2022–2023 Accessibility Features

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Accessibility features are procedures and materials available to any student who benefits regularly from their use during instruction. A student cannot be required to use them during testing, and there is no need to document their use in the Test Information Distribution Engine (TIDE) for test administrations. These accessibility features are available for use on the following assessments:

- STAAR, including STAAR Spanish
- TELPAS

Type of Support	Accessibility Feature	Description	Allowed Examples*	Not Allowed Examples*
Language Supports	Signing Test Directions	Test administration directions can be signed to a student who is deaf or hard of hearing.	• A test administrator signs the test administration directions to a student who is deaf.	• A teacher who is not trained in administration procedures signs the test directions to a student who is deaf.
	Translating Test Directions	Test directions can be translated into the native language of an emergent bilingual (EB) student.	• A test administrator orally translates the test directions into Spanish for an EB student during the test administration. • A campus testing coordinator uses a translation program or app to access a written translation of the directions into another language before a test administration so that the translation can be verified as accurate. • A school district uses its resources and personnel to translate the test directions into the targeted language before a test administration and distributes the translations to the campuses where needed.	• The test directions are translated for a student who is proficient in English. • A teacher who is not trained in administration procedures orally translates the directions for an EB student.
	Bilingual Dictionary	The use of a bilingual dictionary is allowed for mathematics, science, and social studies assessments. Bilingual dictionaries used in these cases should include only word-to-word translations.	• A student uses a hard copy word-to-word bilingual dictionary during a mathematics, science, or social studies assessment.	• A student uses a bilingual dictionary that contains pictures during a mathematics, science, or social studies assessment. • A student uses a bilingual dictionary with definitions and examples during an administration of a mathematics, science, or social studies assessment. • A student uses a bilingual dictionary app on a tablet during a mathematics, science, or social studies assessment.
Reading Assistance	Reading or Signing constructed-response items	A test administrator may read or sign an extended constructed-response item or a short constructed-response item to any student who requests it.	• A test administrator reads or signs the constructed-response item at a student's request.	• A test administrator reads or signs the extended-constructed response to the entire class. • A test administrator reads or signs a short-constructed response to the entire class.
	Reading Assistance for Grade 3 Mathematics	A 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.	• A test administrator reads a word to a student taking a grade 3 mathematics test from the student's computer screen. NOTE: This accessibility feature allows for an exception to the policy that requires test administrators not to look at students' computer screens.	• Text-to-speech (TTS) is turned on for a student taking the grade 3 mathematics test so the student can have reading assistance as needed. • A majority of the questions and answers choices are read aloud to a student at the student's request.
Assistive Technology: Learning and Cognition Supports	Reading the Test Aloud	Students who use this accessibility feature are allowed to read the test aloud to themselves to facilitate comprehension.	• A student uses a whisper phone to read the test aloud to himself during a administration. • A student records herself reading the test material aloud. The recording is deleted after a test administration.	• A student in a testing room with other students reads the test aloud to himself.
	Blank Scratch Paper	Any medium that can be erased or destroyed may be used as blank scratch paper. To choose the type of scratch paper, the student's intent needs to be considered. If students have a method they have been taught with a certain kind of paper, then it is not scratch paper and may be considered a graphic organizer.	• A student uses a dry erase board during a test administration to draw, write, and perform calculations. • A student uses patty paper during a mathematics test administration. • A student uses lined paper during a reading language arts (RLA) test administration and graph paper during a mathematics test administration. • A student uses blank scratch paper during a TELPAS administration. • A student uses a packet of 10 blank pages that are stapled together.	• A student uses paper with numbered boxes. • A student uses paper that is sectioned off into boxes or other shapes, such as a blank graphic organizer. • A student uses paper that has symbols or words on it.
	Sticky Notes	The sticky notes tool allows a student to add notes about a test question in the online test. A sticky note is accessed from the question where it was created.	• A student leaves a test question unanswered and uses the sticky notes tool to make notes about the question for later use.	• A student uses the sticky notes tool for notes that he wants to access on later test questions.
	Notepad	The notepad tool allows a student to write notes that can be accessed from any page in the online test.	A student uses the notepad tool to write down things she wants to remember throughout the test.	A student uses the notepad tool to write her constructed response but does not transfer the response to the actual item.

Assistive Technology: Hearing Supports	Amplification Devices	Amplification devices amplify sounds to louder levels.	• A student with autism who does not do well with headphones uses external speakers for TTS during a test administration. • A student with hearing aids that do not work with headphones uses external speakers for TTS during a test administration. • A student uses Bluetooth hearing aids that pair with the computer to amplify the TTS during a test administration. • A frequency modulated (FM) system is used to amplify TTS during a test administration.	• A student who uses external speakers to amplify TTS is in a testing room with other students. •
Assistive Technology: Visual Supports	Color Settings	Color settings for online tests and colored overlays for paper tests are used by some students to improve the processing of visual information.	• A student uses the color settings drop-down menu in the online test to change the color of the screen and text. • A student uses a colored overlay during a paper test administration.	A student uses a colored overlay that has boxes, text, or symbols on it. •
	Line Reader	The line reader tool for online tests and blank place markers for paper tests focus attention on one line at a time and assist with tracking while reading.	• A student uses the line reader tool to highlight a line of text she is reading during an online test administration. • A student uses a blank place marker to track what she is reading during a paper test administration.	A student uses a ruler or other straight edge with markings or symbols. •
	Zoom Feature	The zoom feature for online tests and magnifying devices for paper tests enlarge the test content.	• A student uses the zoom in or zoom out buttons in the online test to enlarge or reduce the size of the screen. • A student uses a magnifier during a paper test administration.	A student is given a magnifier that he has never before used in class. •
	Highlighters and Colored Pencils	Highlighters, colored pencils, or any other tool that can help focus attention on text may be used.	• A student uses the highlighter tool during an online test administration. • A student uses a highlighter or colored pencil during a paper test administration.	A student who does not normally use highlighters in class is told to use them for specific testing strategies. •
	Large Mouse Pointer	The large mouse pointer feature allows a student to choose 11 different size and color options for the online test.	• A student chooses an extra-large green mouse pointer on the Choose Settings screen before starting an online test.	A student who does not need visual supports is required to use a large mouse pointer.
	Projection Devices	Projection devices enlarge the test content.	• • A computer is connected to a larger monitor or television with an HDMI cable so a student can see the test. • A CCTV is used during a paper administration. • A student's test is projected onto a wall or screen to enlarge the test. •	• • A student's test is enlarged using a projection device in a testing room with other students. •
Assistive Technology: Focus and Attention Supports	Tools to Minimize Distractions or Maintain Focus	Tools that minimize distractions or help a student maintain focus are allowed during a test administration as long as test security is maintained.	• A student uses a stress ball or fidget device during a test administration. • A student uses noise-reducing headphones during a test administration. • A student places his phone or other device on his desk to listen to instrumental music using headphones or Bluetooth earbuds. • Because the phone is on the student's desk, the test administrator is able to monitor phone use.	• A student uses her phone to listen to music but the school does not verify that she is listening to only instrumental music. • A test administrator plays instrumental music to the entire testing room. • A student uses her phone to listen to instrumental music but also uses the phone to text, take pictures, or search the Internet. •
Assistive Technology: Applications	Permissive Mode	Permissive Mode allows a student to use non-embedded assistive technology to complete tests in the Secure Browser application.	• A student who regularly uses a predictive text application during classroom assignments is allowed to use the same application with permissive mode as part of an approved designated support during a test administration.	A student with Permissive Mode turned on uses an Internet browser to access supports. •
	Use of an Electronic Device to Monitor a Health Condition	A student's electronic device may be used to monitor a health condition. Test security must be maintained.	• During a test administration, a student places her mobile phone on her desk to monitor her glucose levels through an app on the phone. Because the phone is on the student's desk, the test administrator is able to monitor phone use.	• A student is allowed to keep his mobile phone in his backpack and take it out periodically to monitor his glucose levels through an app. Because the phone is not continuously accessible, the test administrator is not able to monitor phone use.

Setting Supports	Individual Test Administration	A student receives an individual test administration with a test administrator.	• An individual student is paired with one test administrator during a test administration to minimize distractions for that student. • An individual student who uses a projection device is paired with one test administrator in a separate setting to minimize distractions to other students.	• An individual student sits at a desk in the front of a large testing room so that a test administrator can help the student as needed.
	Small Group Administration	Students are tested in small groups that mirror classroom testing situations based on individual student needs.	• Students who regularly receive small group administrations in the classroom are given the STAAR or TELPAS test together in a separate session away from the other students in the class. The total number of students in this group is less than the number of students in their regular classroom setting for that subject.	• Students who are regularly tested in a small group of 7 students during classroom testing are put in a group of 20 students for the STAAR administration. • Students are tested in a group that is larger than their regular class size for that subject.
Timing Supports	Reminding Students to Stay on Task	The test administrator may remind students to stay on task during a test administration.	• A test administrator reminds a student who is staring off into the distance to get back to work on the test.	• A test administrator helps a student with a test question that the student is stuck on so that he can help the student move on. • A student uses a timer or other tool reserved for the Individualized Structured Reminders designated support without being eligible for that support. • A test administrator reminds students to use their testing strategies.

*The examples are not an exhaustive list of allowable and non-allowable uses.

District and campus testing coordinators are responsible for ensuring that test administrators understand how to implement these procedures and use these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, they must sign the appropriate section of the /wiki/spaces/ODCCM23A/pages/2787018689.

For more information about accessibility for STAAR, refer to the *STAAR Accessibility Educator Guide*.