



Mathematics Manipulatives

Description of Accommodation

These accommodations, or designated supports, are concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts.

Assessments

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

- STAAR grades 3–8 mathematics, Algebra I, and Algebra II
- STAAR Spanish grades 3–5 mathematics

Student Eligibility Criteria

A student may use this accommodation if

- instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and
- he or she routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- 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.
- 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.
- 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.

Examples/Types

This accommodation may include **only**

- real or play money (both heads and tails)
- clock with or without numbers shown on clock face; the clock should **NOT** have gears
- base-ten blocks
- various types of counters (e.g., two-sided chips, blocks, beans)
- algebra tiles; the tiles should **NOT** contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables
- fraction pieces (e.g., fraction bars, fraction circles); the fraction pieces should **NOT** contain labels (e.g., labels that show individual fractions, equivalencies, or cumulative sequence)
- geometric figures that are grade- or course-appropriate; the figures may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms; the figures should **NOT** contain words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables

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. Using mathematics manipulatives 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 mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts.
3. The test administrator may not remind the student to use the mathematics manipulatives or explain to the student how to use them.
4. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.