

# STAAR Alternate 2



STAAR Alternate 2 Test Administration

November 2016

Region One ESC



1900 W. Schunior, Edinburg, TX 78541 (956) 984-600 [www.esc1.net](http://www.esc1.net)

# STAAR ALT 2 TEST

- **Meets the needs for the wide range of students with significant cognitive disabilities that comprise this population.**
- **Must cover a wide range of the state curriculum through prerequisite skills from the curriculum framework, vertical alignment and essence statements.**
- **Consists of one assessment for each subject/grade or course that will be administered to all students**
- **Standardized assessment with items varying in difficulty throughout a single test**

# STAAR ALT 2 TEST

- A standardized paper-based assessment administered individually to each eligible student
- An assessment with individual student responses transcribed into the online transcription form

# ARD Committee Responsibilities

## Determining Eligibility



## **The General Assessment (STAAR) is the First Consideration**

- **ARD committees must determine whether the general assessment is the most appropriate for the student by reviewing the student's present level of academic achievement and functional performance (PLAAFP).**
- **The PLAAFP should provide the committee members with a clear understanding of the student's strengths, current areas of need, accommodations, needed supports, and how the student will access the grade-level/course curriculum.**
- **ARD Committees should review the student's instructional plan and use this as the basis for making appropriate assessment decisions.**
- **If STAAR, with or without accommodations, is not appropriate for a student, the ARD committee must review the participation requirements for STAAR Alternate.**

**STAAR**

**OR**

**STAAR Alternate 2**

# STAAR Alternate 2 Participation Requirements

Effective 2015–2016 School Year

State Required Form

**STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**Step 1: Review the Eligibility Criteria for STAAR Alternate 2**  
Prior to reviewing the eligibility criteria for STAAR Alternate 2, the assessor, reviewer, and district (ARD) committee must understand assessment options, including the characteristics of each assessment and the essential requirements of each assessment choice. This information can be found on the ARD Committee Resources for the Texas Assessment Program webpage at <http://www.tea.texas.gov/student-assessment/ard/>.  
According to TEA Assessment Choice (AC) 2015, school districts are required to follow the procedures outlined in the appropriate test administration materials. As a result, the ARD committee must use this form to document its assessment decision. If STAAR Alternate 2 is being considered, the ARD committee must review the form entirely before and after the test or if applicable to the student, it to be eligible to participate in STAAR Alternate 2, the answer to all four of the questions below must be "No." If the answer to any of the questions is "Yes," the student is not eligible to participate in STAAR Alternate 2 and must participate in one of the other statewide assessments. Each No answer requires a justification that contains evidence that the student meets the criteria.

**ELIGIBILITY CRITERIA**

1. Does the student have a significant cognitive disability?  Yes  No  
A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's educational progress and be documented in accordance with the student's Individualized Education Program (IEP). A student with a significant cognitive disability has limited potential to meet grade-level expectations, whereas, a student with a learning disability has limited potential to be difficult to learn in the regular classroom.  
Justification: \_\_\_\_\_

2. Does the student require specialized supports to access general education materials that all students have access to or nonstandard grade levels or course content, or does the student require specialized academic instruction as well as support getting from grade to grade, including, but not limited to, transportation?  
Justification: \_\_\_\_\_

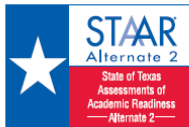
3. Does the student require intensive, individualized instruction that is not available in the general education classroom and is not available in other settings?  
Justification: \_\_\_\_\_

4. Does the student access and participate in the grade-level content and standards expected for the student's grade level?  
Access to the grade-level content is restricted to the extent that the student requires access to the TEKS through prerequisite skills that are not available in the general education classroom.  
Justification: \_\_\_\_\_

Copyright © January 2015, Texas Education Agency. All rights reserved.

Effective 2015–2016 School Year

State-Required Form



## STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

- The district personnel completing the form needs to be identified by name on the form, along with his or her position.
- The district personnel named in the form is responsible for making sure the ARD committee discusses each section.
- The district personnel completing the form should be a member of the ARD committee (e.g., special education teacher, ARD facilitator, administrator). These forms should be completed during the ARD committee meeting when assessment decisions are made.

Form found at: <http://tea.texas.gov/student-assessment/special-ed/staaralt/>

# STEP I: Reviewing the Eligibility Criteria for STAAR Alternate 2

Effective 2015–2016 School Year

State-Required Form



## STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

### Step I: Review the Eligibility Criteria for STAAR Alternate 2

*Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.*

*According to 19 Texas Administrative Code (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the ARD committee must use this form to document its assessment decisions.*

*If STAAR Alternate 2 is being considered, the ARD committee must review the four criteria below and select Yes or No if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in STAAR Alternate 2 and must participate in one of the other statewide assessments. Each Yes answer requires a justification that contains evidence that the student meets the criterion.*

#### ELIGIBILITY CRITERIA

**1. Does the student have a significant cognitive disability?**  Yes  No

A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's individualized education program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.

**Justification:**

**2. Does the student require specialized supports to access the grade-level curriculum and environment?**  Yes  No

Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

**Justification:**

**3. Does the student require intensive, individualized instruction in a variety of instructional settings?**  Yes  No

The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.

**Justification:**

**4. Does the student access and participate in the grade-level TEKS through prerequisite skills?**  Yes  No

Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

**Justification:**

Students receiving special education services and who meet **all** of the participation requirements:

- Have a significant cognitive disability
- Require specialized supports to access the grade-level curriculum and environment
- Require intensive individualized instruction in a variety of instructional settings
- Access and participate in the grade-level TEKS through prerequisite skills (student expectations from earlier grades)

## **Students who have a significant cognitive disability:**

- **May have an intellectual quotient (IQ) below 70 resulting in limited potential**
- **Are unable to academically reach grade level, regardless of the quality of instruction**
- **Display poor social adaptability resulting in dependence on others for daily living and employment**
- **Differ from students with a specific learning disability who have average intelligence, but have learning problems that make reaching their potential difficult.**





## STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

### Step 1: Review the Eligibility Criteria for STAAR Alternate 2

Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to 19 Texas Administrative Code (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the ARD committee must use this form to document its assessment decisions.

If STAAR Alternate 2 is being considered, the ARD committee must review the four criteria below and select Yes or No if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in STAAR Alternate 2 and must participate in one of the other statewide assessments. Each Yes answer requires a justification that contains evidence that the student meets the criterion.

#### ELIGIBILITY CRITERIA

1. Does the student have a significant cognitive disability?  Yes  No

A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's individualized education program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.

Justification:

2. Does the student require specialized supports to access the grade-level curriculum and environment?  Yes  No

Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

Justification:

3. Does the student require intensive, individualized instruction in a variety of instructional settings?  Yes  No

The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.

Justification:

4. Does the student access and participate in the grade-level TEKS through prerequisite skills?  Yes  No

Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Justification:

- All questions must be answered with “Yes” before the ARD committee can recommend STAAR Alternate 2 and complete the rest of the form.
- The justification section does not need to have page numbers from the IEP, but evidence must be provided for all “Yes” entries.
- Evidence of an intellectual disability must be verified by an assessment specialist and be based on valid assessment data.

## ELIGIBILITY CRITERIA

### 1. Does the student have a significant cognitive disability?

Yes No

A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's individualized education program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.

**Justification:**

## Question 1

- **A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team.**
- **The disability must affect the student's intellectual potential and be documented in the student's IEP.**
- **A student with a significant cognitive disability has limited potential to reach grade-level expectations.**
- **While a student with a specific learning disability may have academic challenges, he or she has the intellectual potential to reach grade-level expectations and, therefore, is not eligible to take STAAR Alternate.**

**Justification (Example):** Based on Amy's most current FIE, her full scale IQ falls well below 70 indicating a limitation in intellectual functioning. Adaptive behavior scales indicate significant deficits in the following domains: self-care, socialization, and communication skills. The team agrees that she meets the eligibility criteria for STAAR Alternate as a student with an intellectual disability.

2. Does the student require specialized supports to access the grade-level curriculum and environment? Yes No

Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

**Justification:**

## Question 2

- Federal regulations mandate that all students have access to and be assessed on grade-level curriculum.
- To access the grade-level curriculum, a student with a significant cognitive disability needs specialized academic instruction.
- Additionally, a student eligible for STAAR Alternate requires support throughout the day in areas such as communicating needs, navigating the classroom or school building, eating lunch, negotiating social situations, and/or taking care of personal needs.

**Justification (Example):** Amy has difficulty attending to tasks and requires numerous redirections to stay focused. When in a large group for instruction, Amy is easily distracted and does not process language well. Her expressive language delays make it difficult for Amy to express her needs in a large group. Because of this, Amy requires specialized instruction in a small group setting for academic skills. Amy's weak language skills also make it difficult for her to respond appropriately in social situations; therefore, she requires assistance during nonacademic school activities. Amy requires assistance to perform all self-care skills.

3. Does the student require intensive, individualized instruction in a variety of instructional settings? Yes No

The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.

**Justification:**

## Question 3

- The student needs specialized academic instruction and techniques over a period of time to learn and retain information.
- Instruction in a variety of settings is required in order for the student to transfer skills (generalize).

**Justification (Example):** Amy's short attention span and distractibility require her to need numerous repetitions and drill in order to retain knowledge. Additionally, she acquires and retains knowledge best when skills are taught in the setting or situation in which the skill naturally occurs. For example, to address a social studies prerequisite skill involving economics, Amy was more successful in purchasing an item in the school store rather than in a classroom simulation.

4. Does the student access and participate in the grade-level TEKS through prerequisite skills?

Yes No

Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

**Justification:**

## Question 4

- **Access to the grade-level curriculum is mandated by the federal government.**
- **A student with a significant cognitive disability requires access to the TEKS through prerequisite skills.**
- **Prerequisite skills are student expectations from previous grades that are linked to the grade-level curriculum.**

**Justification (Example):** Although Amy shows relative strengths in the areas of math calculation and math reasoning, she is performing skills that are several grade levels behind her grade 8 peers in all academic areas. Her access to the grade-level TEKS is through prerequisite skills.

# Step II: Discuss Assurances for STAAR Alternate 2

2

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

## Step II: Discuss Assurances

If Yes is indicated for all four eligibility criteria, the ARD committee must discuss the following assurances. All of these assurances must be initiated by district personnel in order for the student to participate in STAAR Alternate 2.

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including (but not limited to) current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluation (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on a statewide assessment.

The decision to administer STAAR Alternate 2 is made by the ARD committee, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in Adequate Yearly Progress (AYP) performance calculations. Although STAAR Alternate 2 is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer STAAR Alternate 2 is based on the student's educational need and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

### Initial the one that applies:

For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.

For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Alternate 2 that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills.

### Indicate the alternate high school courses and PEIMS course numbers the student will be enrolled in this school year.

- English I Alternate 03220107     Algebra I Alternate 03100507     Biology Alternate 03010207     U.S. History Alternate 03340107  
 English II Alternate 03220207

## Step III: Summarize Assessment Decisions

The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. Note: The student will take STAAR Alternate 2 for all required subjects or enrolled high school courses listed below. This form must be included in the IEP for students being assessed with STAAR Alternate 2.

### Indicate the STAAR Alternate 2 tests the student will take this school year.

- Reading Grade \_\_\_\_\_     Mathematics Grade \_\_\_\_\_     Science Grade \_\_\_\_\_     Social Studies 8  
 Writing Grade \_\_\_\_\_     Algebra I     Biology     U.S. History  
 English I  
 English II

If “Yes” is indicated for all of the eligibility questions for STAAR Alternate 2, the ARD committee must discuss the assurances in Step II, and the district personnel completing the form must initial each one as it is discussed in the ARD meeting.

Assurances that the decision for testing is:

- Documented in IEP
- Based on educational records and not on previous state-wide test performance or AYP considerations
- Not based on racial or economic background, excessive absences, amount of time or location of service delivery

## Step III: Summarize Assessment Decisions for STAAR Alternate 2

### Step III: Summarize Assessment Decisions

*The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. Note: The student will take STAAR Alternate 2 for all required subjects or enrolled high school courses listed below. This form must be included in the IEP for students being assessed with STAAR Alternate 2.*

Indicate the STAAR Alternate 2 tests the student will take this school year.

- |                                             |                                                 |                                             |                                           |
|---------------------------------------------|-------------------------------------------------|---------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Reading Grade ____ | <input type="checkbox"/> Mathematics Grade ____ | <input type="checkbox"/> Science Grade ____ | <input type="checkbox"/> Social Studies 8 |
| <input type="checkbox"/> Writing Grade ____ | <input type="checkbox"/> Algebra I              | <input type="checkbox"/> Biology            | <input type="checkbox"/> U.S. History     |
| <input type="checkbox"/> English I          |                                                 |                                             |                                           |
| <input type="checkbox"/> English II         |                                                 |                                             |                                           |

- The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled, for which STAAR Alternate 2 assessments will be given.
- Students, for whom the ARD committee determines eligible for STAAR Alternate 2, will take an alternate assessment in ALL enrolled courses/subjects for that school year.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**Step II: Discuss Assurances**

If Yes is indicated for all four eligibility criteria, the ARD committee must discuss the following assurances. All of these assurances must be initialed by district personnel in order for the student to participate in STAAR Alternate 2.

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including (but not limited to) current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluation (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on a statewide assessment.

The decision to administer STAAR Alternate 2 is made by the ARD committee, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in Adequate Yearly Progress (AYP) performance calculations. Although STAAR Alternate 2 is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer STAAR Alternate 2 is based on the student's educational need and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

**Initial the one that applies:**

For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.

For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Alternate 2 that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills.

**Indicate the alternate high school courses and PEIMS course numbers the student will be enrolled in this school year.**

- English I Alternate 03220107     Algebra I Alternate 03100507     Biology Alternate 03010207     U.S. History Alternate 03340107  
 English II Alternate 03220207

**Step III: Summarize Assessment Decisions**

The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. Note: The student will take STAAR Alternate 2 for all required subjects or enrolled high school courses listed below. This form must be included in the IEP for students being assessed with STAAR Alternate 2.

**Indicate the STAAR Alternate 2 tests the student will take this school year.**

- Reading Grade \_\_\_\_     Mathematics Grade \_\_\_\_     Science Grade \_\_\_\_     Social Studies 8  
 Writing Grade \_\_\_\_     Algebra I     Biology     U.S. History  
 English I  
 English II

- The document needs to be part of the IEP if the decision to administer STAAR Alternate 2 is determined.
- Dynamic fields have been added so that the form can be filled out locally on a computer.
- All assessment information must be communicated to the campus testing coordinator.



## Other ARD Responsibilities

- In addition to providing evidence that all participation requirements have been met and the assurances have been addressed, the ARD committee will determine and document the needed accommodations for both instruction and assessment.
- The test administrator will determine the accommodations that will be used for a specific assessment based on the documented accommodations in the student's IEP and the TEA guidelines for allowable accommodations for STAAR Alternate 2.
- A student with a severe medical or cognitive impairment may not be able to complete any part of the assessment. For these exceptions, ARD committees can determine if a student's assessment can be coded as a Medical Exception or as No Authentic Academic Response (NAAR).
- For both exceptions, the ARD committee will make the determination after reviewing medical and educational records. The decision must be documented in the student's IEP along with evidence to support the determination.

## **Medical Exception**

**Students that are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception for the following circumstances:**

- The student is in the final stages of a terminal or degenerative illness.**
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.**
- The student is unable to interact with peers or staff without risk of infection or contamination to himself/herself or others.**
- The student is receiving non-academic homebound services due to medical issues and does not receive academic instruction.**

**STAAR ALTERNATE 2 MEDICAL EXCEPTION ELIGIBILITY REQUIREMENTS**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**ELIGIBILITY CRITERIA**

If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for STAAR Alternate 2 and the student is being considered for a medical exception designation, the ARD committee must discuss the eligibility criteria below. At least one of the specific medical conditions listed below should describe the medical condition of the student. Additionally the ARD committee must discuss the three assurances. All of these assurances must be initiated by district personnel in order for the student to receive a medical exception. Students qualifying for a medical exception will not be required to participate in the administration of STAAR Alternate 2 for any course or subject for which they are enrolled in the current year. A score code of 'M' must be recorded for all tests the student would have taken.

**Specific Medical Condition Eligibility Criteria**

- The student is unable to respond to test questions due to a chronic illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
- The student is unable to interact with peers or educators without risk of infection or contamination to himself/herself or others.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.

- **The medical incident or condition must be so severe as to prevent the student from participating in instruction offered at school, at home, at a hospital, or at a residential facility.**
- **The information used to make the medical exception determination must reflect the student's situation just prior to and throughout the testing window.**
- **The medical incident or condition must be identified and verified in writing by a licensed physician and kept on file by the school district.**

- **At least one of the specific medical conditions listed should describe the medical condition of the student.**
- **The ARD committee must discuss the three assurances and initial each one after they are discussed.**

**The medical exception should be documented in the student's IEP and this form included in the IEP.**

**Students who meet this eligibility are not required to participate in the administration of STAAR Alternate 2 for any courses or subjects for which they are enrolled in for the current year.**

**A score code of "M" must be recorded for all tests the student would have taken.**

# No Authentic Academic Response (NAAR)

Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception if one of the two following student descriptions is evident:

1. Because of multiple impairments, the student is unable to receive information during instruction and assessment. For example, the student may have a combination of visual, auditory, and/or tactile impairments.
2. The student is **consistently** unable to provide an authentic academic response during instruction. His or her behavior may be described by one or more of the following characterizations:
  - *Is unable to demonstrate any observable reaction to a specific (academic) stimulus*
  - *Exhibits only startle responses*
  - *Tracks or fixates on objects at random and not for a purpose*
  - *Moves or responds only to internal stimuli*
  - *Vocalizes intermittently regardless of changes in environment around him/her*

# No Authentic Academic Response (NAAR) Documentation to support NAAR

## DO:

- Use specific language in the IEP to communicate the student's proficiency level defining what is being measured.
- Write PLAAFPs to include quantitative measurement of the frequency by which student performs the academic response, i.e. % or 2/10 opportunities.
- If the student has passed a portion of STAAR Alternate 2 recently, document the change in the student's state that has taken place.
- Use deliberations or other places in the IEP to document what has been attempted when the student showed NAAR, i.e. STAAR Alt 2 release tests, daily instruction activity, etc.

# No Authentic Academic Response (NAAR)

## Documentation to support NAAR

### What not to do:

- The student is able to use a VOD to respond to simple questions.
- The student is able to answer questions when given two picture choices 80% of the time.
- The student is able to choose from an array of symbols on top of her communication book.
- The student is able respond to yes/no questions and responds to basic questions.

**Remember: The NAAR must be in alignment with the student's PLAAFPs.**



**STAAR ALTERNATE 2 NO AUTHENTIC ACADEMIC RESPONSE (NAAR)  
ELIGIBILITY REQUIREMENTS**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**ELIGIBILITY CRITERIA**

If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for STAAR Alternate 2 and the student is being considered for a No Authentic Academic Response (NAAR) designation, the ARD committee must discuss the eligibility criteria below. The answer to at least one of the two NAAR Eligibility Criteria questions listed below must be YES. Additionally the ARD committee must discuss the two assurances. Both assurances must be initialed by district personnel in order for the student to receive a NAAR designation. Students qualifying for NAAR will not be required to participate in the administration of STAAR Alternate 2 for any course or subject. A score code of 'N' must be recorded for all tests the student would have taken.

No Authentic Academic Response Eligibility Criteria	Select Yes or No
Because of multiple impairments, the student is unable to receive information during instruction and assessment. For example, the student may have a combination of visual, auditory, and/or tactile impairments.	Yes / No <input type="radio"/> <input type="radio"/>
The student is consistently unable to provide an authentic academic response during instruction. His or her behavior may be described by one or more of the following characterizations: <ul style="list-style-type: none"> <li>• The student is unable to demonstrate any observable reaction to a specific stimulus.</li> <li>• The student exhibits only startle responses.</li> <li>• The student tracks or fixates on objects at random and not for a purpose.</li> <li>• The student moves or responds only to internal stimuli.</li> <li>• The student vocalizes intermittently regardless of changes in environment around him/her.</li> </ul>	Yes / No <input type="radio"/> <input type="radio"/>

**Discuss and Initial Assurances**

If the response of the student is described by at least one of the eligibility criteria, the ARD committee must discuss the following assurances. Both assurances must be initialed by district personnel for the student to be eligible for the STAAR Alternate 2 NAAR designation. The ARD committee must ensure the NAAR designation is documented in the student's individualized education program (IEP), and this form must be included in the IEP.

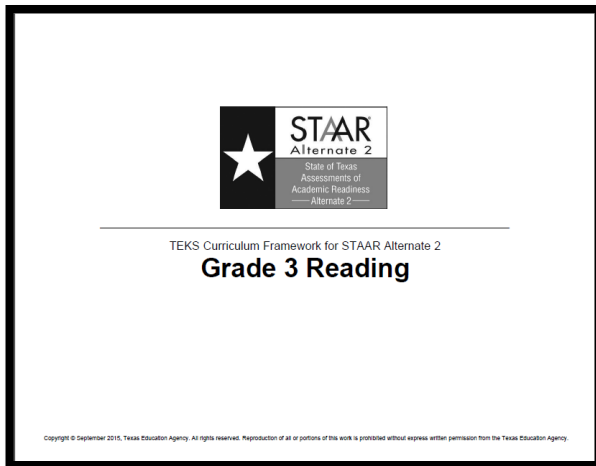
\_\_\_\_\_ The student is unable to receive information during instruction and assessment and/or the student is unable to provide an authentic academic response.

\_\_\_\_\_ The NAAR designation is based on educational records and describes the student in all settings.

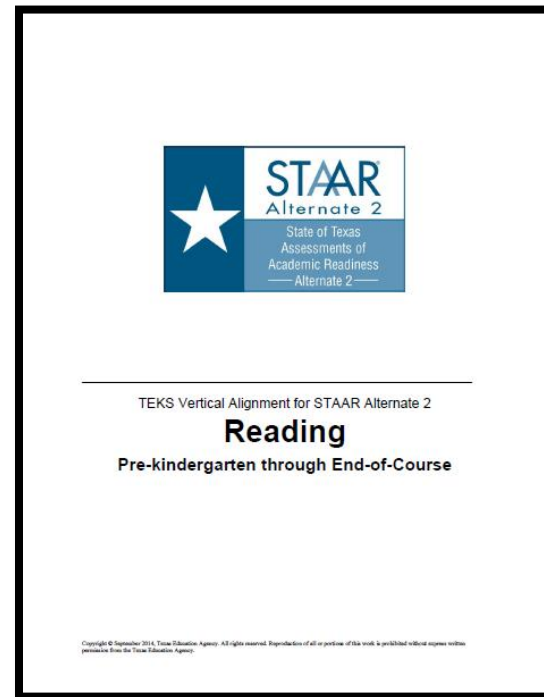
- The student is unable to receive information during instruction and assessment and/or the student is unable to provide an authentic academic response.
- The NAAR designation is based on educational records and describes the student in all settings.

- One "Yes" will need to be circled on the form.
- The ARD committee must discuss the two assurances and initial them after they are discussed.
- The NAAR designation should be documented in the student's IEP and this form included in the IEP.
- Students who meet this eligibility are not required to participate in the administration of STAAR Alternate 2 for any courses or subjects for which they are enrolled in for the current year.
- A score code of "N" must be recorded for all tests the student would have taken.

# Linking to the Grade-Level Standards



example



example

<http://tea.texas.gov/student.assessment/special-ed/staaralt/>



# Vertical Alignment documents organize the state curriculum for each subject by similar knowledge and skills statements.

Science, technology, and society. The student understands ways technology is used in the home and

## *Impact of Science and Technology on Society*

- identify examples of technology used in the home and school (K)
- describe how technology helps accomplish specific tasks and meet people's needs (K)
- describe how his or her life might be different without modern technology (K)
- describe how technology changes the ways families live (1)
- describe how technology changes communication (1)
- describe how technology changes the way people work (1)
- describe how science and technology change the world (1)
- explain how science and technology change the world (1)
- identify the impact of scientific breakthroughs and medical vaccines on various communities (1)
- describe how scientific discoveries and innovative technology have benefited individuals, businesses, and communities (1)
- predict how future scientific discoveries and technologies will affect the state of Texas (4)

Technology affects  
have affected life,  
and new  
understands the

- explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society (WH)
- evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment (WG)
- analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places (WG)
- examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources (WG)
- describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS) (WG)
- examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development (WG)
- explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States (US)
- explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines (US)
- understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management (US)
- analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States (US)
- explain how space technology and exploration improve the quality of life (US)
- understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products (US)

- All the corresponding student expectations are ordered by grade level.

# Curriculum Framework documents list all the available prerequisite skills for each essence statement.

Social Studies		TEKS Curriculum Framework for STAAR Alternate   Grade 8	
<b>STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.</b>			
TEKS Key STAAR	Social Studies	TEKS Curriculum Framework for STAAR Alternate   Grade 8	
(8.28) Science, technology and the impact of scientific discoveries on daily life in the United States. (A) compare the effects of technological innovations in different periods in history. (B) identify examples of technological innovations in the United States. S	8.28	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
8.28	Impact of Science and Technology	<ul style="list-style-type: none"> <li>describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</li> <li>identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</li> <li>explain how science and technology change the ways in which people meet basic needs</li> <li>describe how science and technology change communication, transportation, and recreation</li> <li>describe how technology changes the way people work</li> <li>describe how technology changes communication, transportation, and recreation</li> <li>describe how technology changes the ways families live</li> <li>describe how his or her life might be different without modern technology</li> <li>describe how technology helps accomplish specific tasks and meet people's needs</li> <li>identify examples of technology used in the home and school</li> </ul>	
	Notable Scientists and Individuals	<ul style="list-style-type: none"> <li>DeBakey, Denton Cooley, Benjy Brooks, ...</li> <li>...ology, including Benjamin Franklin, Eli ...</li> <li>...arver, the Wright Brothers, and Neil ...</li> <li>... DeBakey, and Millie Hughes-Fulford ...</li> <li>... have discovered scientific breakthroughs ...</li> <li>... is Pasteur ...</li> <li>... lowest grade level.</li> </ul>	
		Continued	

- List all the available prerequisite skills for each essence statement
- Four similar prerequisite skills were selected from this list and used to develop test items for a cluster.
- Remember that the items link to the essence statement and measure some part of the selected prerequisite skill at the appropriate grade level.
- All the Curriculum Framework documents were updated October 2016

# Instructional Terms List

## STAAR Alternate 2 Reading Instructional Terms

The curriculum that will be assessed each year for STAAR Alternate 2 is determined by the essence statements that are selected for each administration. Teachers should refer to the Curriculum Framework documents for each selected essence statement to locate the prerequisite skills that are linked to that essence statement. Instruction should focus on the listed prerequisite skills. The teacher should determine what skills have been mastered and which need to be taught according to the developmental level of the student. The goal should be to assist the student in attaining the highest academic level the student is capable of within a given year. In addition to the prerequisite skills, there are instructional terms that students will need exposure to during instruction. This list does not encompass all the curriculum a student would be responsible for; it is a unique list of instructional terms developed by educator teams. Students need to become familiar with these terms as the student is developmentally able to comprehend the content. Students in higher grades need to also know the terms presented in earlier grades.

Vocabulary Terms	Literary Terms	Expository Terms	Procedural Terms	Persuasive Terms
<b>Grade 3 Reading</b>				
nouns/verbs	author/illustrator	article/section	directions/steps	
	fiction / character	author's purpose		
	poetry / rhyme/rhythm	main idea		
		supporting details		
<b>Grade 4 Reading</b>				
compound words	character actions	photograph/caption		
	character feelings	text features/subtitles		
	conclusion	topic/facts		
	folktale/lesson learned			
<b>Grade 5 Reading</b>				
alphabetical order	character motivations	chart/diagram		topic
context	character traits	fiction/nonfiction		supporting details
dictionary- definition; entry	drama-line; stage directions			
guide words	plot			
	prediction			
<b>Grade 6 Reading</b>				
antonyms (opposites)	interaction of characters	cause/effect	symbols	arguments
synonyms	poet/speaker	summary/summarizes		
	sensory language	text evidence		
<b>Grade 7 Reading</b>				
multi-meaning words		table of contents/entry		
prefix/suffix				
<b>Grade 8 Reading</b>				
root words	drama/dialogue			
	personification			
<b>English I and II</b>				
appositives	poetry/stanza			opinion
homophones	setting			

- In addition to the prerequisite skills, there are instructional terms that students will need exposure to during instruction. A list has been added to each Curriculum Framework document and includes the terms for all the essence statements and not just the ones selected for a given administration.
- Students need to become familiar with these terms as the student is developmentally able to comprehend the content.
- Each terms appears under the grade level it first appears in the assessment.
- These lists can be found at the beginning of each framework or individually by subject on TEA website

## Instructional Terms List

There are also universal terms that students will need exposure to that are common to the presentation instructions across subjects.

activity

beginning

benefit

best

completes

conclusion

correct

describe

find

graphic

mainly

missing

pair

probably

relationship

represents

statement

stem

symbol

true

value

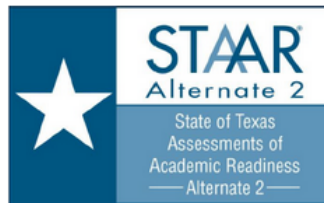
# ESSENCE STATEMENTS

[Home](#) / [Student Testing and Accountability](#) / [Testing](#) / [STAAR Alternate](#)

## STAAR Alternate 2 Essence Statements

[Student Assessment Home](#) | [Assessment A–Z Directory](#) | [Contact Student Assessment](#)

You can find the Texas Essential Knowledge and Skills (TEKS) statements and student expectations for each reporting category tested in STAAR summarized into essence statements used for STAAR Alternate 2. The essence statements link the grade-level expectations to the prerequisite skills. To see all available STAAR Alternate 2 resources, visit the [STAAR Alternate 2 Resources webpage](#).



Use the links below to access files for Spring 2016. The links below open PDF (Portable Document Format) files.

Grade	Subject				
3	<a href="#">Mathematics</a>	<a href="#">Reading</a>			
4	<a href="#">Mathematics</a>	<a href="#">Reading</a>	<a href="#">Writing</a>		
5	<a href="#">Mathematics</a>	<a href="#">Reading</a>		<a href="#">Science</a>	
6	<a href="#">Mathematics</a>	<a href="#">Reading</a>			
7	<a href="#">Mathematics</a>	<a href="#">Reading</a>	<a href="#">Writing</a>		
8	<a href="#">Mathematics</a>	<a href="#">Reading</a>		<a href="#">Science</a>	<a href="#">Social Studies</a>
HS	<a href="#">Algebra I</a>	<a href="#">English I</a> <a href="#">English II</a>		<a href="#">Biology</a>	<a href="#">U.S. History</a>


- The essence statement documents are posted on the STAAR Alternate 2 resources page.
- Ten through 12 statements per subject were used to create an assessment.
- These documents will show which essence statements need to be reviewed in the Curriculum Framework documents to assist teachers when planning instruction for the assessment.

# Reviewing the Curriculum Frameworks

## Step 1 – Focus on the “big picture” of an essence statement by reviewing the Curriculum Framework document for the essence statement.

Reading		TEKS Curriculum Framework for STAAR Alternate   Grade 3	
STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations		Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	
<p><b>(3.13) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to</p> <p>(A) identify the details or facts that support the main idea; Readiness Standard</p> <p>(B) draw conclusions from the facts presented in text and support those assertions with textual evidence; Readiness Standard</p> <p>(C) identify explicit cause and effect relationships among ideas in text; Readiness Standard</p> <p>(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. Readiness Standard</p>		<p>Identifies the main idea and supporting details in informational texts.</p>	
<p><b>3.13</b>      <b>Prerequisite Skills/Links to TEKS Vertical Alignment</b></p> <ul style="list-style-type: none"> <li>• use text features (e.g., table of contents, index, headings) to locate specific information</li> <li>• describe the order of events or ideas in a text</li> <li>• locate the facts that are clearly stated in a text</li> <li>• identify the main idea in a text and distinguish it from the topic</li> <li>• use text features (e.g., title, tables of contents, illustrations) to locate specific information</li> <li>• retell the order of events in a text by referring to the words and/or illustrations</li> <li>• identify important facts or details in text, heard or read</li> <li>• restate the main idea, heard or read</li> <li>• use titles and illustrations to make predictions about text</li> <li>• discuss the ways authors group information in text</li> <li>• retell important facts in a text, heard or read</li> <li>• identify the topic and details in expository text heard or read, referring to the words and illustrations</li> </ul> <p><b>Reading/comprehension skills (figure 19)*</b></p> <ul style="list-style-type: none"> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, generating questions)</li> </ul>			

Identifies the main idea and supporting details in informational texts.

Reading		TEKS Curriculum Framework for STAAR Alternate   Grade 3	
3.13      Prerequisite Skills/Links to TEKS Vertical Alignment			
<ul style="list-style-type: none"> <li>• retell important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon content to enhance comprehension</li> <li>• make inferences about text and use textual evidence to support understanding</li> <li>• ask literal questions of text</li> <li>• retell or act out important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>• make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>• retell or act out important events in stories</li> <li>• make inferences based on the cover, title, illustrations, and plot</li> <li>• ask and respond to questions about text</li> <li>• discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language)</li> </ul>			
<p><b>Reading/beginning reading/strategies*</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>• establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li> <li>• confirm predictions about what will happen next in text by "reading the part that tells"</li> <li>• ask and respond to questions about texts read aloud</li> <li>• predict what might happen next in text based on the cover, title, and illustrations</li> </ul> <p><b>Comprehension of text read aloud skills*</b></p> <ul style="list-style-type: none"> <li>• ask and answer appropriate questions about the book</li> <li>• use information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• retell or re-enact a story after it is read aloud</li> </ul>			

\*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

# Step 2 – Look for common strands throughout the prerequisite skills that will lead a student to the “big picture” – i.e., main idea and supporting details.

Reading		TEKS Curriculum Framework for STAAR Alternate   Grade 3	
STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	3.13 Prerequisite Skills/Links to TEKS Vertical Alignment	
(3.13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to (A) identify the details or facts that support the main idea; Readiness Standard (B) draw conclusions from the facts presented in text and those assertions with textual evidence; Readiness Standard (C) identify explicit cause and effect relationships in text; Readiness Standard (D) use text features (e.g., bold print, captions, key words) to locate information and make and verify predictions about contents of text. Readiness Standard	Identifies the main idea and supporting details in informational texts.	<ul style="list-style-type: none"> <li>retell important events in stories in logical order</li> <li>establish purposes for reading selected texts based upon content to enhance comprehension</li> <li>make inferences about text and use textual evidence to support understanding</li> <li>ask literal questions of text</li> <li>retell or act out important events in stories in logical order</li> <li>establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>retell or act out important events in stories</li> <li>make inferences based on the cover, title, illustrations, and plot</li> <li>ask and respond to questions about text</li> <li>discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language)</li> </ul> <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> <li>ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> <li>ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li> <li>confirm predictions about what will happen next in text by "reading the part that tells"</li> <li>ask and respond to questions about texts read aloud</li> <li>predict what might happen next in text based on the cover, title, and illustrations</li> </ul> <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> <li>ask and answer appropriate questions about the book</li> <li>use information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>retell or re-enact a story after it is read aloud</li> </ul>	
		<p>*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.</p> <p>NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.</p>	
		<p>3.13 Prerequisite Skills/Links to TEKS Vertical Alignment</p> <ul style="list-style-type: none"> <li>use text features (e.g., table of contents, index, headings) to locate specific information in text</li> <li>describe the order of events or ideas in a text</li> <li>locate the facts that are clearly stated in a text</li> <li>identify the main idea in a text and distinguish it from the topic</li> <li>use text features (e.g., title, tables of contents, illustrations) to locate specific information in text</li> <li>retell the order of events in a text by referring to the words and/ or illustrations</li> <li>identify important facts or details in text, heard or read</li> <li>restate the main idea, heard or read</li> <li>use titles and illustrations to make predictions about text</li> <li>discuss the ways authors group information in text</li> <li>retell important facts in a text, heard or read</li> <li>identify the topic and details in expository text heard or read, referring to the words and/</li> </ul> <p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> <li>monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> </ul>	

Make predictions or inferences based on text

Retell facts or sequence important events

Answer factual questions about a text

Establish purposes for reading

# Step 3 – Choose a strand to focus instruction. Using the prerequisite skills in the strand, determine the skills that your student already has, then try to move your student toward higher skills.

locate the facts that are clearly stated in a text

identify the main idea in a text and distinguish it from the topic

identify important facts or details in text, heard or read

restate the main idea, heard or read

identify the topic and details in expository text heard or read, referring to the words and/or illustrations

ask literal questions of text

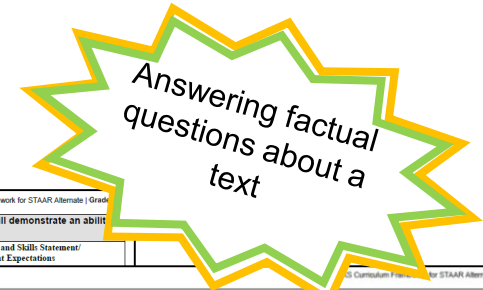
ask and respond to questions about text

ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

ask relevant questions, seek clarification, and locate facts and details about stories and other texts ✓

ask and respond to questions about text read aloud ✓

ask and answer appropriate questions about the book ✓



Reading		TEKS Curriculum Framework for STAAR Alternate   Grade 3	
<b>STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.</b>			
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations:</b>		<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations:</b>	
<b>(3.13) Reading Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to: <ul style="list-style-type: none"> <li>(A) identify the details or facts that support the main idea; Readiness Standard</li> <li>(B) draw conclusions from the facts presented in text and support those assertions with textual evidence. Readiness Standard</li> <li>(C) identify explicit cause and effect relationships among ideas in text. Readiness Standard</li> <li>(D) use text features (e.g., bold print, captions, key words, infobox) to locate information and make and verify predictions about contents of text. Readiness Standard</li> </ul>		Identifies the main idea of texts.	
<b>3.13 Prerequisite Skills/Links to TEKS Vertical Alignment</b>			
<ul style="list-style-type: none"> <li>use text features (e.g., table of contents, index, headings) to locate specific information in text</li> <li>describe the order of events or ideas in a text</li> <li>locate the facts that are clearly stated in a text</li> <li>identify the main idea in a text and distinguish it from the topic</li> <li>use text features (e.g., title, table of contents, illustrations) to locate specific information in text</li> <li>restate the main idea, heard or read</li> <li>identify important facts or details in text, heard or read</li> <li>restate the main idea, heard or read</li> <li>use titles and illustrations to make predictions about text</li> <li>discuss the ways authors group information in text</li> <li>restate important facts in a text, heard or read</li> <li>identify the topic and details in expository text heard or read, referring to the words and illustrations</li> <li>ask and respond to questions about text</li> <li>ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>ask and answer appropriate questions about text read aloud</li> <li>ask and answer appropriate questions about the book</li> <li>monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> </ul>			
<b>3.13 Prerequisite Skills/Links to TEKS Vertical Alignment</b>			
<ul style="list-style-type: none"> <li>retell important events in stories in logical order</li> <li>establish purposes for reading selected texts based upon content to enhance comprehension</li> <li>make inferences about text and use textual evidence to support understanding</li> <li>ask literal questions of text</li> <li>retell or act out important events in stories in logical order</li> <li>establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>retell or act out important events in stories</li> <li>make inferences based on the cover, title, illustrations, and plot</li> <li>ask and respond to questions about text</li> <li>discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language)</li> </ul>			
<b>Reading/beginning reading strategies*</b> <ul style="list-style-type: none"> <li>ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>establish purposes for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> <li>ask and respond to questions about text read aloud</li> <li>ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li> <li>confirm predictions about what will happen next in text by rereading the part that text</li> <li>ask and respond to questions about text read aloud</li> <li>predict what might happen next in text based on the cover, title, and illustrations</li> </ul>			
<b>Comprehension of text read aloud skills*</b> <ul style="list-style-type: none"> <li>ask and answer appropriate questions about the book</li> <li>use information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>retell or re-enact a story after it is read aloud</li> </ul>			
<small>*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.</small>			
<small>NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.</small>			



# 1. Review the essence statement or “big picture”

Identifies the **main idea and supporting details** in informational texts.

# 2. Choose a common strand from the Curriculum Framework document

Answering factual questions about a text

# 3. Determine the skills that your student already has

- locate the facts that are clearly stated in a text
- identify the main idea in a text and distinguish it from the topic
- identify important facts or details in text, heard or read
- restate the main idea, heard or read
- identify the topic and details in expository text heard or read, referring to the words and/or illustrations
- ask literal questions of text
- ask and respond to questions about text
- ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text
- ask relevant questions, seek clarification, and locate facts and details about stories and other texts
- ask and respond to questions about text read aloud
- ask and answer appropriate questions about the book

# 4. Begin instruction at the next highest student expectation



# 5. Work on the other strands

Make predictions or inferences based on text

Retell facts or sequence important events

Establish purposes for reading

# Test Design



**GRADE 3  
Mathematics**

**STAAR Alternate 2**

April 2016

# Test Design

- **10 essence statements are available for testing, 5 for the base test items and 5 for the field test items.**
- **Each of the 6 essence statements is measured with 4 items presented together in a cluster.**
- **6 clusters are tested: 24 items per test, 20 for the base test and 4 for the field test.**
- **The cluster design requires the student to make 6 concept transitions throughout the test.**
- **The four items per cluster range in difficulty, starting with the easiest item and moving toward the hardest item.**
- **The difficulty of the items is based on the skill being tested, the selected prerequisite skill, and what the student is being asked to do.**
- **Each item measures a specific prerequisite skill.**
- **Each student regardless of ability is expected to attempt all questions.**

## STAAR Alternate 2 Test Design Components: Accommodating needs of students with significant cognitive disabilities

Common Student Characteristic	Test Design Component
Difficulty retrieving information	Items grouped together in a cluster to limit transitions, provide context, and help link back to previous learning
Difficulty processing language	Limited use of names, lengthy scenarios, or too much language to set up a problem; simple noun-verb sentence and limited use of pronouns
Concrete level of learning; abstract thinking difficult	Application items may not be at the same level of abstraction as a non-disabled peer; answer choices may be a little more obvious than usual
Application of learning to a new presentation	Cluster design, extra text is added to help a student transition if one item is too different from the others in a cluster
Limited stamina to stay focused	Test can be given over multiple sessions; 24 test questions
Limitations in mobility and motor movement	Stimulus images from the student booklet can be copied and placed closer to the student or presented on a vertical plane
Problem with organization of visual images	Stimulus images can be copied and placed on cards, put in calendar boxes or other organizational tools; majority of the images are boxed to help alert the student to the individual answer choices
Other specific needs due to individual disabilities	Approved accommodations

# Sample Items



## Algebra I

2015 Released Test Questions

### TEST ADMINISTRATOR INSTRUCTIONS

Copyright © 2016, Texas Education Agency. All rights reserved. Reproduction of all or portions of this work is prohibited without explicit written permission from the Texas Education Agency.

All STAAR and EOC tested subjects have sample items on the STAAR Alternate webpage on the TEA website.

Question 1

Grade	3	Subject	Mathematics	Question	1
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.				
Essence Statement	Uses attributes to identify geometric figures.				
Prerequisite Skill	Name common shapes (Pre-K).				

Question 2

Grade	3	Subject	Mathematics	Question	2
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.				
Essence Statement	Uses attributes to identify geometric figures.				
Prerequisite Skill	Name common shapes (Pre-K).				

Question 3

Grade	3	Subject	Mathematics	Question	3
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.				
Essence Statement	Uses attributes to identify geometric figures.				
Prerequisite Skill	Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles (K).				

Question 4

Grade	3	Subject	Mathematics	Question	4
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.				

#### Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the first equation. Communicate: On Saturday, a bike shop built four bikes in the morning and five bikes in the afternoon for a total of nine bikes.
- Direct the student to the second equation. Communicate: On Sunday, the bike shop had nine bikes to sell. Four bikes were sold. Five bikes were left.
- Communicate: Find the equations that show what happened on Saturday and Sunday at the bike shop.

Stimulus 1

$4 + 5 = 9$

Saturday

$9 - 4 = 5$

Sunday

#### Scoring Instructions

Student Action	Test Administrator Action
If the student finds the equations,	⇒ mark <b>A</b> for question 1 and move to question 2.
If the student does not find the equations,	⇒ * remove the stimulus. * wait at least five seconds; and * replicate the initial presentation instructions.
After the five-second wait time, if the student finds the equations,	⇒ mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the equations,	⇒ mark <b>C</b> for question 1 and move to question 2.

Grade Level Linking Information

Presentation

These samples should be used to become familiar with the test format, practice the presentation instructions and testing environment with students, and determine options for how your student may be able to access the stimulus images and the text.

# Released Questions

## STAAR Alternate 2 Released Tests

TEA has released several clusters of sample test questions. These clusters are made up of actual test questions released from the STAAR Alternate 2 test banks and are representative of the types of questions that will appear on STAAR Alternate 2 test forms.

To see all available STAAR Alternate 2 resources, visit the STAAR Alternate 2 Resources webpage.

## Grades 3–8 Released Tests

The links below open PDF versions of STAAR Alternate 2 released test items for grades 3 through 8.

GRADE	TEACHER FORMS	STUDENT FORMS
3	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>
4	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>   <a href="#">2016 Writing</a>	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>   <a href="#">2016 Writing</a>
5	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>   <a href="#">2016 Science</a>	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>   <a href="#">2016 Science</a>
6	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>
7	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>   <a href="#">2016 Writing</a>	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>   <a href="#">2016 Writing</a>
8	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>   <a href="#">2016 Science</a>   <a href="#">2016 Social Studies</a>	<a href="#">2016 Reading</a>   <a href="#">2016 Math</a>   <a href="#">2016 Science</a>   <a href="#">2016 Social Studies</a>

## End of Course (EOC) Released Tests

The links below open PDF versions of STAAR Alternate 2 released test items for End of Course assessments.

TEACHER FORMS	STUDENT FORMS
<a href="#">2016 English I</a>	<a href="#">2016 English I</a>

- Released Test Questions can be found at:

[http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/STAAR\\_Alternate/STAAR\\_Alternate\\_2\\_Released\\_Test\\_Questions/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/STAAR_Alternate/STAAR_Alternate_2_Released_Test_Questions/)

- Links to the pdf version of the teacher form and student form are found in a side by side format.

# Sample Items: Prerequisite Skills

Grade 3 Reading	Cluster 3
<b>Reporting Category 3</b>	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.
<b>Knowledge and Skills Statement 3.13</b>	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.
<b>Essence Statement</b>	Identifies the main idea and supporting details in informational texts.
<b>Item 9 Prerequisite Skill</b>	use information learned from books by describing, relating, categorizing, or comparing and contrasting (P-K)
<b>Item 10 Prerequisite Skill</b>	show understanding by following two-step oral directions and usually follow three-step directions (P-K)
<b>Item 11 Prerequisite Skill</b>	retell important facts in a text, heard or read (K)
<b>Item 12 Prerequisite Skill</b>	restate the main idea, heard or read (1)

- The prerequisite skills have been mapped out across all grades and subjects to ensure that the prerequisite skills increase in difficulty throughout the years.
- Four similar prerequisite skills were selected when possible. There are times when the four items are not as cohesive due to the available prerequisite skills and the need to make sure that the items do not cue one another.

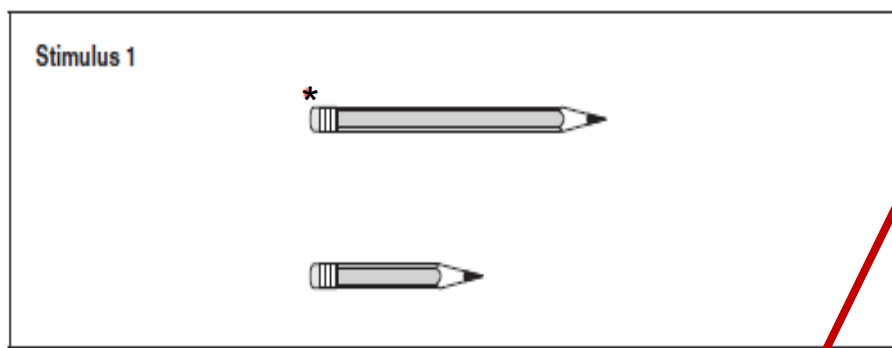
# Sample Items: Prerequisite Skills

Grade 3 Reading		Cluster 1
<b>Reporting Category 1</b>	Understanding Across Genres: The student will demonstrate an ability to understand a variety of written texts across reading genres.	
<b>Knowledge and Skills Statement 3.4</b>	Students understand new vocabulary and use it when reading and writing.	
<b>Essence Statement</b>	Identifies new vocabulary words using a variety of strategies.	
<b>Item 1 Prerequisite Skill</b>	demonstrate understanding of terms used in the instructional language of the classroom (P-K)	
<b>Item 2 Prerequisite Skill</b>	demonstrate understanding of terms used in the instructional language of the classroom (P-K)	
<b>Item 3 Prerequisite Skill</b>	identify and use words that name actions, directions, positions, sequences, and locations (K)	
<b>Item 4 Prerequisite Skill</b>	identify words that name actions (verbs) and words that name persons, places, or things (nouns) (1)	

Grade 3 Reading		Cluster 5
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
<b>Knowledge and Skills Statement 3.19</b>	Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.	
<b>Essence Statement</b>	Uses a variety of strategies to demonstrate comprehension of literary texts.	
<b>Item 17 Prerequisite Skill</b>	retell or re-enact a story after it is read aloud (P-K)	
<b>Item 18 Prerequisite Skill</b>	retell or re-enact a story after it is read aloud (P-K)	
<b>Item 19 Prerequisite Skill</b>	retell or act out important events in stories (K)	
<b>Item 20 Prerequisite Skill</b>	retell or act out important events in stories in logical order (1)	



# Item 1 in a Cluster



The asterisk in the test administrator manual indicates the answer. If the asterisk is outside the box, the student can find any place in the box to get credit for the correct answer. If the asterisk is next to a specific part of the image, the exact part must be found.

## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to each pencil. Communicate: This pencil is longer than the other pencil.
- Communicate: Find the pencil that is longer.

Sometimes the student is asked to “find” the answer in one image or multiple images that vary in the amount of detail. Difficulty varies across clusters.

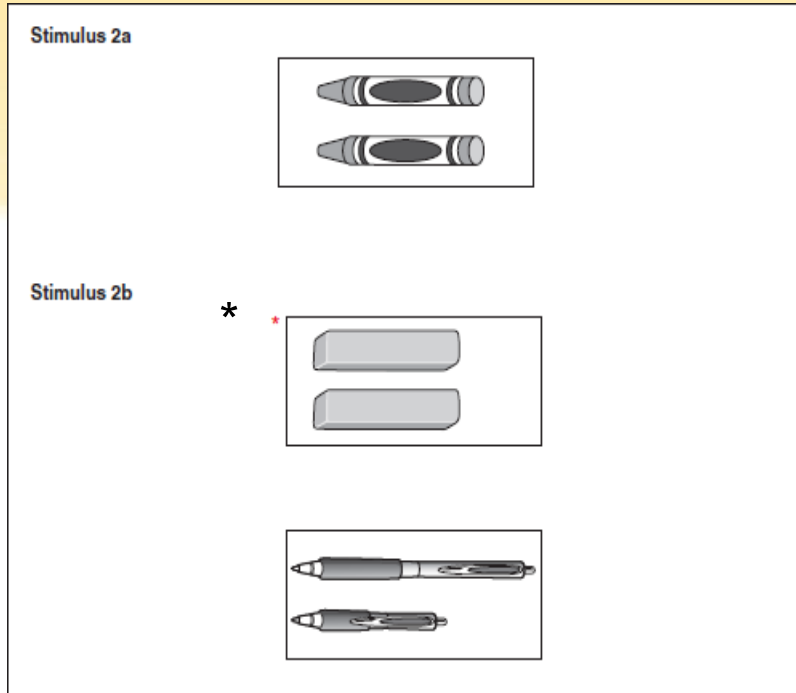
- The test administrator will be instructed to present the images and concept to the student. Options for how to “present,” “direct,” and “communicate” will be provided in the test administrator manual.
  - The student is required to “find” what is requested in a manner of response that is appropriate for the student.
  - For Item 1, the answer is provided to the student during the presentation and modeled by the test administrator.
  - The student’s correct response shows that he or she has followed the explanation and can “find” by responding to what the test administrator has just presented.
- The first item establishes the context for number patterns that will continue throughout the other items in the cluster.
- In this example, the concept is presented by stressing that one pencil is longer than the other meeting the “recognize compare heights and lengths” prerequisite.

# Scoring Instructions for Item 1

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the pencil that is longer,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the pencil that is longer,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the pencil that is longer,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the pencil that is longer,	➡	mark <b>C</b> for question 1 and move to question 2.

- **Specific instructions are given for what the student must “find” and how to score the action.**
- **If an incorrect response is given, the test administrator is directed to remove the stimulus, wait at least 5 seconds, then repeat the presentation instructions for reduced credit.**
- **No extra assistance is allowed, because the answer is provided in the presentation.**

# Item 2 in a Cluster



## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **These crayons are the same length.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **These objects are erasers. These objects are pens.**
- *Communicate:* **Find the two objects that are the same length.**

**Sometimes the match is exact and other times the student is asked to match opposite ideas or the same concept presented with different images.**

- An exact or similar image or concept is brought over from Item 1.
- Important components of the images are identified for the student during the presentation instructions.
- The test administrator presents Stimulus “a” and “b” before asking the student to “find” what is requested.
- For most item 2 questions, the student must “find” what is requested by matching something in the second stimulus to something in the first stimulus.
- For this example, there has been an increase in complexity with the addition of another set of answer choices fulfilling the “**recognize compare heights and lengths**” prerequisite skill.

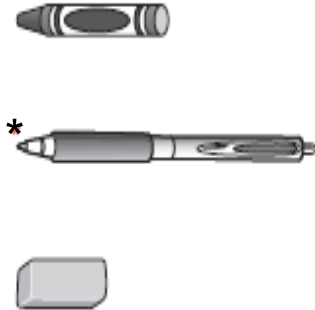
# Scoring Instructions for Item 2

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the erasers,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the erasers,	➡	<ul style="list-style-type: none"><li>• model the desired student action by finding the erasers that are the same length and <i>communicate</i> “<b>These erasers are the same length</b>”; and</li><li>• replicate the initial presentation instructions.</li></ul>
After teacher modeling, if the student finds the erasers,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the erasers,	➡	mark <b>C</b> for question 2 and move to question 3.

- If the student is not able to “find” the correct answer, the test administrator models the desired student action using the most likely way the student might respond, communicate the correct answer, and repeat the initial presentation instructions.
- Full credit is only given if the student is able to supply the correct answer without modeling assistance.

# Item 3 in a Cluster

Stimulus 3



## Presentation Instructions for Question 3

- Present Stimulus 3.
- Direct the student to each answer choice in Stimulus 3. Communicate: **These objects are different lengths.**
- Communicate: **Find the object that is the longest.**

The difficulty varies from cluster to cluster depending on how close the relationship is between the Stimulus “a” and the answer choices.

- Three answer choices are presented before asking the student to “find” what is requested.
- The student must understand what is presented in Stimulus “a” and use the information to determine the answer from three answer choices in Stimulus “b.”
- The student may be asked to integrate multiple pieces of information.
- For this example, the tested concept still focuses on comparing lengths, but has been expanded to three answer choices and to focus on the new prerequisite skill “compare and order...objects by length (longer/shorter than).”

# Scoring Instructions for Item 3

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the pen,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find the pen,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"><li>• Allow the student to use a measuring tool. <b>OR</b></li><li>• Have the student move his or her finger across the length of each object.</li></ul> Replicate the initial presentation instructions.
If the student receives selected teacher assistance, if the student finds the pen,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the pen,	➡	mark <b>C</b> for question 3 and move to question 4.

## Other examples:

- Demonstrate the action shown in the pictures.
- Record the number after the student counts the models.
- Allow the use of a math tool.

- If the student is not able to “find” the correct answer, the teacher is to pick one of two or three provided allowable teacher assists before repeating the presentation instructions.
  - Only the teacher assists listed can be used
  - Only one assist can be chosen
  - All allowable teacher assists should be reviewed and determined prior to administration of the test.
- Sometimes the teacher performs the action in the teacher assist and sometimes the student performs the action. In either case the student receives the correct information before moving on.
- The allowable teacher assists vary from item to item and target different modalities without providing a direct answer.
- Full credit is only given if the student is able to supply the correct answer without assistance.

-All allowable teacher assists should be reviewed and determined prior to administration of the test.

-Assists may be performed by either teacher or student unless otherwise designated in scoring instructions.

-Further guidance was given to make sure that the allowable accommodation of “highlighting,” as with all accommodations, does not lead the student directly to the correct answer.

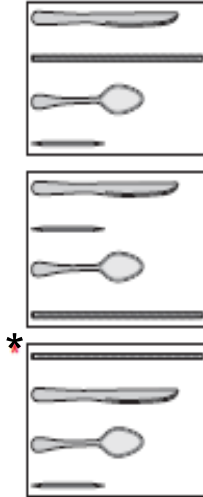
### Scoring Instructions for Third Question in a Cluster

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the triangle,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find the triangle,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"><li>• Have the student identify the number of sides each shape has. <b>OR</b></li><li>• Trace the outline of each shape. <b>OR</b></li><li>• Highlight the outline of each shape.</li></ul> Replicate the Initial presentation instructions.
After the selected teacher assistance, if the student finds the triangle,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the triangle,	➡	mark <b>C</b> for question 3 and move to question 4.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must select one of the allowable teacher assists before repeating the presentation instructions. An assist must be provided after an incorrect response. Appropriate assists must be determined prior to the administration of the test.
- While the assist must be the one that is most helpful to the student, it cannot have been provided as an accommodation during the initial presentation.
- The assist may be assigned to the student or the teacher. If it is not, either the student or the teacher may perform the assist.
- The direction to highlight can be performed by the test administrator or the student. Make sure that the method used to highlight does not interfere with the stimulus information on the back of the page.

# Item 4 in a Cluster

Stimulus 4



## Presentation Instructions for Question 4

- Present Stimulus 4.
- Direct the student to Stimulus 4. *Communicate:* A student has a spoon, a knife, a straw, and a toothpick. These objects are all different lengths.
- Direct the student to each answer choice in Stimulus 4.
- *Communicate:* Find the set of objects that are in order from longest to shortest.

The difficulty of the item depends on the level of application that is required.

- The test administrator presents the images and answer choices before asking the student to “find” what is requested.
- For item 4 questions, students are required to apply knowledge at varying levels of difficulty by
  - comparing similarities and differences,
  - evaluating a detailed stimulus, or
  - inferring an idea or drawing a conclusion.
- The student must compare several parts of the stimuli to determine the correct answer.
- For this example, the tested concept still focuses on comparing lengths, this time “compare and order....objects by length (longest to shortest).”



# Scoring Instructions for Item 4

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	mark <b>A</b> for question 4.
If the student does not find the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	mark <b>B</b> for question 4.
After the teacher repeats the instructions, if the student does not find the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	mark <b>C</b> for question 4.

- If the student is not able to provide the correct answer, the initial presentation instructions are repeated.
- No other assistance can be provided, because the student must apply the information that has been provided.
- Full credit is only given if the student is able to supply the correct answer without having the instructions repeated.

After Item 4, the student moves to a new cluster starting with a less difficult item.

# Presentation Instructions

## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the ball under the bed in Stimulus 1. Communicate the text.
- Communicate: **Find the ball under the bed.**

Stimulus 1



The ball is under the bed.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the ball under the bed,	⇒	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the ball under the bed,	⇒	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the ball under the bed,	⇒	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the ball under the bed,	⇒	mark <b>C</b> for question 1 and move to question 2.



# Ways a Test Administrator Can *Direct*

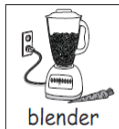
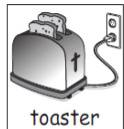
- *Direct* the student to each answer choice by pointing to, tapping, or touching the answer choices individually or by saying or signing, “Look at the pictures.” – *the amount of time spent directing the student to each answer choice must be the same*

## Grade 8 Science Test – STAAR Alternate Redesign SAMPLE

### Presentation Instructions for Question 4

- Direct the student to Stimulus 4. Communicate: **There are many uses of energy.**
- Direct the student to each answer choice. Communicate the text in each answer choice.
- Communicate: **Find the object that produces useful heat.**

Stimulus 4



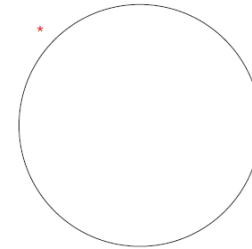
Pointing or touching the answer choices one time each is an appropriate way to *direct* the student. It would not be appropriate to tap or touch only the correct answer or to tap or touch the correct answer more times than the other answer choices.

## Grade 3 Mathematics– STAAR Alternate Redesign SAMPLE

### Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the circle. Communicate: **This is a circle.**
- Direct the student to the outline of the circle.
- Communicate: **Find the circle.**

Stimulus 1



Removing the student’s hand from the circle after directing him or her is appropriate. Leaving the student’s hand on the circle after directing and reading the “find” statement is not appropriate. In this instance, the student did not give an intentional response to the stimuli.

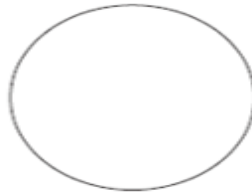
- *Direct* the student to the outline of the circle by guiding the student’s hand to the circle and moving it around the outline to emphasize the shape. – *make sure that directing the student does not inadvertently lead into the “find” statement*

# Presentation Instructions

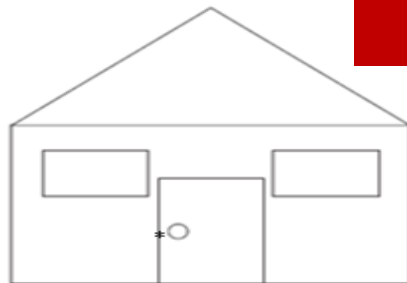
- Each test is individually administered.
- Students are not expected to read, write, or manipulate the test booklet.
- The test administrator is given directions to *present* the item, specifically what to *direct* the student to, and what to *communicate* to the student.
- Sometimes a cautionary phrase such as “Direct the student to the house in Stimulus 2b without naming the shapes on the house,” is used to ensure that the answer is not revealed during the presentation.

- *Present* Stimulus 2a and 2b.
- *Direct* the student to the circle in Stimulus 2a. *Communicate*: **This is a circle.**
- *Direct* the student to the house in Stimulus 2b without naming the shapes on the house.
- *Communicate*: **This is a house made of shapes.**
- *Communicate*: **Find the circle on the house.**

Stimulus 2a



Stimulus 2b (Presented on the same page of the student booklet as Stimulus 2a)



- It is important to read and practice the presentation instructions before administering the assessment, because the instructions are unique for each item.
- The guidelines for “*present*,” “*direct*,” and “*communicate*” must be looked up in the test administrator manual and followed as outlined.

*Present*



*Direct*



*Communicate*

★  
*Present* ▶

*Direct* ▶

*Communicate*

To *Present* is to introduce the stimuli in the student booklet with needed **Accommodations**

The way a test administrator *presents* a test item to a student is individually based on the needs of the student. Accommodations must be included in the student's IEP and should **only** be made if the student is unable to access the test item without them. Accommodations are optional and should be applied **only** when needed.

### **Types of Allowable Accommodations:**

❖ Accommodations to the two-dimensional stimulus images

❖ Accommodations to limit number of images shown at one time

❖ Accommodations to language used in the test administrators instructions

❖ Accommodations to provide structured reminders

*Present*

*Direct*

*Communicate*

❖ Accommodations to the two-dimensional stimulus images

Place color overlays on images or text

Photocopy and cut out stimulus images to the student's test booklet – can be affixed to slant boards, poster board or card stock

Add braille labels to images or text

Enlarge images by copying or using magnification devices

Attach textured materials to images in the student's test booklet

Raise or darken outlines in stimulus images

Describe images (for students with visual impairments only)

Color or highlight stimulus images or answer choices

Pair images or text with photographs, real objects of the same content, or picture representations

Demonstrate concepts or relationships in images

# Color or highlight images or text

Test administrators OR students may draw attention to images or text by:

- outlining or highlighting images;
- coloring images (partially or completely);
- highlighting, underlining and circling text.



3a  
An Accidental Chemist  
Stephanie Kwolek wanted to be a fashion designer. But she was good in science and math, so her teachers encouraged her to pursue a career in science. Kwolek became a chemist and wanted to become a doctor. She got a job as a researcher at DuPont, a chemical-manufacturing company, to earn money to pay for medical school. She liked the research so much that she decided not to become a doctor. And though she never designed clothes, she chose a career that focused on fibers.

# Place color overlays on images or text

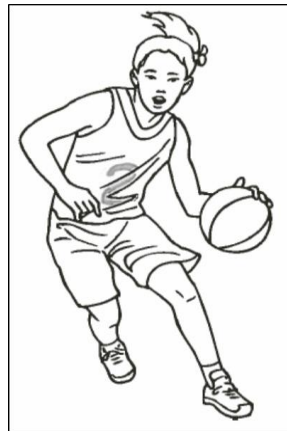
Test administrators may create visual contrast in images or text by

- Providing transparent, tinted overlays;
- Using high-contrast or colored backgrounds to present text and images.

*\*Test may not be scanned*



Test Item



Accommodations

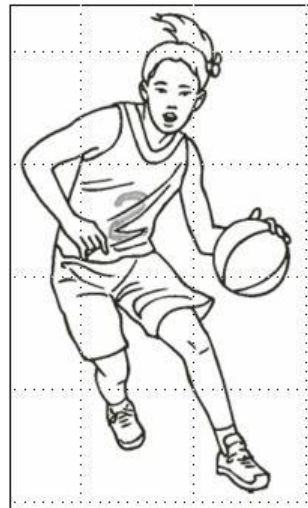




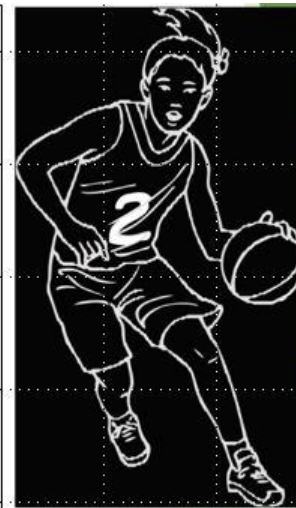
# Place color overlays on images or text

Test administrators may create visual contrast in images or text by applying negative text effects to backgrounds, images and fonts.

Test Item



Accommodation



*\*Test may not be scanned*

*Present*



*Direct*



*Communicate*

❖ Accommodations to limit number of stimulus images shown at one time

Place images on separate paper presented one at a time

Cover or isolate each image until it is addressed

❖ Accommodations to language used in the test administrators instructions

❖ Use routine picture representations for key words in verbal directions

❖ Reread sections of text as requested by the student

**Any accommodations not listed can only be used after guidance/approval from a STAAR Alternate 2 team member at the Texas Education Agency.**

# Accommodations

## Allowable Accommodations

- **Color or highlight images or text**
- **Place color overlays on images or text**
- **Pair images or text with photographs, picture representations, or real objects of the same content**
  - photographs, pictures, or real objects must be as close to the original as possible
- **Attach textured materials to images or text**
- **Demonstrate concepts or relationships in images or text**
- **Raise or darken the outline in images or text**
- **Enlarge images or text**
  - magnification devices, photocopying, or computer magnification programs can be used
- **Add braille labels to images or provide text in braille**
- **Describe images for students with visual impairments**
  - descriptions of images can only include details of what can be seen in the images without comments about the overall impression of the image
- **Provide images or text on separate paper presented one at a time**
  - images must be presented in the same order or configuration as they appear in the test booklet
- **Cover or isolate images or text until addressed**
- **Use routine picture representations for key words in verbal directions to the student**
  - only what is visually presented, stated in text, or supplied in the test administrator instructions can be provided
- **Use calculator, manipulatives, or math tools to arrive at response**
  - fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, counters
- **Reread sections of the text**
  - Follow the guidelines in the "Presentation Instructions" section of the *Test Administrator Manual* for guidance on repeating presentation instructions and rereading sections of the text.
- **Provide structured reminders**
  - personal timers, token systems, color-coded or handwritten reminders, or visual schedules

## Allowable Accommodations

- **Color or highlight images or text**
- **Place color overlays on images or text**
- **Photocopy and cut out images or text**
  - can be affixed to appropriate presentation media
  - answer choices must be placed in the same order as they appear in the test booklet
- **Pair images or text with photographs, picture representations, or real objects of the same content**
  - photographs, pictures, or real objects must be as close to the original as possible
- **Attach textured materials to images or text**
- **Demonstrate concepts or relationships in images or text**
- **Raise or darken the outline in images or text**
- **Enlarge images or text**
  - magnification devices, photocopying, or computer magnification programs can be used
- **Add braille labels to images or provide text in braille**
- **Describe images for students with visual impairments**
  - descriptions of images can only include details of what can be seen in the images without comments about the overall impression of the image
- **Provide images or text on separate paper presented one at a time**
  - images must be presented in the same order or configuration as they appear in the test booklet
- **Cover or isolate images or text until addressed**
- **Use routine picture representations for key words in verbal directions to the student**
  - only what is visually presented, stated in text, or supplied in the test administrator instructions can be provided
- **Use calculator to arrive at response**
- **Reread sections of the text beyond what is included in test administrator instructions**
- **Provide structured reminders**
  - personal timers, token systems, color-coded or handwritten reminders, or visual schedules



# Ways a Test Administrator Can *Present*

**Caution** – A presentation should allow a student to access the test question but not provide an answer to the question. Students must intentionally respond to the question in order to receive credit for a correct answer.

- Attach a tactile representation for the image to the student booklet – *representation must be pertinent to the task and not just something that the student likes*

**Grade 3 Reading Test – STAAR Alternate Redesign SAMPLE**



**Presentation Instructions for Question 1**

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find the dog that does tricks.

**Stimulus 1**

**Dogs on Stage**

This dog was trained to do tricks for a show on a stage in front of many people.

A piece of fur on the dog is an appropriate tactile representation for this question. Shiny pink glitter would not be appropriate because it could be difficult to determine what the student is responding to – the dog as required by the “find” statement or the glitter.


- Pair the images in the student booklet with objects of the images – *objects must resemble the images as much as possible and be oriented the same ways as in the images*

**Grade 8 Science Test – STAAR Alternate Redesign SAMPLE**


**Presentation Instructions for Question 2**

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate*: The hot chocolate produces heat and keeps the girl’s hands warm.
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate*: Find another source of heat.

**Stimulus 2a**



**Stimulus 2b**



# Attach textured materials to images or text

Test administrators may include various sensory objects with images or text.

— Texture

Test



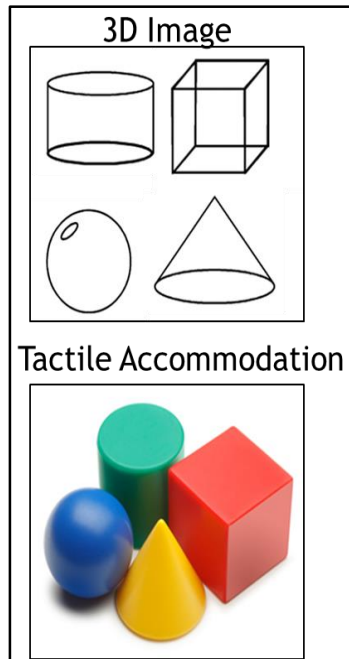
Accommodations



— Smell



# Pair images or text with photographs, picture representations, or real objects of the same content



- ▶ Test administrators may use any combination of actual pictures, picture symbols or real objects (partial or complete) to support images or text.
  - ▶ Take time for tactile modeling before and during each cluster and test item;
  - ▶ Give the student opportunities for individual tactile exploration and mutual tactile exploration with the test administrator before the “find” statement has been given, and during the item presentation

# Pair images or text with photographs, picture representations, or real objects of the same content

Test administrators may use any combination of actual pictures, picture symbols or real objects (partial or complete) to support images or text.

Test item



winter

Real Object (story box)



Test item




winter

Actual Picture




Test item



winter

PCS Accommodation



# Pair images or text with photographs, picture representations, or real objects of the same content

Test administrators may use a combination of actual pictures, picture symbols or real objects (partial or complete) to support images or text.

## Test



## Accommodations





# Ways a Test Administrator Can Present

- **Enlarge the answer choices** – *follow all security and confidentiality procedures for copying secure testing materials*
- **Copy and cut out the answer choices** – *ensure confidentiality of materials and that answer choices are presented in the same order as in the student booklet; 2-part boxed answer choices must be presented together*
- **Pair the answer choices with pictures** – *all images must be equally viable*
- **Rearrange the answer choices** – *answer choices can be presented horizontally or vertically; however, must be presented in the same order as the student booklet*


**Grade 3 Reading Test – STAAR Alternate Redesign**  
**SAMPLE**

**Presentation Instructions for Question 3**

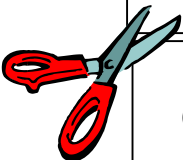
- Present Stimulus 3a and 3b. Communicate: **Here is more of the article "Dogs on Stage."**
- Direct the student to Stimulus 3a. Communicate the text.
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: **Find where the trainer found the dog he trained to be Sandy.**




Stimulus 3a




William Berloni trained animals to be in movies and on television for many years. He is one of the only people who can train animals for a show on a stage in front of people. The most important thing he does is to choose the right animal for the part in a show. He knows he must find a dog that is calm around lots of people. Berloni found the dog that was trained to be Sandy at an animal shelter. The dog quickly became a star in the show *Annie*.



1st	in movies	in movies
2nd	at an animal shelter	at an animal shelter
3rd	on the stage	on the stage



1st	2nd	3rd
in movies 	at an animal shelter 	on the stage 

in movies	
at an animal shelter	
on the stage	



# Ways a Test Administrator Can *Present* Images to a Student with a Visual Impairment

- Describe the images in the stimuli – *verbal descriptions must be objective and can only provide information that the teacher sees on the page; no additional information or comments can be provided*

**“A girl is sitting on a big log outside. It is night time. She has made a campfire by putting rocks in a circle. Inside the circle are some sticks that are on fire. She is rubbing her hands together.”**

## Grade 8 Science Test – STAAR Alternate Redesign SAMPLE

### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate: A campfire produces heat and other kinds of energy.*
- Direct the student to each answer choice in Stimulus 3b. *Communicate the text in each answer choice.*
- Communicate: Find another form of energy the campfire produces.*

Stimulus 3a



Stimulus 3b

mechanical

light

electrical

**Caution** – *When providing a student with a verbal description of an image, it is important for the teacher to plan ahead. During the preview period, the teacher should script out the language while using caution not to inadvertently provide the student with an answer to the “find” statement.*

# Enlarge image or text

test administrators may enlarge images or text by allowing the student to use high and low tech vision devices, including but not limited to:

- Electronic projection or magnification devices on a screen or computer monitor
- Page magnifiers
- Tracking magnifiers
- Binoculars, monocular, loupes



# Enlarge images or text

Test administrators may enlarge images or text by

- photocopying images or text (copier's memory must be erased); or
- eliminating unnecessary elements of the image.
- The accommodation may NOT lead student to the correct answer.

Test Item



Accommodation



# Accommodations/Response Modes to a student with a Visual Impairment

Guidance regarding **accommodations** that were **allowable** such as:

- Putting the tactile object in the student's hand
- Guide the student's hand to specific places in the stimuli as instructions are given
- Guiding the student's hand to raised or highlighted images

Guidance regarding **allowable response modes** such as:

- Pair key words in the instructions with picture icons or objects
- Use sign language to communicate the questions
- Point to, reach for, or touch an answer

*Present*



*Direct*



*Communicate*

To *Direct* is to Focus your student on the test materials

The term *direct* refers to the way the teacher brings the stimulus components to the student's attention. This can be done in a variety of ways and should be done in a way that keeps the student's strengths and needs in mind.

Guide the student's hand to specific places in the stimuli as instructions are given

Color code, number, or label answer choices with letters to direct the student to a specific place

Cover up parts of the stimulus until explained in the instructions

Point to or highlight sections of the stimuli as they are mentioned in the instructions

Alert the student orally or through sign as to where to look or focus

Place objects representing the stimuli in the student's hand

**Caution** – *When directing a student to the stimuli, equal time must be spent on each component or answer choice so that a correct answer is not cued.*



# Ways a Test Administrator Can *Direct*

- Direct the student to text by focusing the student's attention on one line at a time or by minimizing the amount of text seen at one time – ***all text must be read exactly as written in the presentation instructions; paraphrasing, changing vocabulary terms, and embellishing text is not allowed***

- Direct the student to each answer choice one at a time by using a card with a window to isolate the options – ***all answer choices must be isolated for an equal amount of time***

William Berloni has his own way of training animals. In the movies and on television, if a dog does not do what it should, the trainer can try the trick with the dog again.

But a show like *Annie* is performed onstage in front of many people. The dog can't do the trick over. Sandy had to do certain tricks at certain times. Berloni used tasty treats to train Sandy. He practiced the trick many times with Sandy until the dog learned to do the trick on the stage in front of many people.

**Grade 7 Writing Test – STAAR Alternate Redesign SAMPLE**

**Presentation Instructions for Question 3**

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. Communicate the text.
- Direct the student to the underlined word. Communicate: In this sentence the word "above" does not describe the location of the boy.
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: Find the word that edits the sentence to describe the location of the boy.

**Stimulus 3a**

The boy running above the finish line thought he might win.

**Stimulus 3b**

under



# Ways a Test Administrator Can *Direct*

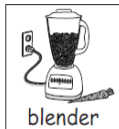
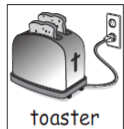
- *Direct* the student to each answer choice by pointing to, tapping, or touching the answer choices individually or by saying or signing, “Look at the pictures.” – *the amount of time spent directing the student to each answer choice must be the same*

## Grade 8 Science Test – STAAR Alternate Redesign SAMPLE

### Presentation Instructions for Question 4

- Direct the student to Stimulus 4. Communicate: **There are many uses of energy.**
- Direct the student to each answer choice. Communicate the text in each answer choice.
- Communicate: **Find the object that produces useful heat.**

Stimulus 4



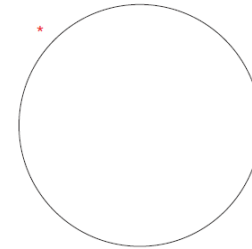
Pointing or touching the answer choices one time each is an appropriate way to *direct* the student. It would not be appropriate to tap or touch only the correct answer or to tap or touch the correct answer more times than the other answer choices.

## Grade 3 Mathematics– STAAR Alternate Redesign SAMPLE

### Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the circle. Communicate: **This is a circle.**
- Direct the student to the outline of the circle.
- Communicate: **Find the circle.**

Stimulus 1



Removing the student’s hand from the circle after directing him or her is appropriate. Leaving the student’s hand on the circle after directing and reading the “find” statement is not appropriate. In this instance, the student did not give an intentional response to the stimuli.

- *Direct* the student to the outline of the circle by guiding the student’s hand to the circle and moving it around the outline to emphasize the shape. – *make sure that directing the student does not inadvertently lead into the “find” statement*





## Ways a Test Administrator Can *Direct*


- *Direct* the student to the answer choices by highlighting, numbering, or labeling with letters.
  - *make sure that directing the student does not inadvertently give the student the answer*

**U. S. History Test – STAAR Alternate Redesign**  
**SAMPLE**

**Presentation Instructions for Question 3**

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate: This is a place with natural resources. People can live here.*
- Direct the student to each answer choice in Stimulus 3b. *Communicate the text in each answer choice.*
- *Communicate: Find the natural resources that are available for people who live here.*

Stimulus 3a



Stimulus 3b

water to drink and wood to build a house

wood to build a house and cotton for clothes

water to drink and wheat for bread

A

water to drink and wood to build a house

B

wood to build a house and cotton for clothes

C

water to drink and wheat for bread

# Raise or darken the outline in images or text

Test administrators may incorporate tactile graphics in images or text by

- Increasing the weight of lines in images or text; or
- Applying texture enhancers such as puff paint, fabric, yarn, etc.



# Raise or darken the outline in images or text

Test administrators may incorporate tactile graphics in images or text, including but not limited to:

- Collage
- Tooling
- Sculpture
- Embossed braille images



*Present*



*Direct*



*Communicate*

To *Communicate* means to Share information

The term *communicate* means to share information with and request information from the student in a way that the student will understand. A teacher can communicate in many ways depending on the student's needs.

Orally read bolded text in the presentation instructions and answer choices

Pair key words in the instructions with picture icons or objects

Use sign language to communicate the questions

Pair text with picture icons so that the student can follow along as the text is read

Point to the words as the student reads and correct any errors the student makes

Turn the "find" statement into a question

## Ways a Test Administrator Can Communicate

- Communicate the word “find” by replacing it with one of the following: “Show me,” “Point to,” “Touch,” or “Tell me”.

### Grade 7 Writing Test – STAAR Alternate Redesign SAMPLE

#### Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communicate the text.
- Direct the student to each answer choice in Stimulus 2b. Communicate the text in each answer choice.
- Communicate: **Find** the sentence that tells that the ball is under the bed.

#### Stimulus 2a



The ball is under the bed.

#### Stimulus 2b

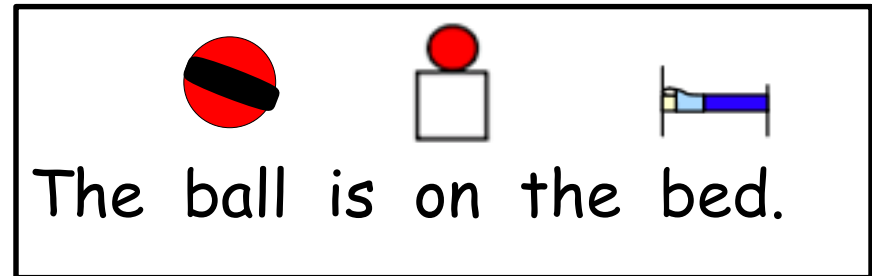
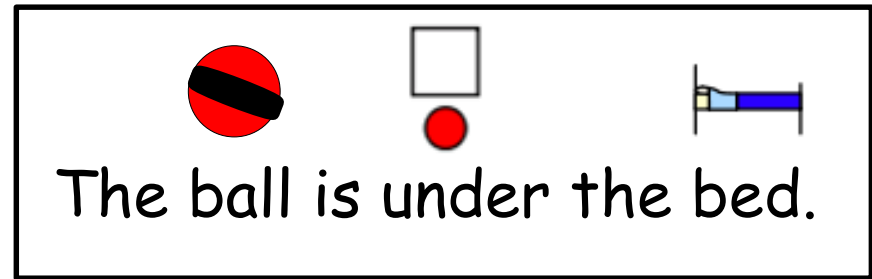


The ball is under the bed.



The ball is on the bed.

- Communicate the text in the answer choices by *pairing the words with pictures/icons to reinforce understanding of the sentence*



- Turn the “find” statement into a question – “Where is the sentence that tells that the ball is under the bed?” or point to each answer choice and ask “Is this the sentence that tells that the ball is under the bed?”

# Presenting Reading Passages

## Dogs on Stage

This dog was trained to do tricks for a show on a stage in front of many people.



**Item 1**

Sandy was the name of the dog in the show about a girl named Annie. This dog was Sandy for seven years.

**Item 2**

William Berloni trained animals to be in movies and on television for many years. He is one of the only people who can train animals for a show on a stage in front of people. The most important thing he does is to choose the right animal for the part in a show. He knows he must find a dog that is calm around lots of people. Berloni found the dog that was trained to be Sandy at an animal shelter. The dog quickly became a star in the show *Annie*.



**Item 3**

William Berloni has his own way of training animals. In the movies and on television, if a dog does not do what it should, the trainer can try the trick with the dog again. But a show like *Annie* is performed onstage in front of many people. The dog can't do the trick over. Sandy had to do certain tricks at certain times. Berloni used tasty treats to train Sandy. He practiced the trick many times with Sandy until the dog learned to do the trick on the stage in front of many people.



**Item 4**

Test administrators have the option of reading a passage again or repeating sections of the passage from earlier questions in a cluster if they feel that the student needs to hear the previous sections of the passage before the “find” statement is given. To accomplish this, the test administrator can do one of the following:

**Turn back to previous questions in the cluster and read the sections for the student from the test administrator manual without the student looking at the text**

**OR**

**Photocopy previous sections of the passage to combine with the next section of the passage as the student proceeds through the cluster**

**Caution- At no time can the student go back to previous questions in the student booklet and change answers after the question has been scored and the student has moved to the next question.**

## Presenting Reading Passages

- Some questions in the student test booklet are presented with a stem and some appear as complete sentences.
- Test administrators can communicate the stem once, then communicate each answer choice.
- Or, the test administrator can communicate the stem each time before communicating each answer choice.

The dog trained to be Sandy was found-  
in movies  
at an animal shelter  
on a stage

The dog trained to be Sandy was found in movies.

The dog trained to be Sandy was found at an animal shelter.

The dog trained to be Sandy was found on a stage.

## Repeating the Presentation Instructions

- Students can be alerted back to the task or materials or be encouraged to stay focused at any time during testing.
- Students can request to have information repeated.
- The test administrator can repeat sections of the presentation instructions without a student request if the student is distracted during the presentation, only until the answer choices and the “find” statement are given.
- Once the answer choices and “find” statement are given, the test administrator must wait for the student to respond.
- Once a student gives an answer, the test administrator must follow the scoring instructions to determine how to proceed.
- If no response is given, after a reasonable wait time, the answer choices and “find” statement can be repeated *once* more.
- The order in which the bullets for the answer choices and “find” statement in the presentation instructions are communicated can be reversed from the order listed in the instructions.

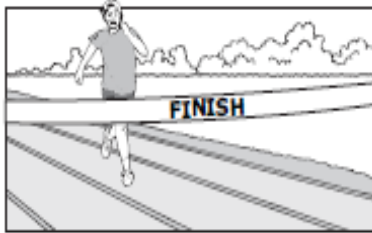


# Repeating the Presentation Instructions

## Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. Communicate the text.
- Direct the student to the underlined word. Communicate: In this sentence the word "above" does not describe the location of the boy.
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: Find the word that edits the sentence to describe the location of the boy.

Stimulus 3a



The boy running above the finish line thought he might win.

Stimulus 3b

toward      below      under

These instructions can be repeated as needed including reading passages.

These instructions must be given once the first time. The order of these two bullets can be reversed.

Wait an appropriate time for the student to respond.

No response--- repeat the answer choices and the "find" statement once more

Correct response---mark A and move to the next question

Incorrect response---apply one of the scripted teacher assists and replicate the presentation instructions from the beginning

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the word "toward" in Stimulus 3b,	⇒	mark <b>A</b> for question 3 and move to question 4.
If the student does not find the word "toward" in Stimulus 3b,	⇒	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify what the boy is doing in the picture. OR</li> <li>• Have the student touch the boy in the picture and the finish line in the picture. OR</li> <li>• Read the sentence, inserting each answer choice for the underlined word.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the word "toward" in Stimulus 3b,	⇒	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the word "toward" in Stimulus 3b,	⇒	mark <b>C</b> for question 3 and move to question 4.

# Student Response Options

Students need to be given an opportunity to respond to test questions using a mode of response that is typical of the way the student responds during instruction. It is not important how a student responds – only that the teacher is able to discern the student's preferred answer. Response modes do not need to be predetermined as in the past.

Response modes can be:



❖ verbal



❖ physical



❖ visual

# ❖ Verbal Response Modes

Use of output device to indicate answer when each answer choice is presented individually

Say or sign “yes” or “no” when presented answer choices one at a time and being asked, “Is this the \_\_\_\_\_?”

Indicate a preferred answer by positively or negatively vocalizing when answer choices are presented one at a time – *vocalizations must be clear and understandable; a student can only receive a correct answer if the teacher is confident of the student’s choice*

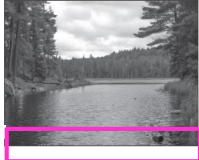
Responding A, B, C, or 1,2,3 or with color name– i.e., “Pink,” “Blue,” or “Green” if answer choices are labeled by test administrator

U. S. History Test – STAAR Alternate Redesign  
SAMPLE

**Presentation Instructions for Question 3**

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. Communicate: **This is a place with natural resources. People can live here.**
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: **Find the natural resources that are available for people who live here.**

Stimulus 3a



Stimulus 3b

- \* water to drink and wood to build clothes
- wood to build a house and cotton for clothes
- water to drink and wheat for bread

Orally state responses in the student’s primary language, including signs and word approximations

Describe the location of the answer – i.e., “top,” “first,” or “last”

Making a negative vocalization to indicate unmatched object

Use a communication device with preprogrammed answer choices or vocabulary – *all test information programmed into a communication device must be kept secure during the testing window and be immediately erased after testing*

## ❖ Physical Response Modes

A student can...

Highlight, color, or mark a response

**Presentation Instructions**

- Present Stimulus 4.
- Direct the student to each answer choice.
- Communicate: Find the two shapes that have the same number of sides.

Stimulus 4

0 sides =

1 side =

2 sides =

3 sides =

4 sides =

5 sides =

Nod, smile, or gesture to indicate “yes” or “no” when presented answer choices one at a time and being asked, “Is this the \_\_\_\_\_?”

Use or manipulate math tools to create an answer

Place an adhesive note on the correct answer

Write or type responses with or without adaptive writing equipment

Sign the correct answer

Point to, reach for, or touch an answer

Nodding head to gesturing in the direction of the answer

Pick up an answer when choices are paired with manipulatives by the teacher – i.e., “A,” “B,” or “C” plastic letters

**A** water to drink and wood to build a house

**B** wood to build a house and cotton for clothes

**C** water to drink and wheat for bread

Manipulate words, sentences, or sections of an answer choice

Reasons People Moved to Texas

- Good prices for land
- Many natural resources
- 

Cold and rainy winters

Less time to spend outdoors

More job opportunities

More job opportunities

## ❖ Visual Response Modes

Gaze, wink, blink or fixate on stimuli and answers

A student can. . .

Turn his or her head toward stimuli and answers when presented individually in a section organizer



### U. S. History Test – STAAR Alternate 2 Redesign SAMPLE

#### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. Communicate: **This is a place with natural resources. People can live here.**
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: **Find the natural resources that are available for people who live here.**

Stimulus 3a

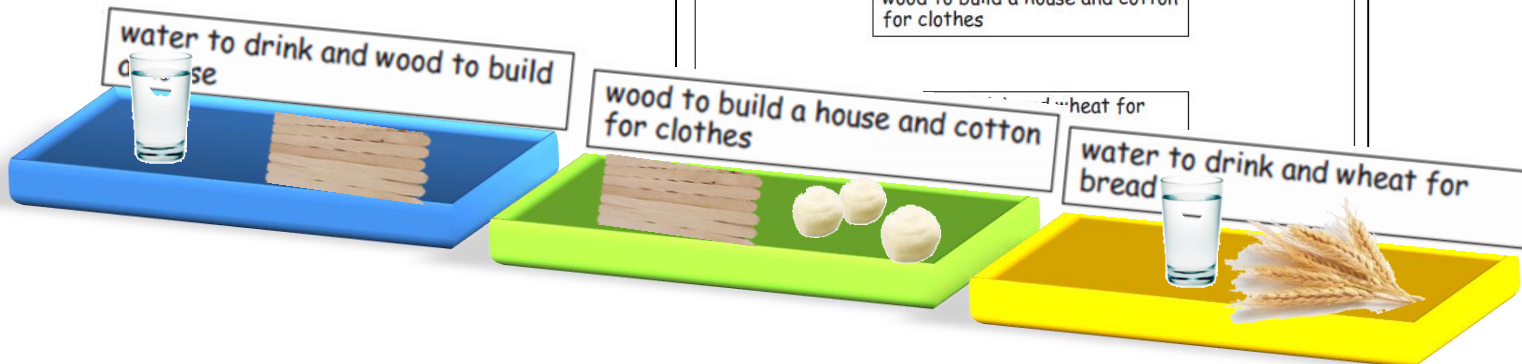


Stimulus 3b

water to drink and wood to build a house

wood to build a house and cotton for clothes

water to drink and wheat for bread




## Assistive Technology



- Assistive technology that is documented in the student's IEP and is used routinely in instruction may be used to provide the student access to the assessment.
- The use of technology should be used primarily for communicating an answer by the student or presenting answer choices by the test administrator.
- Because the assessment is secure, the use of some devices is not allowable.
- Instances when a device or procedure would not be allowed include:
  - tablets or computers with Internet access that cannot be turned off*
  - inputting answer choices into a device that has stored memory that cannot be erased*

# Recording Responses



**STATE OF TEXAS ASSESSMENTS OF  
ACADEMIC READINESS ALTERNATE 2**

**Scoring Document**

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Form Number: \_\_\_\_\_

Assessment Year: \_\_\_\_\_

**Accommodations**  
Mark the accommodations used during this test administration.

<input type="checkbox"/> Color or Highlight	<input type="checkbox"/> Braille
<input type="checkbox"/> Color Overlays	<input type="checkbox"/> Describe Images
<input type="checkbox"/> Photographs or Objects	<input type="checkbox"/> Provide images or text separately
<input type="checkbox"/> Textured Materials	<input type="checkbox"/> Isolate Images
<input type="checkbox"/> Demonstrate	<input type="checkbox"/> Picture Representations
<input type="checkbox"/> Raise or Darken Outline	<input type="checkbox"/> Calculator, manipulatives, math tools
<input type="checkbox"/> Enlarge	<input type="checkbox"/> Reread Text
	<input type="checkbox"/> Provide Structured Reminders

**Scoring**  
Mark the student's score for each question.


<p>1    (A)   (B)   (C)</p> <p>2    (A)   (B)   (C)</p> <p>3    (A)   (B)   (C)</p> <p>4    (A)   (B)   (C)</p> <p>5    (A)   (B)   (C)</p> <p>6    (A)   (B)   (C)</p> <p>7    (A)   (B)   (C)</p> <p>8    (A)   (B)   (C)</p> <p>9    (A)   (B)   (C)</p> <p>10   (A)   (B)   (C)</p> <p>11   (A)   (B)   (C)</p> <p>12   (A)   (B)   (C)</p>	<p>13   (A)   (B)   (C)</p> <p>14   (A)   (B)   (C)</p> <p>15   (A)   (B)   (C)</p> <p>16   (A)   (B)   (C)</p> <p>17   (A)   (B)   (C)</p> <p>18   (A)   (B)   (C)</p> <p>19   (A)   (B)   (C)</p> <p>20   (A)   (B)   (C)</p> <p>21   (A)   (B)   (C)</p> <p>22   (A)   (B)   (C)</p> <p>23   (A)   (B)   (C)</p> <p>24   (A)   (B)   (C)</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- After the student responds to each question, the test administrator will evaluate the response according to the scoring instructions.
- The test administrator will record the score on this document and use the information to complete the online transcription form in TestNav.
- The A, B, C determinations for each question, along with the accommodations used during the assessment, must be entered into TestNav.
- The form shown here is provided in the test materials and is required to ensure that the student performance is accurately transcribed into TestNav.
- Once the information has been transcribed, the test administrator will turn in the form to the testing coordinator or transcribe information.
- The form must be returned in the nonscorable shipment.

# Recording Responses

Scoring documents can be found:

- at the final page of *2017 STAAR Alternate Test Administrator Manuals*.



**STATE OF TEXAS ASSESSMENTS OF  
ACADEMIC READINESS ALTERNATE 2  
Scoring Document**

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Form Number: \_\_\_\_\_

Assessment Year: \_\_\_\_\_

**Accommodations**  
Mark the accommodations used during this test administration.

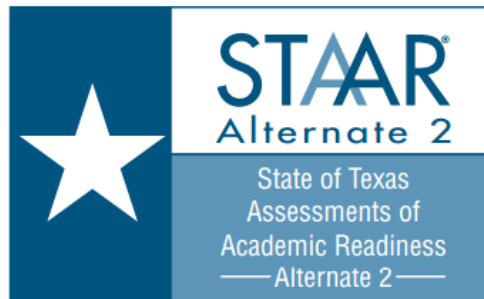
	Color or Highlight	Braille
	Color Overlays	Describe Images
	Photographs or Objects	Provide images or text separately
	Textured Materials	Isolate Images
	Demonstrate	Picture Representations
	Raise or Darken Outline	Calculator, manipulatives, math tools
	Enlarge	Reread Text
		Provide Structured Reminders

**Scoring**  
Mark the student's score for each question.

<p>1 (A) (B) (C)</p> <p>2 (A) (B) (C)</p> <p>3 (A) (B) (C)</p> <p>4 (A) (B) (C)</p> <p>5 (A) (B) (C)</p> <p>6 (A) (B) (C)</p> <p>7 (A) (B) (C)</p> <p>8 (A) (B) (C)</p> <p>9 (A) (B) (C)</p> <p>10 (A) (B) (C)</p> <p>11 (A) (B) (C)</p> <p>12 (A) (B) (C)</p>	<p>13 (A) (B) (C)</p> <p>14 (A) (B) (C)</p> <p>15 (A) (B) (C)</p> <p>16 (A) (B) (C)</p> <p>17 (A) (B) (C)</p> <p>18 (A) (B) (C)</p> <p>19 (A) (B) (C)</p> <p>20 (A) (B) (C)</p> <p>21 (A) (B) (C)</p> <p>22 (A) (B) (C)</p> <p>23 (A) (B) (C)</p> <p>24 (A) (B) (C)</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# Testing Policy



## TEST ADMINISTRATOR MANUAL

**2017**

**STAAR Alternate 2**

**Non-Secure Front Matter**

# Testing Window Guidelines

- The testing window will be from April 3, 2017 until April 21, 2017.
- A 10 day preview period March 20-31, 2017, is allowed for the **test administrators** once the testing materials have arrived in the district.
- Test administrators can preview the student booklets and test administrator instructions for specific questions during this period to become familiar with the instructions, practice manipulating the test materials, plan teacher assists, and prepare accommodations to the student booklet.
- All accommodations should be in place prior to April 3, 2017, but accommodations can continue to be made until the test session begins.
- Test materials must be checked in at the end of the day and kept in locked, secure storage throughout the day when not in use. Use the materials control form to ensure security of the test materials.
- This includes all photocopies of the images and text in the student booklet.
- Materials Control form must be used to record daily checkout of materials. This form is found in the STAAR Alternate 2 section of the DCCM.
- Input performance data into TestNav 8 from April , 2017, until April 21, 2017.

## **Student Absences and Incomplete Assessments**

- **Every attempt must be made to complete the assessment during the window.**
- **If the assessment cannot be completed within the window, enter the score for the portion of the testing the student was able to complete into the online transcription form in TestNav 8.**
- **If a student cannot complete testing within the window due to his or her disability, contact TEA for guidance.**
- **Transfer to new**
- **A test administrator not having enough time is not a reason to contact TEA for guidance.**
- **If the district has an extended student holiday during the window, the district may request an alternate testing date from the security team at TEA.**
- **If the student is absent for the entire assessment window, his or her assessment should be marked with a score code of “A” for absent.**

## Dates

- **Enrollment Collection: November 7, 2016-December 9, 2016**
- **Last date for test administrator training: March 17, 2017**
- **10 day preview window: March 20-31, 2017**
- **Assessment Window: April 3-21, 2017**
- **Students who enroll AFTER April 3, 2017**
  - **If they transfer/move to a **NEW district** after the first day of the STAAR Alternate 2 testing window DO NOT have to be tested**



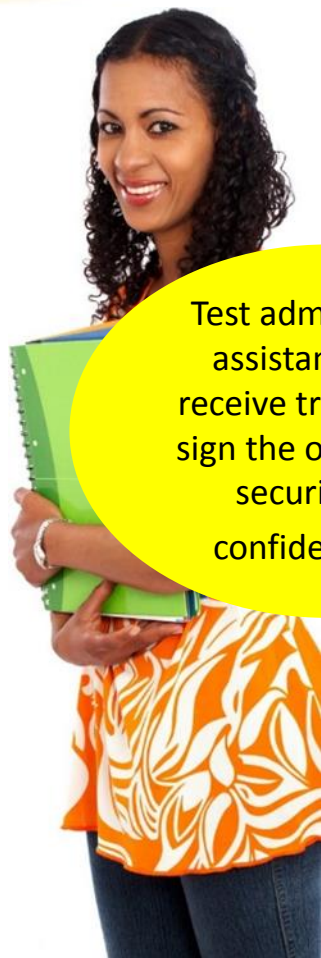
**NEW**

## Verification Window

The verification window is intended to ensure the accuracy and completeness of all data submitted in the Assessment Management System and the collection of secure documents.

- If during the verification process it is realized that a student has not been tested then the student must be tested during the verification window.
- If during the verification process it is realized that a student's data has been omitted, the data should be entered during the verification window.
- The verification window for STAAR Alternate 2 is April 24 - April 25, 2017. The window closes at 7 p.m. (CT) on April 25.

## Test Administrators



Test administrator assistants must receive training and sign the oath of test security and confidentiality.

- The STAAR Alternate 2 test administrator must routinely work with the student and be familiar with his or her needs. The administrator will typically be the student's teacher for the subject being tested. Test administrators may include
    - teachers (including those who hold teaching permits or probationary certificates),
    - counselors,
    - librarians,
    - paraprofessionals,
    - related service staff,
    - substitute teachers, and
    - other professional educators (such as retired teachers).
  - Test administrators must initial and sign the test administrator oath following training on test security and general testing procedures and before handling secure test materials.
  - Because administering STAAR Alternate 2 requires viewing secure test materials, test administrators must confirm compliance with state confidentiality requirements by initialing and signing the additional statements provided on the oath.

The STAAR Alternate 2 test administrator should be the student's teacher for the subject being tested and must have a high level of familiarity with the student so that testing accommodations can be prepared appropriately and the student's typical response modes can be understood.
- Certified and noncertified paraprofessionals and related service staff who are currently employed by the district and routinely work with students in the classroom may serve as test administrators or test administrator assistants. The test administrator assistant can provide assistance to the test administrator such as preparing allowable accommodations, manipulating materials during the testing session, translating or signing information for the student, and providing behavior management. All test administrator assistants must be trained in test security and administration procedures prior to the assessment and must have signed the oath of test security and confidentiality.
- Certified and noncertified paraprofessionals may serve as test administrators or assistants only if they are trained in test administration procedures and sign the oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration.

# Training

All STAAR Alternate 2 test administrators are required to attend district training sessions regarding:

- Understanding test administrator roles and responsibilities
- Maintaining security of test materials until returned to the coordinator each day after previewing or testing
- Implementing the test administration processes and procedures stated in the manuals
- Applying allowable accommodations appropriately
- Reporting any suspected violation of test security to the campus coordinator
- Accessing and entering data into the online transcription form in TestNav
- Preparing testing materials for return to the testing coordinator at the end of the window including all photocopies of the images and text in the student booklet and the scoring document used to record student performance

**Bring only the front matter of the test administrator manual to the training. The remainder of the test administrator manual provides specific test question instructions and student booklet images which can only be viewed by the test administrator and must remain secure at all times.**

# Oath of Test Security and Confidentiality

State of Texas  
County of \_\_\_\_\_

Texas Education Agency  
Student Assessment Program

2017

Oath of Test Security and Confidentiality  
for Test Administrator

This oath applies to all state assessments.

For All Test Administrators: Complete this section before handling any secure test materials

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following by initialing to the left of the statements below and including the date where applicable:

(Initial each statement.)

\_\_\_\_\_ I have received training on test administration procedures, and I understand my responsibilities concerning the administration of state assessments.

\_\_\_\_\_ I am aware that testing procedures require me to actively monitor during test administrations;

\_\_\_\_\_ I understand my responsibilities as a test administrator, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures;

\_\_\_\_\_ I understand my obligations concerning the security and confidentiality of state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

\_\_\_\_\_ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

Signed on this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Signature of Test Administrator

\_\_\_\_\_  
Printed Name of Test Administrator

\_\_\_\_\_  
County-District Number

\_\_\_\_\_  
District Name

\_\_\_\_\_  
Campus Name

\_\_\_\_\_  
Area Code/Telephone #

**For Test Administrators Authorized to View Secure State Assessments**

Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments have an added responsibility of maintaining confidentiality. These procedures include but are not limited to: oral administration of paper tests, transcribing student responses from the test booklet, and particular accommodations, including embedded supports. As a reminder of this responsibility, these individuals are required to specifically confirm compliance with state confidentiality requirements by initialing to the left of each statement below.

\_\_\_\_\_ I have not and will not divulge the contents of the test, generally or specifically.

\_\_\_\_\_ I have not and will not copy any part of the test.

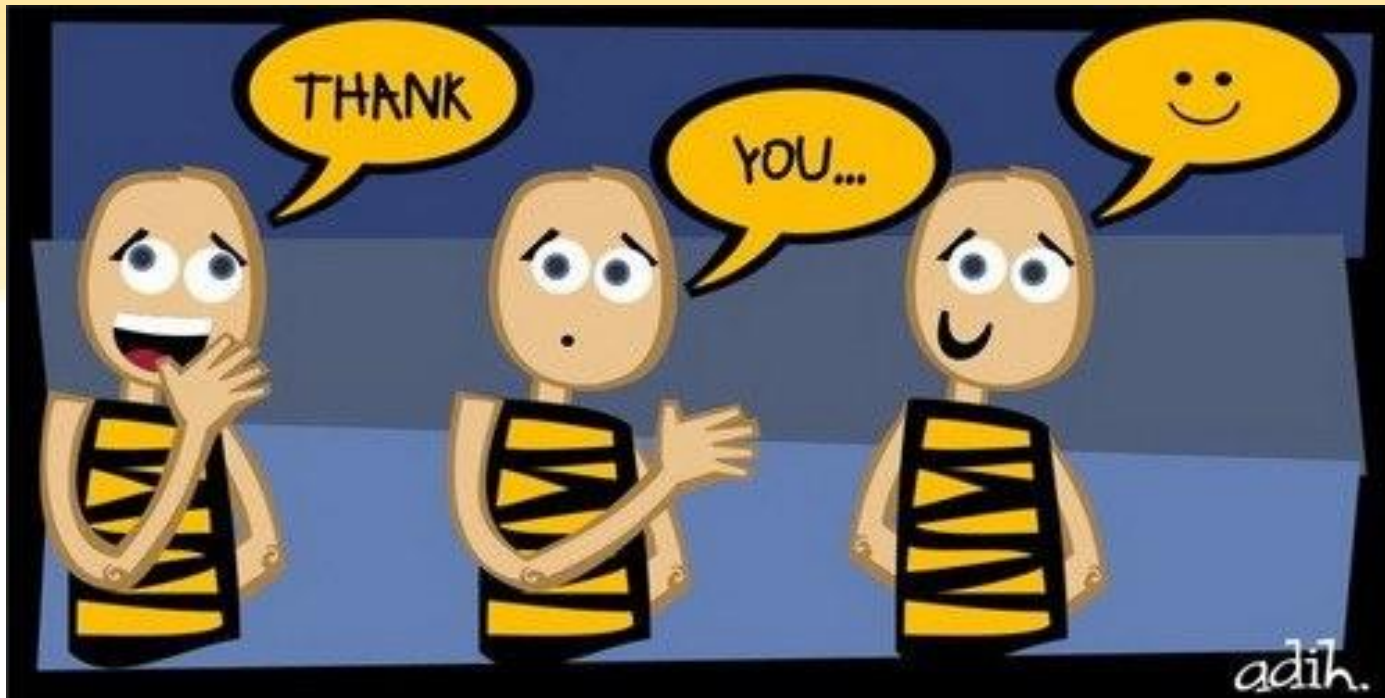
I do hereby certify, warrant, and affirm that I will fully comply with all the requirements governing the student assessment program.

\_\_\_\_\_  
Signature of Test Administrator

\_\_\_\_\_  
Date

- After training has been completed, each test administrator must sign the Oath of Test Security and Confidentiality.
- The box titled “For Test Administrators Authorized to View Secure State Assessments” must also be signed because all test administrators will be viewing the actual test questions in order to prepare allowable accommodations.
- A signed oath is required for all test administrators and test administrator assistants.





Noelia C. Perez  
LID & DHH Education Specialist  
Region One ESC  
(956) 984-6164  
noperez@esc1.net