for an ELL taking a TELPAS reading test or LAT. For these tests, translating directions is part of the test administration procedures and does not need to be documented.				
<b>Amplification Devices (P)</b>	Allowed	Allowed	Allowed	Allowed
Amplification devices help reduce the interference of background noise, override poor acoustics, and reduce the effect of distance between the student and the test administrator. A student may use an amplification device, such as a frequency modulated (FM) system, if the student is identified as having a hearing impairment and/or has a disability that affects the student's ability to focus or concentrate in large-group situations. <b>An Accommodation Request Form is not required.</b>				
<b>Manipulating Test Materials for Students (P)</b>	Allowed	Allowed	Allowed	Allowed
A student may have a temporary or permanent disabling condition that interferes with the ability to physically manipulate test materials, such as test booklet pages, rulers, etc. The student must direct the test administrator very specifically regarding all steps necessary when manipulating the materials (for example, when to turn the page or where to place the ruler). For online administrations, the test administrator may assist a student who is unable to move the mouse to navigate the online test. The student must provide specific directions to the test administrator regarding how to navigate the test. The test administrator may not provide feedback regarding the correctness of the student's directions. <b>An Accommodation Request Form is not required.</b>				
<b>2009-2010 Accommodations</b>	<b>TAKS*</b>	<b>TAKS (Acc.)*</b>	<b>TAKS-M*</b>	<b>TELPAS Reading</b>
<b>Response Accommodations (R)</b>				
<b>Other Methods of Response (R)</b>	Allowed	Allowed	Allowed	Allowed
A student may have a temporary or permanent disabling condition that interferes with or limits the ability to make notes, do computations, or record responses on a scorable document. This may include, but is not limited to, students with an injury (e.g., broken arm), physical condition (e.g., cerebral palsy), visual difficulties (e.g., extremely limited vision, broken eyeglasses, or tracking difficulties), or a significant deficit in written expression. Students who simply have poor handwriting or spelling skills will most likely NOT fall into this category. However, this accommodation may be appropriate for students who have such severe fine motor or spelling deficits that they cannot communicate meaning through writing. Any of the following methods of response are allowed for students who meet the conditions above. Students may respond orally or sign responses to test items; mark responses in the test booklet; point to their response; use an augmentative communication device; record responses on a dry-erase board, chalkboard, or scratch paper (e.g., blank, lined, or graph paper); or type responses on a typewriter, portable word processor, or computer. All special features (e.g., spell check, word predictor) must be disabled for all TAKS writing/ELA tests and the TAKS (Accommodated) or TAKS-M grade 4 writing test. In addition, these special features should be disabled for all other writing/ELA tests unless the student receives spelling assistance as an accommodation. Student responses may not be saved to a disk or hard drive. A scribe is the trained test administrator who writes down what a student indicates through an assistive communication device, pointing, sign language, print, or speech. Being a scribe requires understanding the boundaries of the assistance to be provided. A scribe may not edit or alter student responses in any way and must record word for word on the standard answer document exactly what the student has indicated. The scribe may not provide feedback regarding the correctness of the student's response. <b>For information regarding the role of a scribe for students who are deaf or hard of hearing, refer to Appendix C.</b> Specific instructions regarding the role of the scribe in various situations are provided below.				

Other Methods of Response (R) (Con't)	Allowed	Allowed	Allowed	Allowed
<p><b>Written Composition</b> The role of the scribe is to write exactly what is dictated. The scribe should ask for clarification from the student about the intended use of capitalization, punctuation, and spelling of key words that are unique to the student's creativity and word choice (not basic grade-level sight words) since these conventions are part of the score the student receives. The student must have the opportunity to review and edit what the scribe has written; for example, the scribe may intentionally leave out all capitalization and punctuation for the student to edit. The student must be made aware of the space allowed for his or her response so that the transcribed composition will fit onto the two lined pages provided on the standard answer document.</p> <p><b>Open-ended Responses</b> The role of the scribe is to write exactly what is dictated. The scribe is not required to ask for clarification from the student about the intended use of capitalization, punctuation, and spelling of key words since these conventions are not part of the scoring rubric used to assess students' short-answer responses. The student must be made aware of the space allowed for his or her responses so that the transcribed responses fit in the spaces provided on the standard answer document.</p> <p><b>Griddable Items</b> When transcribing a student's response to a griddable item for a mathematics or science test, the student's response must fit in the spaces provided on the standard answer document. The student must be made aware of the spaces allowed for his or her response so that the transcribed response fits in the spaces provided on the standard answer document.</p> <p><b>Computation/Notes</b> If the student is physically unable to record mathematical computations, the student must direct the scribe very specifically regarding all steps necessary to complete the computation (for example, digit by digit, how to align numbers, etc.). For transcription of notes during the test, the scribe must follow the student's exact instructions. This may include making notes in the margins of the test booklet or underlining phrases or words in passages. The scribe may not provide feedback regarding the correctness of any computations or relevance of any notes. <i>If the use of any of these accommodations is distracting to other students or compromises the security of the test, an individual administration may be required.</i> <b>An Accommodation Request Form is not required.</b></p>				
<p><b>Spelling Assistance (R) ‡</b></p>	Not Allowed	Allowed	Allowed	Not Applicable
<p>The use of spelling assistance as an accommodation does not replace the teaching of spelling skills as outlined in the state curriculum. If a student is capable of organizing thoughts and ideas in written responses but has a disability that affects the physical reproduction of letters and words or the ability to remember spelling rules, word structures, or letter patterns, spelling assistance may be used. For example, a list of frequently misspelled words would be appropriate only for a student who can select a word with an irregular spelling pattern for use on his or her written response but is unable to reproduce the letters or pattern needed to correctly and consistently spell the word without assistance.</p>				

Spelling Assistance (R) (Con't)	Not Allowed	Allowed	Allowed	Not Applicable
<p>A student taking the TAKS (Accommodated) or TAKS–M grade 4 writing test may only use word lists. Word lists may not contain definitions or examples of how to use words in a sentence. An Accommodation Request Form is not required if the above conditions are met. The use of spelling assistance as an accommodation applies only to the written composition. This accommodation does NOT apply to the revising and editing section of the test. A student taking the TAKS (Accommodated) or TAKS–M grade 7 writing test, grade 9 reading test, or grade 10 or 11/exit level ELA test may use spelling assistance (e.g., spell check, pocket spell checkers, word lists) if the conditions above are met. <b>An Accommodation Request Form is not required.</b> The use of spelling assistance as an accommodation applies only to written responses (written composition and open-ended reading responses). This accommodation does NOT apply to the revising and editing section of the writing or ELA test or to other subject-area tests. Dictionaries and thesauruses MUST be provided to students taking the following TAKS, TAKS (Accommodated), and TAKS–M tests: the written composition section of the grade 7 writing test, the entire grade 9 reading test, and the written composition and reading sections of the grades 10 and 11/exit level ELA tests (including LAT grade 10 ELA). Dictionaries and thesauruses are not accommodations for these tests, but a required part of standard test administration procedures. See the District and Campus Coordinator Manual for more information. For information about the use of dictionaries as supplemental aids for other tests, see Appendix D.</p>				
<p><b>Calculation Devices (R) ‡</b></p> <p>The use of a calculation device as an accommodation does not replace the teaching of basic computation skills as outlined in the state curriculum. If a student possesses the knowledge to reason mathematically, but has a disability that affects mathematics calculation or the physical reproduction of numbers, a calculation device may be used. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. For example, a calculator would be appropriate only when a student knows what mathematical operations to use but needs assistance with calculation. Calculators may be adapted with large keys or voice output (talking calculators). In some cases, an abacus may be useful as it serves as a paper and pencil for some students with visual impairments. <b>If the use of the accommodation is distracting to other students, an individual administration may be required. For TAKS (Accommodated) mathematics tests at grades 3–6 and the science test at grade 5, the use of calculators requires the submission and approval of an Accommodation Request Form that includes objective evidence of student need.</b> If approved, the student may use any calculator that is routinely used in instruction as long as the calculator fits within the parameters of appropriate calculator use found in the District and Campus Coordinator Manual. Calculators are allowed for TAKS (Accommodated) mathematics tests at grades 7 and 8 and the science test at grade 8, as well as all TAKS–M mathematics and science tests, if the above conditions are met. Students may use calculators that are routinely used in instruction as long as the calculators fit within the parameters of appropriate calculator use found in the District and Campus Coordinator Manual. <b>An Accommodation Request Form is not required.</b> Graphing calculators MUST be provided to all students taking TAKS, TAKS (Accommodated), and TAKS–M mathematics tests at grades 9, 10, and 11/exit level. These are not accommodations, but a required part of standard test administration procedures. However, as an accommodation, a four-function calculator may be provided in addition to the graphing calculator. <b>An Accommodation Request Form is not required.</b> Four-function, scientific, or graphing calculators MUST be provided to students taking TAKS, TAKS (Accommodated), and TAKS–M science tests at grades 10 and 11/exit level. These are not accommodations, but a required part of standard test administration procedures. See the District and Campus Coordinator Manual for more information about appropriate calculator use.</p>		<b>ARF (3-6), Allowed (7&amp;8)</b>  	<b>Allowed</b>  	<b>Not Applicable</b>

<b>Supplemental Aids (R)</b>	<b>Not Allowed</b>	<b>ARF if not in Appendix D</b>	<b>Allowed</b>	<b>ARF</b>
<p>A supplemental aid is a resource that assists a student in recalling information. The use of a supplemental aid as an accommodation does not replace the teaching of subject-specific skills as outlined in the state curriculum. If a student's disability affects memory retrieval, a supplemental aid may be allowed. The student must be able to understand the material being assessed, but may need assistance recalling the information. The supplemental aid must serve only as a tool and not as a source of direct answers—meaning it cannot provide direct answers to the TEKS being assessed. It is important to determine whether the use of a supplemental aid is a matter of convenience or a necessary accommodation. For TAKS (Accommodated), see Appendix D for examples of supplemental aids that do not require the submission of an Accommodation Request Form. <b>For supplemental aids not described in Appendix D, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for approval.</b> A copy of the aid must be included with the request. For TAKS–M, supplemental aids that serve as a tool rather than a source of direct answers are allowed. Examples are provided in Appendix D and can be used as guidance for determining the appropriateness of supplemental aids not listed. An Accommodation Request Form should not be submitted for supplemental aids on TAKS–M. <b>For the TELPAS reading tests, the use of a supplemental aid requires an Accommodation Request Form.</b></p>				
<b>Manipulatives (R)</b>	<b>Not Allowed</b>	<b>ARF if not listed in the manual</b>	<b>Allowed</b>	<b>Not Applicable</b>
<p>Manipulatives are concrete objects that a student can move and touch in order to visualize abstract concepts. The manipulative must serve only as a tool and not as a source of direct answers—meaning it cannot provide direct answers to the TEKS being assessed. <b>For TAKS (Accommodated), the following manipulatives are allowed without the submission of an Accommodation Request Form: real or play money, clocks, base-ten blocks, various types of counters (e.g., two-sided chips, blocks, etc.), algebra tiles, fraction pieces, and non-labeled geometric figures. For manipulatives not listed here, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for approval.</b> The name and a description of the manipulative must be included with the request. For TAKS–M, any manipulatives that serve as a tool and not a source of direct answers are allowed. <b>An Accommodation Request Form is not required.</b></p>				
<b>Blank Graphic Organizers (R)</b>	<b>Not Allowed</b>	<b>Allowed</b>	<b>Allowed</b>	<b>Allowed§</b>
<p>A student who has a processing problem may benefit from the use of blank graphic organizers. Examples of common graphic organizers include webs, charts, and boxes. Blank graphic organizers do not contain any words, numbers, or symbols. Graphic organizers that contain any words, numbers, or symbols are considered supplemental aids. <b>An Accommodation Request Form is not required for the use of blank graphic organizers.</b> For the TELPAS reading tests, blank graphic organizers are allowable for students who are eligible to take TAKS (Accommodated) or TAKS–M in accordance with the conditions above.</p>				
<b>2009-2010 Accommodations</b>	<b>TAKS*</b>	<b>TAKS (Acc.)*</b>	<b>TAKS-M*</b>	<b>TELPAS Reading</b>
<b>Setting Accommodations (S)</b>				
<b>Minimizing Distractions to the Student (S)</b>	<b>Allowed</b>	<b>Allowed</b>	<b>Allowed</b>	<b>Allowed</b>
<p>A student may need an accommodation that minimizes external and/or internal distractions. Some examples of this accommodation may include, but are not limited to, headphones or a stress ball. <b>An Accommodation Request Form is not required.</b></p>				

<b>Individual Administration (S)</b>	Allowed	Allowed	Allowed	Allowed
A student may receive an individual administration. A trained test administrator must be present in the testing room at all times. <b>An Accommodation Request Form is not required.</b> For LAT, individual and small-group test administrations are part of the test administration procedures and are not considered an accommodation.				
<b>Small-Group Administration (S)</b>	Allowed	Allowed	Allowed	Allowed
A student may be tested in a small group. A trained test administrator must be present in the testing room at all times. The state does not define how many students constitute a small-group administration. Groupings for this accommodation should be based on student need and, in all cases, should be smaller than the number of students in a traditional testing room. <b>An Accommodation Request Form is not required.</b> For LAT, individual and small-group test administrations are part of the test administration procedures and are not considered an accommodation.				
<b>2009-2010 Accommodations</b>	TAKS*	TAKS (Acc.)*	TAKS-M*	TELPAS Reading
<b>Timing &amp; Scheduling Accommodations (T)</b>				
<b>Extended Time- Testing Over Two Days (T)</b>	ARF	ARF	ARF	ARF
Testing over two days will be approved only for a very small number of students who have unique situations. Some examples of students who may need extended time on a test include those who take a braille version of the test, have a serious medical condition or a severe physical impairment, or have a severe emotional disturbance. This accommodation is not intended for all students in a specific disability category; it is only for students with unique situations and a proven need. For example, it would not be appropriate to submit a two-day request for all students who have autism, but it would be appropriate for those who have documented success with the use of extended time on assignments similar in length and rigor to the state assessments. It is not appropriate to request this accommodation for students with test anxiety, attention deficit disorder, or for students needing extra time to complete specific testing strategies unless there are other extenuating factors that make a student's situation unique. <b>When requesting extended time, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for approval. (This requirement does not apply to dyslexia bundled accommodations.) Prior to submitting an Accommodation Request Form, schools should consider whether other, less restrictive accommodations (e.g., individual or small-group administration, frequent breaks, dividing test into short sections, use of a scribe, oral/signed administration if eligible) may allow the student to complete the assessment within a single school day.</b> It is also important to consider the assessment that the student will be taking, including any built-in accommodations such as format changes and fewer items that are inherent in some tests. When administering a test over two days, specific procedures must be followed in order to maintain test security and confidentiality. These procedures will be provided to districts upon approval of an accommodation request. Provisions for two-day testing as a LAT accommodation for eligible ELLs are described in the section titled "Linguistic Accommodations for English Language Learners."				

<b>Multiple or Frequent Breaks (T)</b>	<b>Allowed</b>	<b>Allowed</b>	<b>Allowed</b>	<b>Allowed</b>
<p>A student who cannot concentrate continuously for an extended period or who becomes frustrated or stressed easily (e.g., a student with autism or a severe behavioral disability) may need frequent or extended breaks. This accommodation may also be helpful for a student who takes medication that causes fatigue or affects his or her ability to stay alert. The test booklet may be divided into short sections (e.g., by using paper clips or adhesive notes) so that a student can take a break between each section. A timer may be used so that the student can take breaks at planned intervals. A student may be allowed to take brief breaks in the testing room during a test session. However, testing personnel should ensure that while taking a break, the student does not participate in any activity that may potentially provide access to information related to any subject-area test content. For example, activities such as reading books or magazines are not permitted. The test booklet must be closed with the answer document inside, and it is essential that the student be closely monitored at all times so the content of the test is not discussed with others. <b>The use of this accommodation may require an individual or small-group administration. An Accommodation Request Form is not required.</b> Provisions for multiple or frequent breaks as a LAT accommodation for eligible ELLs are described in the section titled "Linguistic Accommodations for English Language Learners."</p>				
<b>Visual, Verbal, or Tactile Reminders to Stay on Task (T)</b>	<b>Allowed</b>	<b>Allowed</b>	<b>Allowed</b>	<b>Allowed</b>
<p>A student who loses focus easily may need general visual, verbal, or tactile reminders to stay on task. For example, a test administrator may say "You need to continue working" or "You are on page X." Or, the test administrator may gently tap a student's shoulder to redirect his or her attention to the test. <b>The use of this accommodation may require an individual or small-group administration. An Accommodation Request Form is not required.</b></p>				

\*\* Applicable only for paper administrations of TELPAS grades 2–12 reading tests, which are available only through a special request process.

For more

information, see page 32.

\* Includes LAT administrations for eligible students in grades 3–8 and 10.

‡ Dictionaries, thesauruses, and specific types of calculators are a requirement for certain grades and subjects. These are NOT considered accommodations since they are a part of standard test administration procedures. As required testing material, they do NOT apply to this chart. See the District and Campus Coordinator Manual for information about required testing materials.

§ For TELPAS reading, blank graphic organizers are allowed for students who are eligible to take TAKS (Accommodated) or TAKS-M.

† For information about Braille versions of LAT, call the TEA Assessment Division at:

512-463-9536.

**If an accommodation is listed below as "Allowed" or has an "Eligibility Criteria," there are certain conditions that must be met prior to student use.**