

# Supplemental Aids

## Description of Accommodation

Supplemental aids are paper-based resources that assist a student with a disability in recalling information.

## Assessments

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

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A

## Student Eligibility Criteria

A student may use this accommodation if he or she

- receives special education services or Section 504 services,
- routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing, and
- meets at least one of the following for the applicable service.

### Special Education

- The student has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction.

### Section 504

- The student is identified with dyslexia or a related disorder per TEC §38.003.

## 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 Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- In the case of an ELL with a disability, the decision is 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.
- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

## No Accommodation Request Form required.



### Examples/Types

**Only** the paper-based supplemental aids listed below are allowed on the state assessment. Examples of allowable and non-allowable supplemental aids are available in a training PowerPoint on the TEA's Accommodations for Students with Disabilities webpage.

### All Subjects

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| <b>Mnemonic Devices</b>         | <p>A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym may be used. The subject-specific words that the mnemonic represents are <b>NOT</b> allowed. For example, the acronym "PEMDAS" or the phrase "Please Excuse My Dear Aunt Sally" may be used in mathematics to help a student recall the correct order of operations. However, the subject-specific words "Parentheses, Exponents, Multiplication, Division, Addition, Subtraction," as well as the mathematical symbols associated with the words, are not allowed. In social studies, the acronym "HOMES" may be used to help a student recall the names of the Great Lakes, but the names of the lakes are not allowed. In science, the acronym "ROY G. BIV" may be used to help a student recall the colors of the rainbow, but the actual colors or color words are not allowed.</p> |
| <b>Blank Graphic Organizers</b> | <p>Blank graphic organizers may be used. Blank graphic organizers may <b>NOT</b> contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.</p>  |

### Mathematics

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| <b>Math Charts</b> | <ol style="list-style-type: none"> <li>1. Addition charts may be used. The addition chart must be a grid used to find the sum, not a list of addition facts. Each axis may only be numbered 0 through 9. Indicating special numbers (e.g., highlighting or circling even numbers within the body of the chart) is <b>NOT</b> allowed.</li> <li>2. Multiplication charts that are grade appropriate may be used. The multiplication chart must be a grid used to find the product, not a list of multiplication facts. Indicating special numbers (e.g., highlighting or circling perfect squares within the body of the chart) is <b>NOT</b> allowed.</li> <li>3. A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is <b>NOT</b> allowed.</li> <li>4. A place value chart may be used. Words for place value labels, commas, and a decimal point are allowed only if they are grade-appropriate. For example, the word "hundredths" may be used at grade 4 and above, but the fraction "1/100" cannot be included. Including numbers as specific examples is <b>NOT</b> allowed.</li> </ol> |
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| <b>Graphics</b> | <ol style="list-style-type: none"> <li>1. Pictorial models of fraction bars or fraction circles may be used. The models may be labeled to show each individual fraction, but they should <b>NOT</b> show equivalencies (e.g., <math>1/2 = 2/4 = 0.5 = 50%</math>) or a cumulative sequence (e.g., <math>1/4, 2/4, 3/4, 4/4</math>).</li> <li>2. Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate. In addition, a pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form, but <b>NOT</b> in both forms. The figures may <b>NOT</b> contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in one form (e.g., net) and a manipulative of the same figure in another form (e.g., three-dimensional solid) is <b>NOT</b> allowed.</li> </ol> |
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### Written Composition (grades 4 and 7 as well as English I, English II, and English III)

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| <b>Grammar &amp; Mechanics Rules</b> | A list of grade-appropriate grammar and mechanics rules may be used. The list may <b>NOT</b> contain any specific examples. |
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### Science

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| <b>Graphics</b> | <ol style="list-style-type: none"> <li>1. Graphics of scientific concepts may be used. The graphics may <b>NOT</b> contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.</li> <li>2. Formula triangles representing relationships between variables may be used. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can contain only the variables <math>m</math>, <math>D</math>, and <math>V</math>. Symbols for mathematical operations (e.g., <math>\times</math>, <math>\div</math>) are <b>NOT</b> allowed.</li> </ol> |
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### Social Studies

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| <b>Graphics</b> | <ol style="list-style-type: none"> <li>1. Blank maps may be used. Blank maps may <b>NOT</b> contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps.</li> <li>2. Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is <b>NOT</b> allowed.</li> </ol> |
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### Special Instructions/Considerations

1. A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Supplemental aids can be provided in the language that is most appropriate for the student.
3. Colors may be used in a supplemental aid to enhance readability or improve tracking but may **NOT** be used as a label.
4. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.

5. Using a supplemental aid as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.
6. Supplemental aids, like all accommodations, should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.
7. The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.
8. The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the state assessment.
9. If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.