

# **STAAR ALT 2**

**ACCOMMODATIONS PRACTICE**



**MATERIALS**

**EDUCATOR GUIDE**

**TEST ADMINISTRATOR MANUAL**

**ACCOMMODATIONS HANDOUT**

**PREVIEW PERIOD PLANNING SHEET**

**ACCOMMODATIONS EXAMPLES**

**RELEASED TEST BINDERS**



# AGENDA

- Test administration process & procedures
- Accommodations review & practice
- Organization of preview period



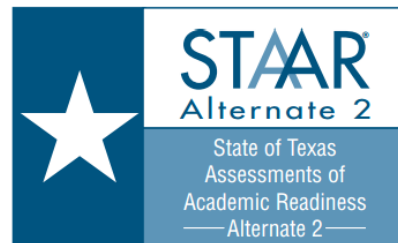
# TOOLS

## Educator Guide

State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2)



Revised September 2016



## TEST ADMINISTRATOR MANUAL

2017

STAAR Alternate 2

Non-Secure Front Matter

### Accommodations for STAAR Alternate 2

For STAAR Alternate 2, TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. It is critical that students with disabilities are provided access to the assessment through careful use of accommodations wherever appropriate. The accommodations must

- maintain the integrity of the assessment,
- avoid leading to or providing the student a direct answer,
- be used routinely in instruction,
- reflect the student's learning styles, and
- allow a student to respond using a mode that is appropriate for the student.

Accommodations may be used only if they meet the criteria above and are listed in the student's IEP. The chart below shows allowable accommodations for STAAR Alternate 2 along with additional guidelines on how some should be applied.

Allowable Accommodations
<ul style="list-style-type: none"> <li>Color or highlight images or text</li> <li>Place color overlays on images or text</li> <li>Photocopy and cut out images or text                             <ul style="list-style-type: none"> <li>can be affixed to appropriate presentation media</li> <li>answer choices must be placed in the same order as they appear in the test booklet</li> </ul> </li> <li>Pair images or text with photographs, picture representations, or real objects of the same content                             <ul style="list-style-type: none"> <li>photographs, pictures, or real objects must be as close to the original as possible</li> </ul> </li> <li>Attach textured materials to images or text</li> <li>Demonstrate concepts or relationships in images or text</li> <li>Raise or darken the outline in images or text</li> <li>Enlarge images or text                             <ul style="list-style-type: none"> <li>magnification devices, photocopying, or computer magnification programs can be used</li> </ul> </li> <li>Add braille labels to images or provide text in braille</li> <li>Describe images for students with visual impairments                             <ul style="list-style-type: none"> <li>descriptions of images can only include details of what can be seen in the images without comments about the overall impression of the image</li> </ul> </li> <li>Provide images or text on separate paper presented one at a time                             <ul style="list-style-type: none"> <li>images must be presented in the same order or configuration as they appear in the test booklet</li> </ul> </li> <li>Cover or isolate images or text until addressed</li> <li>Use routine picture representations for key words in verbal directions to the student                             <ul style="list-style-type: none"> <li>only what is visually presented, stated in text, or supplied in the test administrator instructions can be provided</li> </ul> </li> <li>Use calculator to arrive at responses</li> <li>Reread sections of the test beyond what is included in test administrator instructions</li> <li>Provide structured reminders                             <ul style="list-style-type: none"> <li>personal timers, token systems, color-coded or handwritten reminders, or visual schedules</li> </ul> </li> </ul>

Contact TEA for guidance if a student needs accommodations that are not listed. Accommodations other than those described must be approved by TEA.

1 of 2

### Student Response Modes

During a STAAR Alternate 2 test administration, a student may respond using the appropriate mode of communication at the time of testing. Student responses may be verbal, physical, or visual. The critical issue is not how the student responds but that the student clearly communicates the preferred answer choice to the test administrator.

The table below shows examples of verbal, physical, and visual responses.

Verbal Responses
<ul style="list-style-type: none"> <li>Student may respond by                             <ul style="list-style-type: none"> <li>stating responses, including word approximations;</li> <li>communicating yes or no when presented answer choices one at a time and being asked, "Is this the ....?";</li> <li>forming responses with the assistance of a communication device with preprogrammed answer choices or programmed student vocabulary;</li> <li>use of output device to indicate the answer when each answer choice is presented individually;</li> <li>vocalizing positively or negatively to indicate the answer when each answer choice is presented individually;</li> <li>making a negative vocalization to indicate unmatched object;</li> <li>describing the location of the answer; or</li> <li>responding A, B, C, or 1, 2, 3, or with color name if answer choices are labeled as such by the test administrator.</li> </ul> </li> </ul>
Physical Responses
<ul style="list-style-type: none"> <li>Student may respond by                             <ul style="list-style-type: none"> <li>pointing to, reaching for, or touching an answer;</li> <li>highlighting, coloring, circling, or marking a response;</li> <li>nodding head, smiling, or gesturing to indicate yes or no when presented answer choices one at a time and being asked, "Is this the ....?";</li> <li>manipulating words, sentences, or sections of recreated answer choice;</li> <li>using manipulatives or math tools (calculators, fraction pieces, geometric shapes, number lines, counting charts, money, base-ten blocks, counters) to arrive at and display an answer;</li> <li>writing or typing responses with or without the use of adaptive writing equipment;</li> <li>signing an answer;</li> <li>formulating a response using a choice board;</li> <li>isolating answer choices in a section organizer, such as a calendar box or tub;</li> <li>nodding head or gesturing in the direction of the answer; or</li> <li>placing a flag on the answer.</li> </ul> </li> </ul>
Visual Responses
<ul style="list-style-type: none"> <li>Student may respond by                             <ul style="list-style-type: none"> <li>gazing, blinking, winking, or fixating on answer choice.</li> </ul> </li> </ul>



# THE BASICS OF STAAR ALT. 2:

- Booklet assessment administered during the STAAR Alt. 2 testing window (Dates :April 3-21)
- Based on Essence Statements (*and Instructional Terms for vocabulary*) of grade level TEKS) <http://tea.texas.gov/student.assessment/special-ed/staaralt/>
- Student's response mode needs to be noted in IEP: verbalization, communication device, pointing, eye gaze, etc.



**STAAR  
ALTERNATE 2  
2016-2017**

**Students Who Enroll AFTER April 3, 2017**

**Students who transfer/move to a new  
**district** after the first day of the STAAR  
Alternate 2 testing window do not have to be  
tested.**

**KEY  
DATES**

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# Key Components: ARD Committee Responsibilities

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## – Participation Requirements (ALL)

- Significant cognitive disability
- Require specialized supports
- Require intensive individualized instruction in variety of settings
- Access/participate in general ed. curriculum through pre-requisite TEKS
- ALL must have justification that is supported by IEP

## – Assurances

- 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

# KEY COMPONENTS: ARD COMMITTEE RESPONSIBILITIES

## Pages 6 & 7

### Medical Exemption

- 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.

### 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:
  - 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.
  - 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:

*does not show any observable reaction to a specific stimuli*

*exhibits only startle responses*

*tracks or fixates on objects at random and not for a purpose*

*vocalizes intermittently regardless of changes in the environment*

*moves or responds only to internal stimuli*





# No Authentic Academic Response (NAAR) Eligibility Vs. Internal Stimuli

**STAAR  
ALTERNATE 2  
2016-2017**

## **Authentic Academic Response**

- Apply knowledge and skills through prerequisites.
- Responds to academic requests using verbal, physical, or visual responses.
- Consistently uses a reliable response mode.
- Responds in a meaningful way to academic requests, but not always correctly.

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## **Internal Stimuli Response**

- Only responds to favorite food/favorite item/favorite people/favorite sound.
- Only responds to environmental factors (hot/cold, wet/dry).
- Only responds to internal stimuli.

**\*This information does not  
encompass all scenarios.**



# No Authentic Academic Response (NAAR) Eligibility

## Reminder:

- State assessment decisions are reviewed annually.
- Students who receive a NAAR designation in any given year should be reconsidered annually to see if they have developed an authentic academic response.
- Skill development should be closely monitored; as educators work to help students develop an authentic academic response.
- NAAR documentation should be completed during ARD meeting prior to assessing the student.

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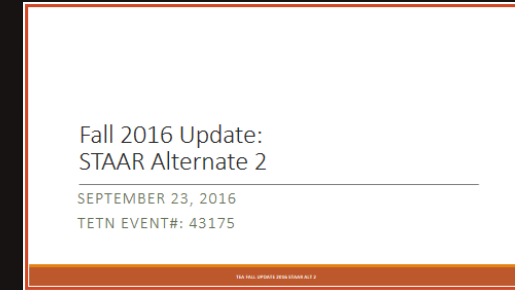
# No Authentic Academic Response



- Evidence of No Authentic Academic Response (NAAR)

- The ARD committee must use the STAAR Alternate 2 Participation Requirements form to document its assessment decisions.
  - Students receiving the designation of NAAR for the purposes of STAAR Alternate 2 should have the NAAR designation documented in their IEP; the NAAR form must be included in the IEP.
- 
- The student's IEP should provide further evidence that the student consistently is unable to provide an authentic academic response during instruction.

## STAAR ALTERNATE 2 2016-2017



# No Authentic Academic Response



## Documentation that supports NAAR decision

**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.

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# No Authentic Academic Response



# Test Design



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- 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.



## Example of First Question in a Cluster

### Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. Communicate: **This rabbit is an animal. It can run and move on its own. It needs food and water to live. This rabbit is a living organism.**
- Communicate: Find the living organism.

#### Stimulus 13

The "find" statement is constant for all question types, but the word "find" can be substituted with the words "point to," "show me," "touch," or "tell me." The "find" statement can be changed to a question format: "Where is the living organism?"



The boldfaced statements in all question types are to be communicated to the student as written without paraphrasing, substituting vocabulary, or providing additional details.

## Example of Second Question in a Cluster

### Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. Communicate: **The hummingbird is a living organism that drinks nectar from inside a flower.**
- Direct the student to the first answer choice in Stimulus 14b. Communicate: **This is a statue of a man on a horse. The statue is made of stone.**
- Direct the student to the second answer choice in Stimulus 14b. Communicate: **This is a girl playing on a slide and a boy drinking water.**
- Communicate: Find the living organisms.

#### Stimulus 14a

Options for *present*, *direct*, and *communicate* are provided in the *Test Administrator Manual*. The test administrator will use the option most appropriate for the student.



The asterisk in the test administrator instructions indicates the correct answer.

#### Stimulus 14b





## Example of Third Question in a Cluster

### Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. Communicate: **These are living organisms.**
- Direct the student to each answer choice in Stimulus 15b. Communicate the text in each answer choice.
- Communicate: **Find a characteristic that is true for all living organisms.**

#### Stimulus 15a



For all question types, the student can respond to the "find" statement in any manner that indicates which answer choice or picture detail is selected.

#### Stimulus 15b

\* All living organisms grow and develop.

All living organisms run and fly.

All living organisms need shelter from the sun.

## Example of Fourth Question in a Cluster

### Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. Communicate the text.
- Direct the student to the empty box in Stimulus 16a. Communicate: **One word is missing from the sentence.**
- Direct the student to each answer choice in Stimulus 16b. Communicate the text in each answer choice.
- Communicate: **Find the word that is missing from the sentence.**

#### Stimulus 16a



Both plants and animals need nutrients, water, and  to survive.

#### Stimulus 16b

shelter

soil

\* air

## STAAR ALTERNATE 2 2016-2017

ITEM 3 in a cluster:

When an assist begins with a verb either the test administrator or the student may perform the assist.

### EXAMPLE

- Have the student point to and/or count the sides on each figure. **OR**
- Trace the sides of each figure.

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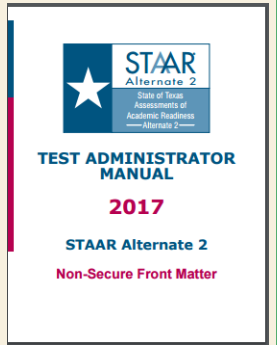
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# Scoring Instructions



# PRESENT



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- Indicates which stimulus images or text will be shown to the student
- The presentation of the test question and the testing materials as they are first introduced should be appropriate based on methods that have been successful during instruction and are documented in the student's Individualized Education Program (IEP).
- Information about the different ways the test materials can be presented is found in the “Accommodations” section of this manual. *\*\*We will look at Accommodations in detail.\*\**
- Accommodations must be provided uniformly across answer choices so that a correct answer is not emphasized.




# 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.

**Presentation Instructions for Question 13**

- Present Stimulus 13.
- Direct the student to Stimulus 13. Communicate: **This rabbit is an animal. It can run and move on its own. It needs food and water to live. This rabbit is a living organism.**
- Communicate: **Find the living organism.**

**Stimulus 13**



- 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.

Pages 18-20

# DIRECT

- Indicates an action for the test administrator
  - Ex: *test administrator may need to bring certain parts of the stimulus image to the student's attention. This can be done in a variety of ways depending on a student's needs.*
- Can be alerted orally or through sign as to where to look or focus
- Student's hand can be guided to specific places in the stimuli or paired with items for the student to explore that can be placed in the student's hand
- Sections can be pointed to or highlighted as they are mentioned in the instructions.
- Parts of the stimulus can be covered up until explained in the instructions to focus attention and avoid stimulation.
- Answer choices can be color- coded, numbered, or labeled with letters to direct the student to a specific place as long as the format is equally applied to all answer choices

**Equal time and treatment must be provided for each answer choice so that a correct answer is not emphasized.**



## Ways a Test Administrator Can *Direct*

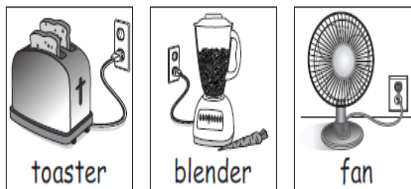
- *Direct* the student to each answer choice by pointing to, tapping, or touching the answer choices individually or by saying or signing, “Look at the pictures.” – *the amount of time spent directing the student to each answer choice must be the same*

### 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



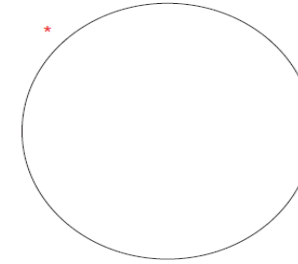
**Pointing or touching the answer choices one time each is an appropriate way to direct the student. It would not be appropriate to tap or touch only the correct answer or to tap or touch the correct answer more times than the other answer choices.**

### 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.**

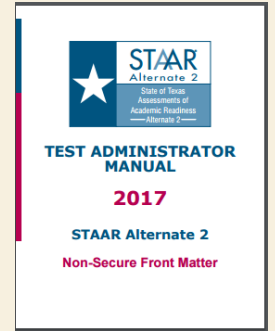
- *Direct* the student to the outline of the circle by guiding the student’s hand to the circle and moving it around the outline to emphasize the shape. – *make sure that directing the student does not inadvertently lead into the “find” statement*

# COMMUNICATE

- Indicates bold text that must be shared with the student exactly as written. A test administrator can communicate with a student in many ways depending on a student's needs.
- Information can be stated, signed, translated into another language, provided in written form, or paired with tactile or picture symbols
- The information in this text cannot be paraphrased, simplified, or shortened.
- Student can be asked to repeat information if the test administrator needs to make sure that the information was received.
- Students can be asked to point to, touch, or outline images as they are described to make sure that the student has focused on all the details.
- **THE FIND STATEMENT**--communicates to the student what is required to answer the question
  - The last bullet in the Presentation Instructions
  - “find” can be replaced with “show me,” “point to,” “touch,” or “tell me,” depending on the needs of a student
  - can also be reconstructed into a question, but the same words have to be used. For example, “Find the circle” can become “Where is the circle?”



# REPEATING PRESENTATION INSTRUCTIONS



Pages 19 & 20

- **Any Time During the Administration**

- Students can be directed back to the stimulus in the **cluster** any time if the student loses focus.
- Students can be provided verbal encouragement to stay focused.
- Students can request to have information repeated.

- **Before the “Find” Statement is Given**

- If the student is distracted during the presentation, the test administrator can repeat sections of the presentation instructions without a student request up until the answer choices and “find” statement are given.
- Reading passages can be reread as needed before the answer choices and “find” statement have been given.

- **After the “Find” Statement is Given**

- Once the answer choices and “find” statement are given, the test administrator must wait for the student to respond without repeating any part of the instructions or gesturing back to any stimulus images.
- If no response is given after a reasonable wait time, the answer choices and “find” statement can be repeated **once**.
- The order in which the answer choices and “find” statement are communicated to the student can be reversed from the order listed in the presentation instructions.
- If a student responds incorrectly, the teacher assistance has been applied, and the initial presentation is being replicated, the order in which the answer choices and “find” statement are communicated to the student can be switched from that provided in the initial presentation.



## Repeating Presentation Instructions

Anytime during the administration:

Students can be redirected back to the stimulus in the **cluster** if the student loses focus.

- Answers cannot be changed
- Student can only be refocused by redirecting them to the stimulus within the cluster.
- Students can be provided verbal encouragement to stay focused.
- Students can request to have information repeated.

**STAAR  
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2016-2017**



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## Presentation Instructions

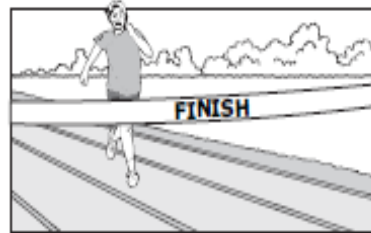


# Repeating the Presentation Instructions

## 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.



# 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**



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**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.**





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## Scoring

The Student Action section of the Scoring Instructions describes exactly what the student must do for his or her response to be marked correct. The test administrator will need to refer to the scoring instructions for each question to determine how to proceed once the student has answered the “find” statement correctly or incorrectly. Each question has a unique set of scoring instructions. The following examples show the scoring instructions for each question type.

### Scoring Instructions for First Question in a Cluster

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the circle,	⇒	mark A for question 1 and move to question 2.
If the student does not find the circle,	⇒	<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 circle,	⇒	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the circle,	⇒	mark C for question 1 and move to question 2.

- Specific instructions are given for exactly what the student must find to get credit for the question.
- If an incorrect response is given, the test administrator is directed to remove the stimulus, wait at least five seconds, and then repeat the initial presentation instructions for reduced credit.
- No extra assistance is allowed, because the answer is provided and modeled during the presentation.

### Scoring Instructions for Second Question in a Cluster

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the circle in the house in Stimulus 2b,	⇒	mark A for question 2 and move to question 3.
If the student does not find the circle in the house in Stimulus 2b,	⇒	<ul style="list-style-type: none"> <li>model the desired student action by finding the circle in Stimulus 2b and communicate “Here is the circle on the house.”; and</li> <li>replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the circle in the house in Stimulus 2b,	⇒	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the circle in the house in Stimulus 2b,	⇒	mark C for question 2 and move to question 3.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must model the desired student action using the most likely way the student might respond, communicate the correct answer as stated in the test administrator action, and repeat the initial presentation instructions.
- The test administrator should model the student action using the most likely way the student would be expected to respond when communicating the answer. As long as the student responds with a correct answer, it is not relevant whether the student used the anticipated response mode.



# ACCOMMODATIONS

## Accommodations for STAAR Alternate 2

For STAAR Alternate 2, TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. It is critical that students with disabilities are provided access to the assessment through careful use of accommodations wherever appropriate. The accommodations must

- maintain the integrity of the assessment,
- avoid leading to or providing the student a direct answer,
- be used routinely in instruction,
- reflect the student's learning styles, and
- allow a student to respond using a mode that is appropriate for the student.

Accommodations may be used only if they meet the criteria above and are listed in the student's IEP. The chart below shows allowable accommodations for STAAR Alternate 2 along with additional guidelines on how some should be applied.

Allowable Accommodations
<ul style="list-style-type: none"> <li>▪ Color or highlight images or text</li> <li>▪ Place color overlays on images or text</li> <li>▪ Photocopy and cut out images or text                             <ul style="list-style-type: none"> <li>▪ can be affixed to appropriate presentation media</li> <li>▪ answer choices must be placed in the same order as they appear in the test booklet</li> </ul> </li> <li>▪ Pair images or text with photographs, picture representations, or real objects of the same content                             <ul style="list-style-type: none"> <li>▪ photographs, pictures, or real objects must be as close to the original as possible</li> </ul> </li> <li>▪ Attach textured materials to images or text</li> <li>▪ Demonstrate concepts or relationships in images or text</li> <li>▪ Raise or darken the outline in images or text</li> <li>▪ Enlarge images or text                             <ul style="list-style-type: none"> <li>▪ magnification devices, photocopying, or computer magnification programs can be used</li> </ul> </li> <li>▪ Add braille labels to images or provide text in braille</li> <li>▪ Describe images for students with visual impairments                             <ul style="list-style-type: none"> <li>▪ descriptions of images can only include details of what can be seen in the images without comments about the overall impression of the image</li> </ul> </li> <li>▪ Provide images or text on separate paper presented one at a time                             <ul style="list-style-type: none"> <li>▪ images must be presented in the same order or configuration as they appear in the test booklet</li> </ul> </li> <li>▪ Cover or isolate images or text until addressed</li> <li>▪ Use routine picture representations for key words in verbal directions to the student                             <ul style="list-style-type: none"> <li>▪ only what is visually presented, stated in text, or supplied in the test administrator instructions can be provided</li> </ul> </li> <li>▪ Use calculator to arrive at response</li> <li>▪ Reread sections of the test beyond what is included in test administrator instructions</li> <li>▪ Provide structured reminders                             <ul style="list-style-type: none"> <li>▪ personal timers, token systems, color-coded or handwritten reminders, or visual schedules</li> </ul> </li> </ul>

Contact TEA for guidance if a student needs accommodations that are not listed. Accommodations other than those described must be approved by TEA.

## Student Response Modes

During a STAAR Alternate 2 test administration, a student may respond using the appropriate mode of communication at the time of testing. Student responses may be verbal, physical, or visual. The critical issue is not how the student responds but that the student clearly communicates the preferred answer choice to the test administrator.

The table below shows examples of verbal, physical, and visual responses.

Verbal Responses
<ul style="list-style-type: none"> <li>▪ Student may respond by                             <ul style="list-style-type: none"> <li>▪ stating responses, including word approximations;</li> <li>▪ communicating yes or no when presented answer choices one at a time and being asked, "Is this the ....?";</li> <li>▪ forming responses with the assistance of a communication device with preprogrammed answer choices or programmed student vocabulary;</li> <li>▪ use of output device to indicate the answer when each answer choice is presented individually;</li> <li>▪ vocalizing positively or negatively to indicate the answer when each answer choice is presented individually;</li> <li>▪ making a negative vocalization to indicate unmatched object;</li> <li>▪ describing the location of the answer; or</li> <li>▪ responding A, B, C, or 1, 2, 3, or with color name if answer choices are labeled as such by the test administrator.</li> </ul> </li> </ul>
Physical Responses
<ul style="list-style-type: none"> <li>▪ Student may respond by                             <ul style="list-style-type: none"> <li>▪ pointing to, reaching for, or touching an answer;</li> <li>▪ highlighting, coloring, circling, or marking a response;</li> <li>▪ nodding head, smiling, or gesturing to indicate yes or no when presented answer choices one at a time and being asked, "Is this the ....?";</li> <li>▪ manipulating words, sentences, or sections of recreated answer choice;</li> <li>▪ using manipulatives or math tools (calculators, fraction pieces, geometric shapes, number lines, counting charts, money, base-ten blocks, counters) to arrive at and display an answer;</li> <li>▪ writing or typing responses with or without the use of adaptive writing equipment;</li> <li>▪ signing an answer;</li> <li>▪ formulating a response using a choice board;</li> <li>▪ isolating answer choices in a section organizer, such as a calendar box or tube;</li> <li>▪ nodding head or gesturing in the direction of the answer; or</li> <li>▪ placing a flag on the answer.</li> </ul> </li> </ul>
Visual Responses
<ul style="list-style-type: none"> <li>▪ Student may respond by                             <ul style="list-style-type: none"> <li>▪ gazing, blinking, winking, or fixating on answer choice.</li> </ul> </li> </ul>



# ACCOMMODATIONS

- (ARD) committees and test administrators may elect to provide appropriate accommodations to some students whose disability precludes them from participating meaningfully in a two-dimensional standardized assessment.
- Accommodations should allow the student to demonstrate what he or she has learned without giving the student an unfair advantage over other students taking the test.
- Accommodations may only be used if they are routinely provided in classroom instruction and listed in the student's individualized education program (IEP).
- Accommodations provided during classroom instruction and testing may differ from accommodations allowed for use on statewide assessments. The following guidelines describe the appropriate use of testing accommodations.
  - Accommodations must be determined and prepared before the test session begins.
  - The test administrator must present the accommodations uniformly so that the correct answer is not emphasized over the other answer choices. If an accommodation (e.g., color overlays, picture representations) is used on one answer choice, it must be used on all answer choices.
  - The student may need different accommodations for different questions within a tested subject.
  - Routinely used accommodations for positioning and behavioral supports can be provided for any student to ensure that the student can physically access the stimuli provided and maintain focus throughout the testing session.
  - It is appropriate to add language that encourages the student to stay on task.
  - It is not appropriate to add language about the content of the question.

# STUDENT RESPONSES

Page 26

- Any response modes will be deemed acceptable responses for the communicated directive and will not need to be predetermined by the test administrator.
- The critical issue is not how the student responds but that the student clearly communicates the preferred answer choice to the test administrator.

## Verbal Responses

### ■ Student may respond by

- stating responses, including word approximations;
- communicating yes or no when presented answer choices one at a time and being asked, "Is this the ....?";
- forming responses with the assistance of a communication device with preprogrammed answer choices or programmed student vocabulary;
- use of output device to indicate the answer when each answer choice is presented individually;
- vocalizing positively or negatively to indicate the answer when each answer choice is presented individually;
- making a negative vocalization to indicate unmatched object;
- describing the location of the answer; or
- responding A, B, C, or 1, 2, 3, or with color name if answer choices are labeled as such by the test administrator.

## Physical Responses

### ■ Student may respond by

- pointing to, reaching for, or touching an answer;
- highlighting, coloring, circling, or marking a response;
- nodding head, smiling, or gesturing to indicate yes or no when presented answer choices one at a time and being asked, "Is this the....?";
- manipulating words, sentences, or sections of recreated answer choice;
- using calculators, manipulatives, or math tools (fraction pieces, geometric shapes, number lines, counting charts, money, base-ten blocks, counters) to arrive at and display an answer;
- writing or typing responses with or without the use of adaptive writing equipment;
- signing an answer;
- formulating a response using a choice board;
- isolating answer choices in a section organizer, such as a calendar box or tub;
- nodding head or gesturing in the direction of the answer; or
- placing a flag on the answer.

## Visual Responses

### ■ Student may respond by

- gazing, blinking, winking, or fixating on answer choice.

## Changes in Allowable Accommodations chart:

- Removal of “photocopying” from the allowable accommodations chart.

In order to access some allowable accommodations, it may be necessary to photocopy secure materials. The allowable accommodations that require photocopying must be documented in the students' IEP; and be routinely used accommodations in instruction as well as assessment. To photocopy secure materials, test administrators are required to follow the photocopying guidelines in the *Test Administrator Manual* in order to maintain the security and integrity of the assessment.

## STAAR ALTERNATE 2 2016-2017

Fall 2016 Update:  
STAAR Alternate 2

SEPTEMBER 23, 2016  
TETN EVENT#: 43175

## Allowable Accommodations





# ACCOMMODATIONS: PHOTOCOPYING GUIDELINES

Pages 25-26

- Many of the techniques used to make images more accessible require methods that might distort the images on the next page of the student booklet. In these instances, photocopying of the student booklet may be required. Adhere to these guidelines when photocopying the student booklet.
- The student booklet cannot be disassembled.
- The district must maintain test security and confidentiality when photocopying the student booklet.
- Photocopying must be done within the district by a trained test administrator or test administrator assistant who has signed the “Oath of Test Security and STAAR ALTERNATE 2 NOTES 26 2017 STAAR Alternate 2 Test Administrator Manual Confidentiality for Test Administrator.” This includes signing the additional section on the oath for test administrators who are authorized to view secure state assessments.
- If a mathematics test is photocopied but not enlarged, the copier must be set to copy at 100 percent and the scaling option set to “no scaling” or “zero” to ensure that graphics results in the intended measurement.
- The memory on the copier must be cleared after photocopying student booklets.
- All photocopied pages of the student booklet must be returned with the nonscorable shipment after testing.



**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

Add braille labels to images or text

Enlarge images by copying or using magnification devices

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

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



*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.**



# COLOR OR HIGHLIGHT IMAGES OR TEXT

## RELATED STUDENT RESPONSE MODE(S)

- responding A, B, C, or 1, 2, 3, or with color name if answer choices are labeled as such by the test administrator
  - highlighting, coloring, circling, or marking a response

### EXAMPLE:



## POSSIBLE TOOLS/IDEAS

- Copy (ies) of each test!
- Highlighters

# 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

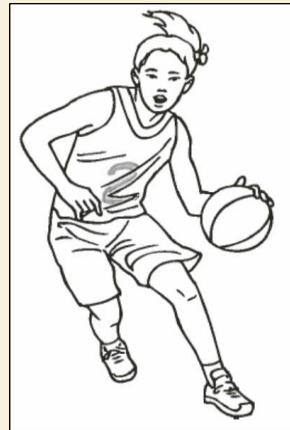
- Providing transparent, tinted overlays;



- 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

EXAMPLE:

30 hours

5 hours

3 hours

30 hours

5 hours

3 hours

30 hours

5 hours

3 hours

POSSIBLE TOOLS/IDEAS





# 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

## EXAMPLE:

The narrator, who is an only child, invites her friend Molly over to work on homework and have a snack.

The narrator, who likes spending time with Molly's large family, learns that there are some benefits to being an only child.

The narrator, who always does her homework when she gets home, goes to Molly's house after school one day.

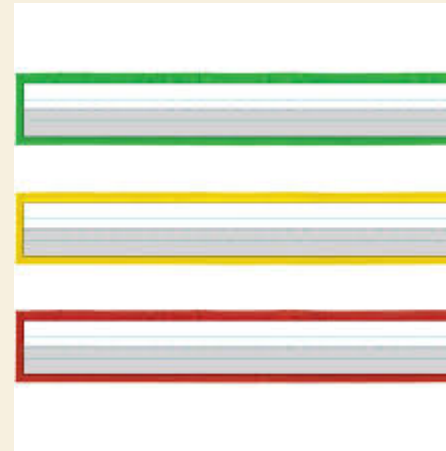
The narrator, who is an only child, invites her friend Molly over to work on homework and have a snack.

The narrator, who likes spending time with Molly's large family, learns that there are some benefits to being an only child.

The narrator, who always does her homework when she gets home, goes to Molly's house after school one day.

## POSSIBLE TOOLS/IDEAS

- Index cards
- Sentence strips
- Cardboard backing



ENGLISH I

# 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

Kevlar is five times stronger than steel; therefore, it is used to make many products, including skateboards, bicycle helmets, camping gear, and fire-fighting equipment.

## POSSIBLE TOOLS/IDEAS

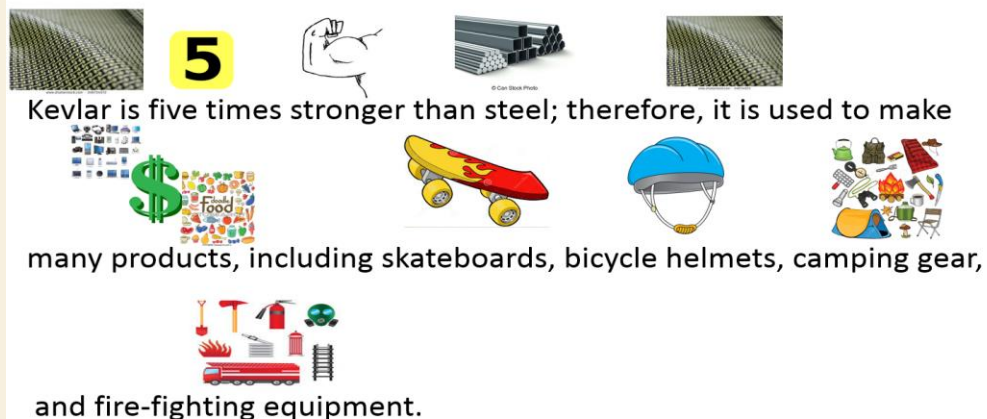
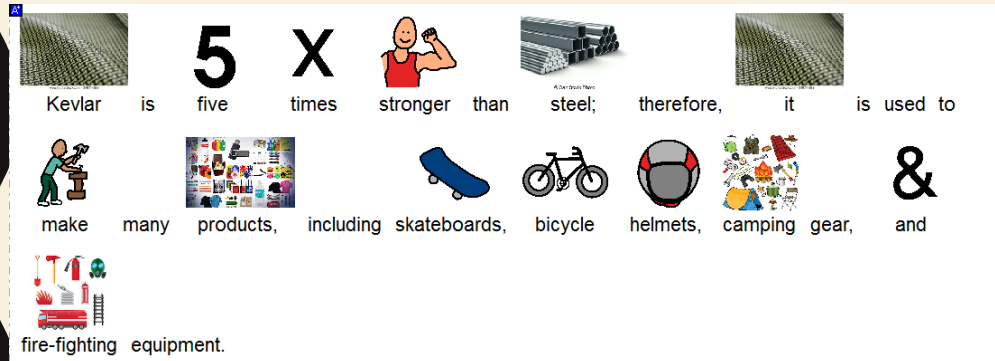
### Boardmaker—Symbolator (symbols only)

- Copy text, open Symbolator in Boardmaker and paste
- To edit symbols:
  - Make sure Symbolator is open
  - Double click on symbol to edit
  - Select a different symbol or no symbol to remove

### Powerpoint

#### Open blank slide

- Copy text
- Google images search: ....clipart
- copy, paste images to powerpoint page
- Left-click and hold to move images over text



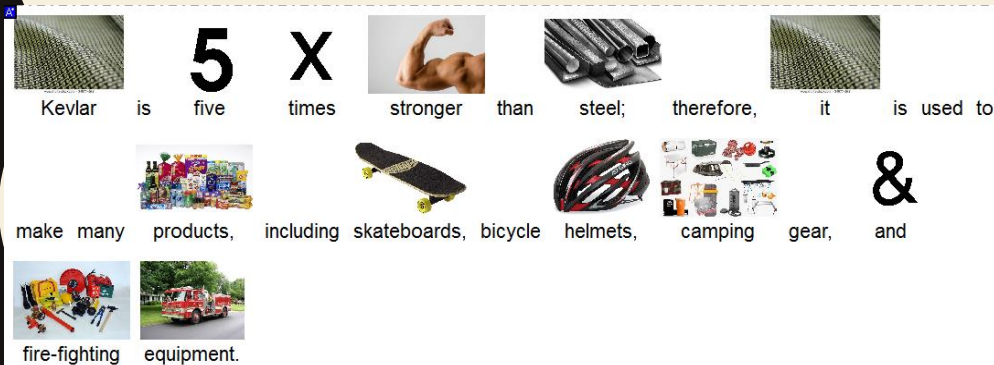


# PAIR IMAGES OR TEXT WITH **PHOTOGRAPHS**, PICTURE REPRESENTATIONS, OR REAL OBJECTS OF THE SAME CONTENT

PHOTOGRAPHS, PICTURES, OR REAL OBJECTS MUST BE AS CLOSE TO THE ORIGINAL AS POSSIBLE

## EXAMPLES:

Kevlar is five times stronger than steel; therefore, it is used to make many products, including skateboards, bicycle helmets, camping gear, and fire-fighting equipment.



## POSSIBLE TOOLS/IDEAS

### Boardmaker—Symbolator

- To add photos to Symbol-Finder:
  - Find desired image online and save to Pictures
  - In Boardmaker, open Symbol-Finder (the guy), then:
    - File—Import—Picture
    - Select desired picture and “Open”
    - Name the photo & Assign Categories
    - Click “Ok”

### Powerpoint

- Copy text
- Google images search for photo
- Copy, paste images to powerpoint page
- Left-click and hold to move images over 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

## EXAMPLES:

Food served from fast-food restaurants are not always healthy.

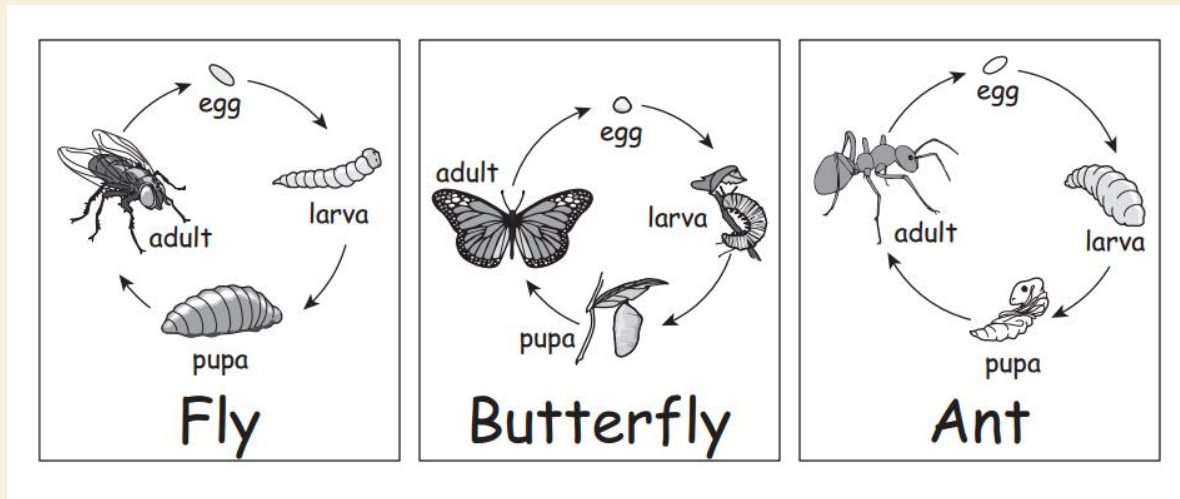
ENGLISH II

## POSSIBLE TOOLS/IDEAS



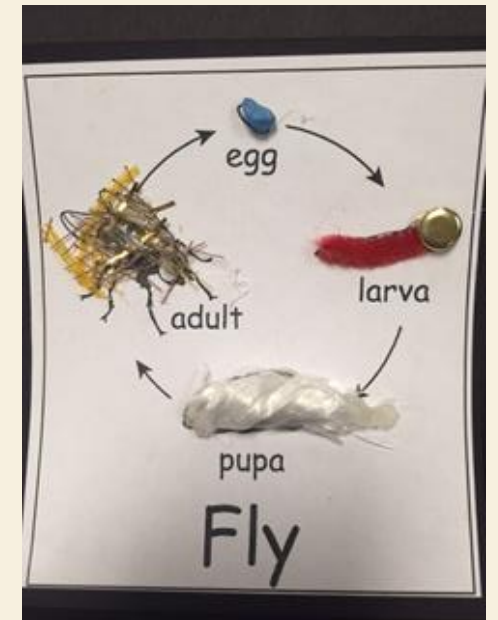
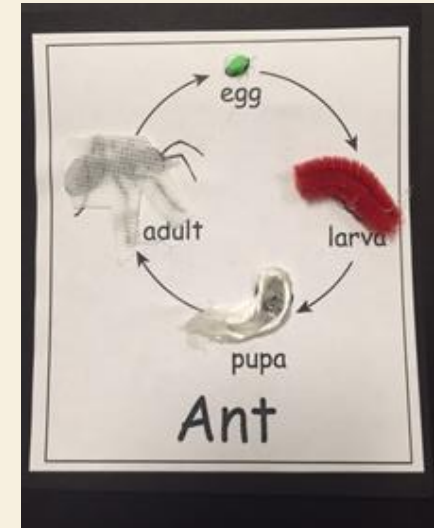
# ATTACH TEXTURED MATERIALS TO IMAGES OR TEXT

## EXAMPLES:



Biology

## POSSIBLE TOOLS/IDEAS





## 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



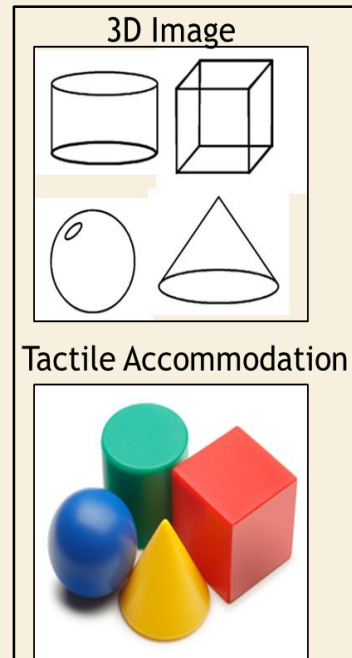
Accommodations



—Smell



# PAIR IMAGES OR TEXT WITH PHOTOGRAPHS, PICTURE REPRESENTATIONS, OR REAL OBJECTS OF THE SAME CONTENT

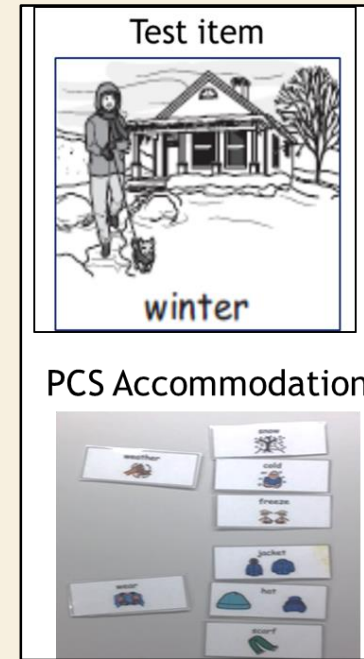


- ▶ Test administrators may use any combination of actual pictures, picture symbols or real objects (partial or complete) to support images or text.
  - ▶ Take time for tactile modeling before and during each cluster and test item;
  - ▶ Give the student opportunities for individual tactile exploration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



# 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 Item



## Accommodations





# 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.**



# 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**

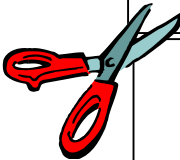
- Present Stimulus 3a and 3b. Communicate: Here is more of the article "Dogs on Stage."
- Direct the student to Stimulus 3a. Communicate the text.
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: Find where the trainer found the dog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

## 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.





## 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 IMAGES OR TEXT

MAGNIFICATION DEVICES, PHOTOCOPYING, OR COMPUTER MAGNIFICATION PROGRAMS CAN BE USED

## EXAMPLE:

Molly is excited about always having sleepovers at her own house.

Molly is glad because she does not have to ride the bus home after volleyball practice.

Molly is upset because her mother is not able to pick her up.

## POSSIBLE TOOLS/IDEAS

- Microsoft Word
- Microsoft Powerpoint
- Zoom on copy machine

Molly is excited about always having sleepovers at her own house.

Molly is glad because she does not have to ride the bus home after volleyball practice.

Molly is upset because her mother is not able to pick her up.

# 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



Spends money

Accommodation



Spends money

# ADD BRAILLE LABELS TO IMAGES OR PROVIDE TEXT IN BRAILLE

## POSSIBLE TOOLS/IDEAS

Your student's VI teacher!!





# 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

# 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

EXAMPLE:

$$75 \text{ boxes} \div \boxed{\phantom{000}} = 25 \text{ boxes per hour}$$

$$60 \text{ boxes} \div \boxed{\phantom{000}} = 20 \text{ boxes per hour}$$

$$75 \text{ boxes} \div \boxed{\phantom{000}} = 25 \text{ boxes per hour}$$

$$60 \text{ boxes} \div \boxed{\phantom{000}} = 20 \text{ boxes per hour}$$

POSSIBLE TOOLS/IDEAS

- Note cards
- Sentence strips

$$75 \text{ boxes} \div \boxed{\phantom{000}} = 25 \text{ boxes per hour}$$

$$60 \text{ boxes} \div \boxed{\phantom{000}} = 20 \text{ boxes per hour}$$

# COVER OR ISOLATE IMAGES OR TEXT UNTIL ADDRESSED

EXAMPLE:

$$75 \text{ boxes} \div \boxed{\phantom{000}} = 25 \text{ boxes per hour}$$

$$60 \text{ boxes} \div \boxed{\phantom{000}} = 20 \text{ boxes per hour}$$

$$75 \text{ boxes} \div \boxed{\phantom{000}} = 25 \text{ boxes per hour}$$



$$60 \text{ boxes} \div \boxed{\phantom{000}} = 20 \text{ boxes per hour}$$

## POSSIBLE TOOLS/IDEAS

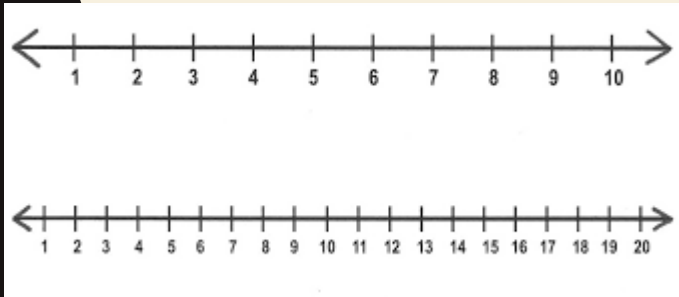
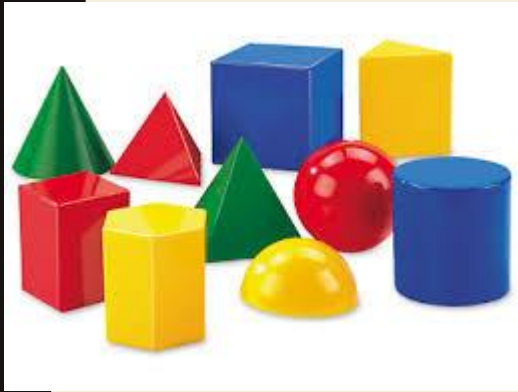
- Note cards
- Sentence strips
- Etc.



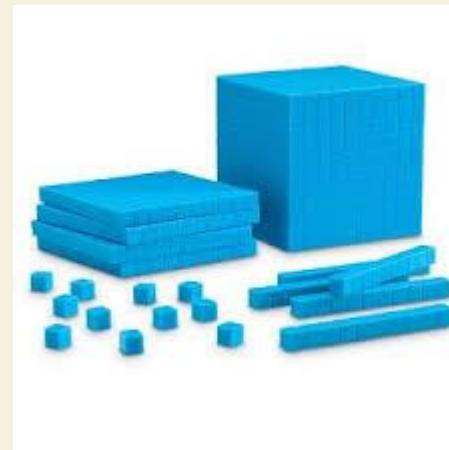
# USE CALCULATOR, MANIPULATIVES, OR MATH TOOLS

FRACTION PIECES, GEOMETRIC SHAPES, NUMBER LINES, NUMBER CHARTS, MONEY, BASE-TEN BLOCKS, COUNTERS

## POSSIBLE TOOLS/IDEAS



I	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



ALGEBRA I



**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

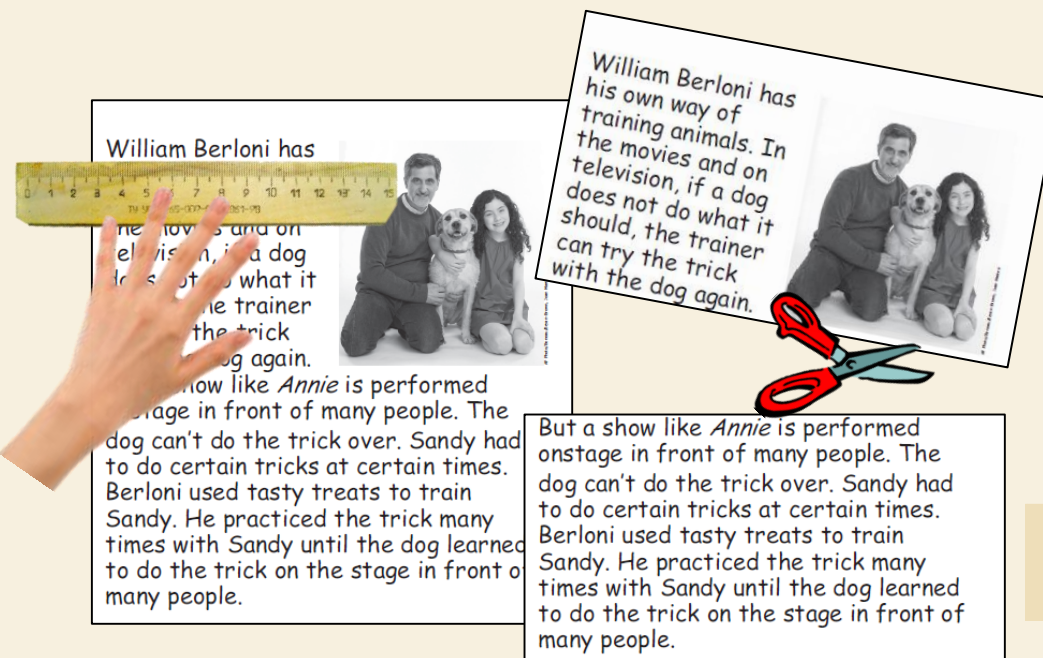
**Caution –When directing a student to the stimuli, equal time must be spent on each component or answer choice so that a correct answer is not cued.**





## 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***



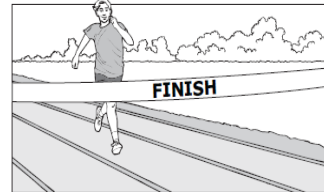
- Direct the student to each answer choice one at a time by using a card with a window to isolate the options – ***all answer choices must be isolated for an equal amount of time***

**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*

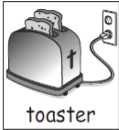
- *Direct* the student to each answer choice by pointing to, tapping, or touching the answer choices individually or by saying or signing, “Look at the pictures.” – *the amount of time spent directing the student to each answer choice must be the same*

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

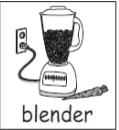
**Presentation Instructions for Question 4**

- 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.*

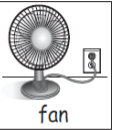
Stimulus 4



toaster



blender



fan

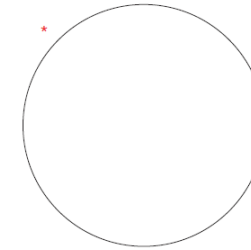
Pointing or touching the answer choices one time each is an appropriate way to **direct** the student. It would not be appropriate to tap or touch only the correct answer or to tap or touch the correct answer more times than the other answer choices.

### 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

## EXAMPLE:

Molly is excited about always having sleepovers at her own house.

Molly is glad because she does not have to ride the bus home after volleyball practice.

Molly is upset because her mother is not able to pick her up.

## POSSIBLE TOOLS/IDEAS

Powerpoint

Dark marker

ENGLISH I

Molly is excited about always having sleepovers at her own house.

Molly is glad because she does not have to ride the bus home after volleyball practice.

Molly is upset because her mother is not able to pick her up.



# 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*



The ball is under the bed.



The ball is on the bed.

- 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?”*

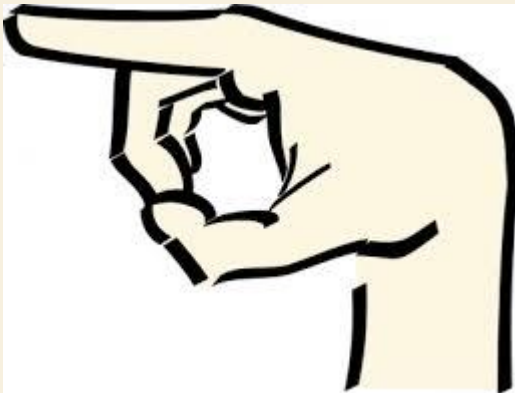
# USE ROUTINE PICTURE REPRESENTATIONS FOR KEY WORDS IN VERBAL DIRECTIONS TO THE STUDENT

ONLY WHAT IS VISUALLY PRESENTED, STATED IN TEXT, OR SUPPLIED IN THE TEST ADMINISTRATOR  
INSTRUCTIONS CAN BE PROVIDED

## EXAMPLE:

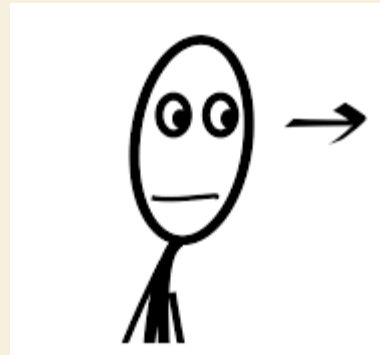
### Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to the nickels. Communicate: **This group of nickels equals one dollar.**
- Direct the student to each answer choice in Stimulus 2b without identifying the total value of each group. Communicate: **Four dimes. Ten dimes.**
- Communicate: **Find the group of dimes that also equals one dollar.**



Point to...

Look at the...



Circle the...

## POSSIBLE TOOLS/IDEAS

- Boardmaker
- Powerpoint
- Google clipart/images





# 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

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*

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

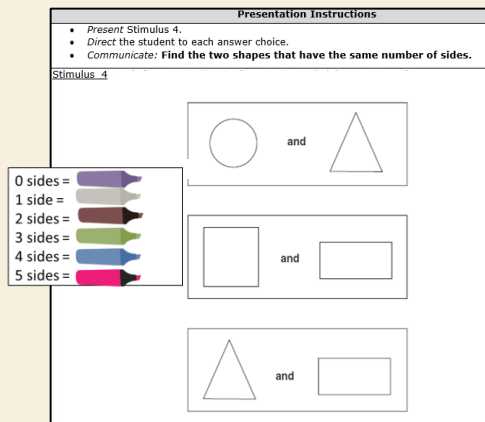
wood to build a house and cotton for clothes

water to drink and wheat for bread

## ❖ Physical Response Modes

A student can. . .

Highlight, color, or mark a response



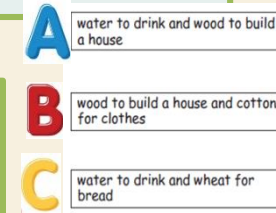
Write or type responses with or without adaptive writing equipment

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



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

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

A student can...

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

Gaze, wink, blink or fixate on stimuli and answers



### 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

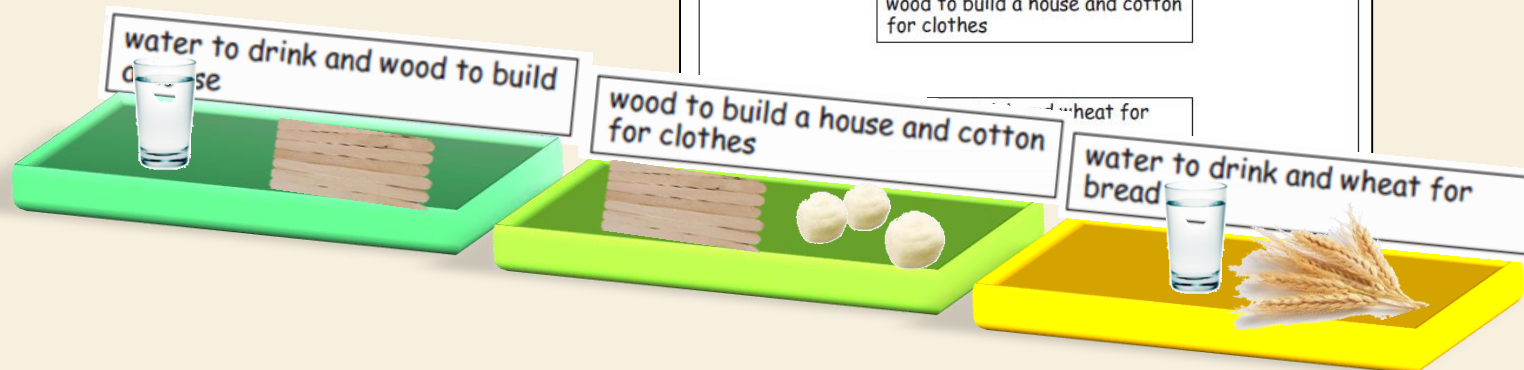


Stimulus 3b

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: \_\_\_\_\_

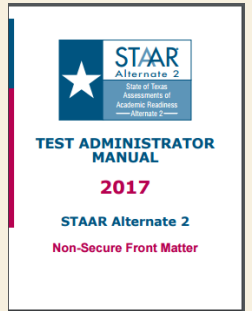
**Accommodations**  
Mark the accommodations used during this test administration.

<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.

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

- 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.




Page 23





# 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.

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

Scoring documents can be found:

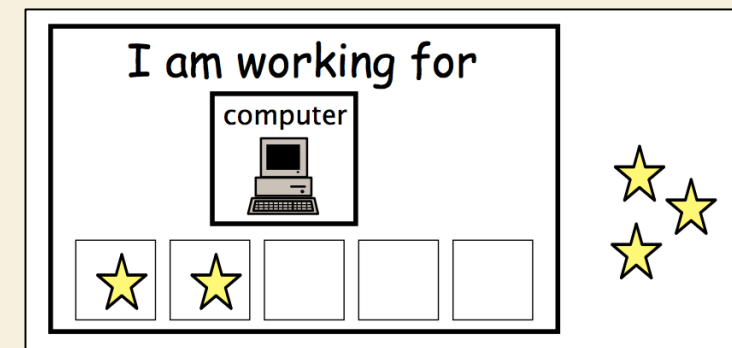
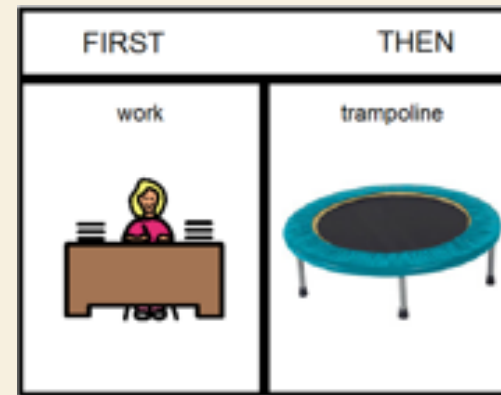
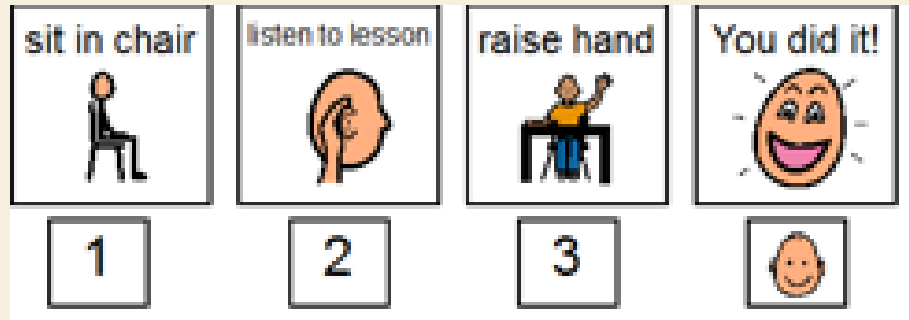
- at the final page of *2017 STAAR Alternate Test Administrator Manuals*.



# PROVIDE STRUCTURED REMINDERS

PERSONAL TIMERS, TOKEN SYSTEMS, COLOR-CODED OR HANDWRITTEN REMINDERS, OR VISUAL SCHEDULES

## EXAMPLES:



# PREVIEW WINDOW: MARCH 20<sup>TH</sup>-31<sup>ST</sup>

## Guiding Questions:

- How many students per grade level?
  - How many in each grade level use the same accommodations?
- Who will be adapting the assessments during the preview period (you or paras)?
  - What is my plan for instruction during the preview period?
  - Are my students familiar with one-on-one instruction with me (or other test administrator)?
  - Will they be familiar with the change in routine during the testing window?
  - If I have another LID teacher on my campus: do we have a plan to work together to share the accommodations process with each other?
- Where will the materials be kept during the preview period?
  - Check in/out w/CTC each day but must be secured while not in use



## STAAR Alternate 2 Important Dates

- **Last date for test administrator training: March 17, 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**
- **The verification window for STAAR Alternate 2 is April 24 - April 25, 2017. The window closes at 7 p.m. (CT) on April 25.**

## Testing Window Guidelines

- **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.**



## **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.**





**NEW**

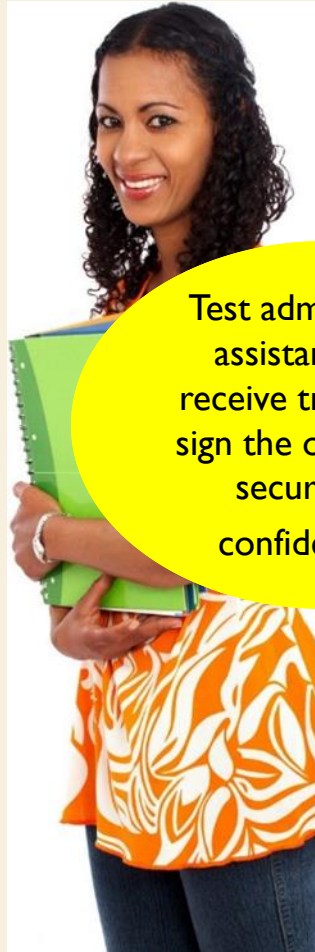
## Verification Window

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.



# REREAD SECTIONS OF THE TEXT BEYOND WHAT IS INCLUDED IN TEST ADMINISTRATOR INSTRUCTIONS

RELATED STUDENT RESPONSE MODE(S)

POSSIBLE TOOLS/IDEAS



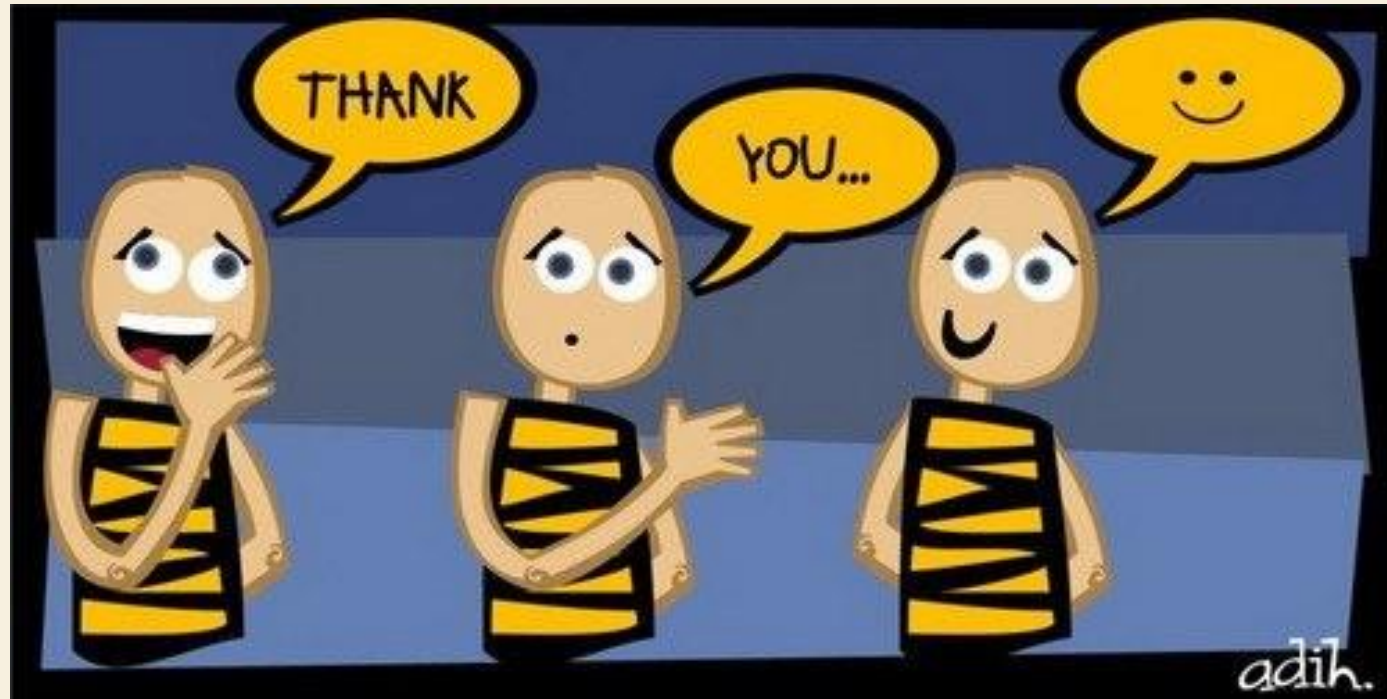
# BUILD A PLAN

Use the handout to organize the accommodations that will be applied to the student assessments during the preview period. *Remember ~ accommodations can only be used if they are in the student's IEP and are used in regular instruction!*

Guiding Questions	My Ideas...
How many students per grade level?	
How many in each grade level use the same accommodations?	
Who will be adapting the assessments during the preview period (you or paras)?	
What is my plan for instruction during the preview period?	
Are my students familiar with one-on-one instruction with me (or other test administrator)?	
Will they be familiar with the change in routine during the testing window?	
If I have another LID teacher on my campus: do we have a plan to work together to share the accommodations process with each other?	
Where will the materials be kept during the preview period?	

Accommodation																			Possible tools
Color or highlight images or text																			
Place color overlays on images or text																			
Photocopy and cut out images or text																			
Pair images or text with photographs, picture representations, or real objects of the same content																			
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																			
Add braille labels to images or provide text in braille																			
Describe images for students with visual impairments																			
Provide images or text on separate paper presented one at a time																			
Cover or isolate images or text until addressed																			
Use routine picture representations for key words in verbal directions to the student																			
Use calculator to arrive at response																			
Reread sections of the text beyond what is included in test administrator instructions																			
Provide structured reminders																			





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