



Assessment, Research and Evaluation



District Procedures for Approval of TAKS-M Supplemental Aids

- District/campus personnel are responsible for reviewing TAKS-M supplemental aids not listed as allowable in Appendix D of the *2010-2011 Accommodations Manual* to determine whether a student may use them on TAKS-M (rather than submitting an ARF for TEA review).
 - A supplemental aid is a resource that assists a student in recalling information.
 - The student must be able to understand the information, but simply needs assistance recalling it.
 - If a student's disability affects memory retrieval, a supplemental aid may be allowed on TAKS-M.
 - Using a supplemental aid as an accommodation during instruction should not replace the teaching of subject-specific skills as outlined in the state curriculum.
 - The supplemental aid must serve only as a tool and not a source of direct answers.
 - All supplemental aids must be documented in the student's IEP (and permanent record file if the student is an ELL receiving special education services) and must be routinely used in classroom instruction and testing.
 - Although some supplemental aids may be appropriate for instructional use, they may not be appropriate or allowed for use on a state assessment.
 - Please see Appendix D in the *2010-2011 Accommodations Manual* for more detailed information about supplemental aids.
- Supplemental aids, like all accommodations, should be **individualized** for each student. Students have different strengths and needs, so it would not be appropriate to provide all students the exact same supplemental aid.
- Supplemental aids used during state assessments must be **routinely used** during classroom instruction and testing, because students need ample experience with accommodations for them to be effective. However, this does not mean that the supplemental aid must be used every day.

Review Process

Step 1- Initial Decisions by Campus Personnel

1. Determine if the supplemental aid may be used on TAKS-M according to Appendix D of the Accommodations Manual, or if a local review of the supplemental aid is required.
 - a. Read Appendix D in the Accommodations Manual.
 - b. If the supplemental aid follows the guidelines provided in Appendix D, a local review is not required. The supplemental aid may be used on TAKS-M, provided that it is grade-appropriate, factual, error-free, concise, and well-organized.
 - c. If the supplemental aid contains details described as "not allowed" in Appendix D, **a local review is required** to determine if it can be used or edited for use on TAKS-M.
 - d. If the supplemental aid is neither described as "allowed" or "not allowed" in Appendix D, **a local review is required** to determine if it can be used or edited for use on TAKS-M.

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Step 2 - **Who should review supplemental aids?**

First Review: Campus Testing Coordinator / Special Education Teacher / Regular Education Teacher are responsible for meeting as a team and deciding the best supplemental aids for each student.

- **District/Campus Professionals Familiar with the Student** (e.g., the student's special education teacher, classroom teacher): knowledgeable about the student's unique strengths and needs, the student's IEP, and the student's history using the supplemental aids during instruction.

Second Review: If campus personnel has questions about a supplemental aid the District Testing Coordinator will be consulted.

- **District Testing Coordinator:** responsible for providing information about accommodations to campus testing coordinators and/or school personnel, and serves as the contact person for schools when questions arise.

What questions should be answered when reviewing supplemental aids?

- A. Does the supplemental aid address the student's needs and does the student know how to use it to recall information?
 - Campus professionals familiar with the student are valuable resources when determining if the supplemental aid is an appropriate tool that addresses the specific needs of the student who will use it.
 - These professionals should provide objective evidence of student need, including that the supplemental aid is an effective tool for the student.
 - They should affirm that the student knows how to use the supplemental aid, and that he/she uses it routinely during classroom instruction and testing.
- B. Have similar supplemental aids been approved by TEA for TAKS(Accommodated) during this school year?
 - If TEA approved the use of a supplemental aid for TAKS (Accommodated), then that same supplemental aid would be allowed for an eligible student taking TAKS-M.
 - If TEA determined that a supplemental aid was denied for TAKS (Accommodated) because it was a source of direct answers, the supplemental aid would not be allowed for TAKS-M.
 - If TEA determined that a supplemental aid required edits before it was allowed for TAKS (Accommodated), the same edits would be required before the supplemental aid could be used for TAKS-M.
- C. Is the supplemental aid a source of direct answers for the TEKS assessed at that grade level?
 - District/campus personnel must ensure that the supplemental aid serves only as a tool that a student knows how to use and NOT a source of direct answers for the TEKS assessed at each grade.
 - Content experts are a valuable resource when determining whether a supplemental aid is a source of direct answers. Careful comparison to the grade-level TEKS is an important step in this process.
 - Supplemental aids deemed a source of direct answers may not be used on any state assessment.
 - If the supplemental aid is determined to be a source of direct answers, check to see if parts of it can be edited to make it allowable for TAKS-M.
 - If so, can the supplemental aid be edited to make it allowable for TAKS-M?
- D. Is the supplemental aid grade-appropriate?
 - A. District/campus personnel must ensure that the supplemental aid includes only content relevant to the student's grade level.
 - B. It is neither effective nor appropriate to supply a student with content above the student's grade level.
 - C. It is acceptable to supply a student with content below the student's grade-level, as deemed necessary and appropriate.

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- E. Is the supplemental aid factual and error-free?
 - A. District/campus personnel must review the specific content in a supplemental aid to ensure that it is factual and error-free.
 - B. Supplemental aids that contain errors in content or typographical errors may contribute to wrong answers.
- F. Is the supplemental aid concise and well-organized?
 - A. District/campus personnel must ensure that the supplemental aid is concise and well-organized so that a student can easily access the information.
 - B. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful.
 - C. The supplemental aid should be organized so that the student understands how to find the information on the page.