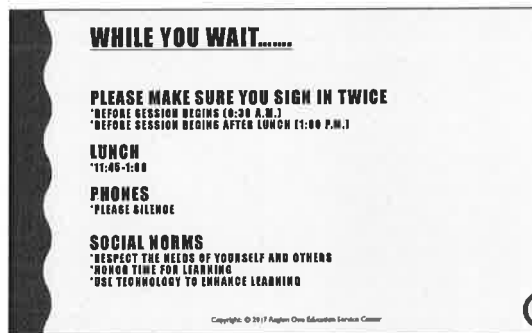


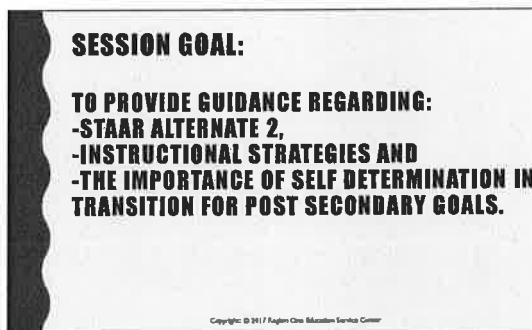
Slide 1



Slide 2



Slide 3



Slide 4

MATERIALS

EDUCATOR GUIDE

TEST ADMINISTRATOR MANUAL

ACCOMMODATIONS HANDOUT

PREVIEW PERIOD PLANNING SHEET

ACCOMMODATIONS EXAMPLES

RELEASED TEST BINDERS

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Slide 5

AGENDA

- Test administration process & procedures
- Accommodations review
- Organization of preview period
- Instructional Strategies
- Texas Transition

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Slide 6

THE BASICS OF STAAR ALT. 2:

- Alternate assessment developed to meet federal requirements of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA).
- Booklet assessment administered during the STAAR Alt. 2 testing window (testing dates not yet available).
- 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

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Slide 10

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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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.

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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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PRESENT

- 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.

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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.

Accommodation Instructions for Stimulus 1b

Direct the student to the house in Stimulus 1b without naming the shapes on the house. The test administrator should not name the shapes on the house.

Stimulus 1b



Pages 18-20

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It is important to read and practice the presentation instructions before administering the assessment, because the instructions vary for each item.

The guidelines for presenting direct and accommodations must be looked up on the test administrator manual and followed as written.

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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 distraction.
- 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.

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★ Ways a Test Administrator Can Assist

- 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

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.

Remaining the student's hand from the circle

After directing him or her to appropriate answer choice, 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.

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Slide 20

COMMUNICATE

Page 19

- 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.
- Students 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, 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," "touch," or "tell me," depending on the needs of a student
 - can also be reworded into a question, but the same words have to be used. For example, "Find the circle" can become "Which is the circle?"

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REPEATING PRESENTATION INSTRUCTION

Page 19

- **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 portions of the presentation instructions without a student request up until the answer choices and "find" statement are given.
 - Reading passages can be read 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 while repeating any part of the instructions or pointing 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 requests 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 presentation.

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Slide 22

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.

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Slide 23

Repeating the Presentation Instructions

Instructions for Reading 2

Read the passage carefully. Answer the questions that follow. You may be asked to read the passage again if you need to.

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—verify area of the stimulus and re-read and restate the instructions and answer choices. Use appropriate wait time.

These instructions can be repeated as needed including reading passages.

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

Reading Instructions

Read the passage carefully. Answer the questions that follow. You may be asked to read the passage again if you need to.

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—verify area of the stimulus and re-read and restate the instructions and answer choices. Use appropriate wait time.

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Presenting Reading Passages

Item 1

Item 2

Item 3

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 test.


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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Slide 25



**Indiana
Education**

Page 16

Test Item—Scoring

Pages 21-23

Scoring:

This question will be scored using **0-1000** scale. Responses to this question will be scored by the computer. The maximum possible score is 1000. A score of 0 indicates that the student did not answer the question correctly. A score of 1000 indicates that the student answered the question correctly. The following information is provided for the scoring of this question.

Answer key: **0-1000** (1000 points)

Scoring Information:

Response	Score
0-1000	1000
1-999	0
1001-1999	0
2000-2999	0
3000-3999	0
4000-4999	0
5000-5999	0
6000-6999	0
7000-7999	0
8000-8999	0
9000-9999	0

Item Description:

This question is a multiple-choice question. The student is asked to select the correct answer from the list of options. The question is worth 1000 points.

Item Content:

The question asks the student to select the correct answer from the list of options. The question is worth 1000 points.

Item Analysis:

The question is a multiple-choice question. The student is asked to select the correct answer from the list of options. The question is worth 1000 points.

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ACCOMMODATIONS

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ACCOMMODATIONS

Page 24

- (ARC) communicates 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 read on one answer choice. It must be read 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 the student can physically access the entire provided materials from throughout the testing session.
 - It is appropriate to use language that encourages the student to try on task.
 - It is not appropriate to add language about the content of the question.

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[illegible]

Slide 29

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.

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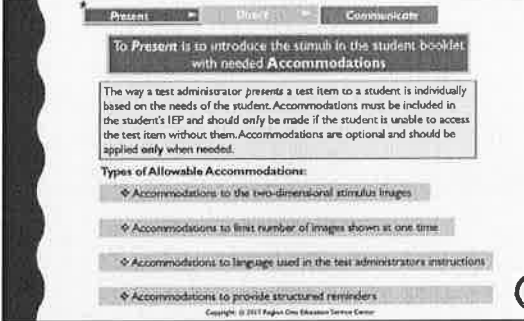
ACCOMMODATIONS: PHOTOCOPYING GUIDELINES

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 scores 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 noncarable shipment after testing.

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Slide 31



Present **Direct** **Communicate**

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

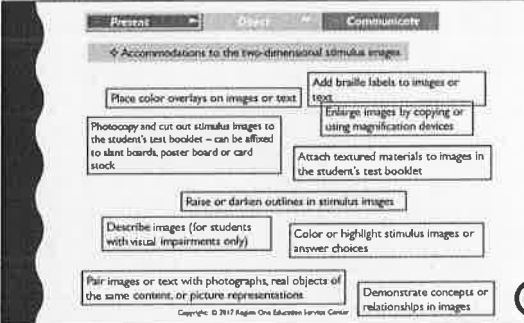
The way a test administrator presents a test item to a student is individually based on the needs of the student. Accommodations must be included in the student's IEP and should only be made if the student is unable to access the test item without them. Accommodations are optional and should be applied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

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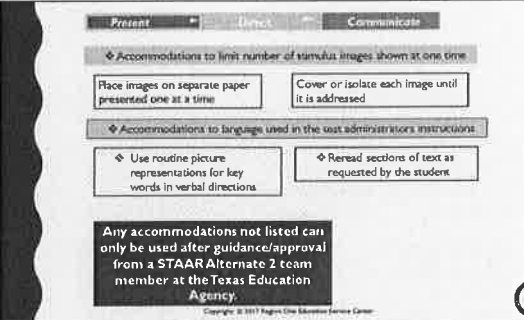
Present **Direct** **Communicate**

◆ Accommodations to the two-dimensional stimulus images

- Place color overlays on images or text
- Add braille labels to images or text
- Photocopy and cut out stimulus images to the student's test booklet – can be affixed to slant boards, poster board or card stock
- Enlarge images by copying or using magnification devices
- Attach textured materials to images in the student's test booklet
- Raise or darken outlines in stimulus images
- Describe images (for students with visual impairments only)
- Color or highlight stimulus images or answer choices
- Pair images or text with photographs, real objects of the same content, or picture representations
- Demonstrate concepts or relationships in images

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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 administrator's 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

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Slide 34

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 10 visible lines. On the left edge, there is a small portion of a binder ring or hole punch reinforcement strip visible.

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PLACE COLOR OVERLAYS ON IMAGES OR TEXT

EXAMPLE:

30 hours

5 hours

3 hours

POSSIBLE TOOLS/IDEAS

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Slide 38

PHOTOCOPY AND CUT OUT IMAGES OR TEXT

CAN BE ADAPTED TO APPROPRIATE PRESENTATION MEDIA

ANYONE, ANYTIME, ANYWHERE, IN THE SAME MANNER AS THEY APPEAR IN THE TEXT, ANIMATE

EXAMPLE: ENGLISH


POSSIBLE TOOLS/IDEAS

The speaker, who is an early child, invites her friend Rudy over to work on homework and have a snack.

The speaker, who likes spending time with Rudy's large family, invites them to visit and enjoy himself by being in the city.

The speaker, who always does her homework when she gets home, goes to study at home or either school on day

- Index cards
- Sentence strips
- Cardboard backing




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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

Anchor is Five Times Stronger Than Blast, Therefore, it is used to make many products, including champagne, bicycle helmets, camping gear, and fire-fighting equipment.



glass champagne bicycle helmet tent fire extinguisher bicycle

POSSIBLE TOOLS/IDEAS

Boardmaker—Symbolizer (symbols on)

- Copy text, open Symbolizer in Boardmaker and paste
- To edit symbols:
 - Make sure Symbolizer 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 to

Slide 40

PAIN IMAGES OR TEXT WITH PHOTOGRAPHS, PICTURE REPRESENTATIONS, OR ON REAL OBJECTS OF THE SAME CONTENT

PHOTOGRAPH, PICTURE, OR REAL OBJECT AS AN AID TO THE STUDENT AS PRACTICE

EXAMPLES:

Teacher is first lines stronger than stars. Therefore it is used to make many products, including skateboards, bicycle helmets, bumper cars, and fire fighting equipment!

Teacher is first lines stronger than stars. Therefore it is used to make

and fire fighting equipment

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POSSIBLE TOOLS/IDEAS

Boardmaker—Symbolizer

• To add photos to Symbol-Finder:

- Find desired image online and save to Pictures folder
- In Boardmaker, open Symbol-Finder (the gear icon):
 - 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

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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:

ENGLISH II

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

POSSIBLE TOOLS/IDEAS

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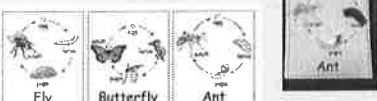
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ATTACH TEXTURED MATERIALS TO IMAGES OR TEXT

EXAMPLES:

Biology

POSSIBLE TOOLS/IDEAS



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Slide 43

Ways a Test Administrator Can Present

Caution - A presentation should allow a student to answer the test questions but not provide an answer to the questions. Students must intentionally respond to the questions 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

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

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Slide 44

Attach textured materials to images or text.

TEST ADMINISTRATORS MAY INCLUDE VARIOUS SENSORY OBJECTS WITH IMAGES OR TEXT.

Texture

Smell

Test

Accommodations

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Slide 45

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

Test items

Picture representations

Tactile accommodations

Real objects

- 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 task item.
- Give the student opportunity for individual tactile exploration and manual tactile exploration with the test administrator before the "find" statement has been given, and during the item presentation.

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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.

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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: Some citizens are unhappy about the litter on the beach. The citizens make a schedule and take turns picking up the trash each week. Eventually the beach is clean from litter.

Accommodations: A photograph of a person picking up trash and a photograph of a trash can.

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Presenting Reading Passages

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 "Read" 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.
- 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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Ways a Test Administrator Can Prevent

- 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 board answer choices must be presented together
- Pair the answer choices with pictures – all images must be equally visible
- Rearrange the answer choices – answer choices can be presented horizontally or vertically; however, must be presented in the same order as the student booklet

in movies
at an animal shelter
on the stage

in movies
at an animal shelter
on the stage

in movies
at an animal shelter
on the stage

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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.

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

- Describe the images in the stimuli – verbal descriptions must be obtained 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 log top 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."

Caution – When providing a student with a verbal description of an image, life is important for the student to be able to identify during the answer key of the teacher. When a student is asked to provide a verbal description and/or commentary outside the student's work on answer to the item, the student:

Example: © 2012 Pearson Education, Inc. All rights reserved.

Slide 52

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 home.

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


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Slide 53

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



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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.

Text Item	Accommodation
	
Spends money	Spends money


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ADD BRAILLE LABELS TO IMAGES OR PROVIDE TEXT IN BRAILLE

POSSIBLE TOOLS/IDEAS

Your student's VI teacher!



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Slide 56

ACCOMMODATIONS/RESPONSE MODES TO A STUDENT WITH A VISUAL IMPAIRMENT

Guidance regarding accommodations that were allowable such as:

- Passing 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

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Slide 67

PROVIDE IMAGES OR TEXT ON SEPARATE PAPER PRESENT ONE AT A TIME

IMAGES MUST BE PRESENTED IN THE SAME ORDER OR CONFIGURATION AS THEY APPEAR IN THE TEST BOX

EXAMPLE:

75 boxes - = 25 boxes per hour

60 boxes - = 20 boxes per hour

75 boxes + = 25 boxes per hour

60 boxes + = 20 boxes per hour

POSSIBLE TOOLS/IDEAS

- Note cards
- Sentence strips

75 boxes + = 25 boxes per hour

60 boxes + = 20 boxes per hour

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COVER OR ISOLATE IMAGES OR TEXT UNTIL ADDRESS

EXAMPLE:

75 boxes + = 25 boxes per hour

60 boxes + = 20 boxes per hour

75 boxes + = 25 boxes per hour

60 boxes + = 20 boxes per hour

POSSIBLE TOOLS/IDEAS

- Note cards
- Sentence strips
- Etc.

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Slide 59

USE CALCULATOR, MANIPULATIVES, OR MATH TOOL

FRACTION PIECES, GEOMETRIC SHAPES, ROUNDED LINES, NUMBER CHARTS, MONEY, DIME-100 BLOCKS, COUNTERS

POSSIBLE TOOLS/IDEAS

ALGEBRA I

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Slide 60

Present **Direct** **Communicate**

To Direct is to Focus your students on the task 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 ruled out.

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Ways to Test Administrative Chn 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*

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Wings of Trust 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

Pointing or touching the answer choices one time with or at appropriate way to direct the student. It would be appropriate to tap, or touch only the correct answer or to tap or touch the correct answer more than once but their answer checks.

Removing the student's hand from the circle when directing him or her appropriately. Leaving the student's hand on the circle after directing and reading answered statements that 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 – mole sure that directing the student does not inadvertently lead into the "find" statements

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★

Why 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**

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Reading

Read the passage and answer the questions.

Passage

How to Build a House

1. First, you need to choose a location for your house. You should look for a place that is safe and has good access to water and food.

Questions

1. What is the first step in building a house?

Answers

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


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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.



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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


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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



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Present

Discuss

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

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Way 1: 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".

Way 2: Communicate the text in the answer choices by pairing the words with pictures/icons to reinforce understanding of the sentence

Way 3: 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?"

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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 TEXT ANNOTATION INSTRUCTIONS CAN BE PROVIDED

EXAMPLE:

Presentation Instructions for Question 2

- Present stimulus and grid.
- Instruct students to read the Communication. This group of students expects one dollar.
- Instruct the student to read each group of items in 50 seconds, without calculating the total value of each group. Communication: **Five dollars, Ten dollars.**
- Communication: **Find the groups of items that have exactly one dollar.**

Look at the...

Circle the...

POSSIBLE TOOLS/IDEAS

- Boardmaker
- Powerpoint
- Google clipart

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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

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✶ Verbal Response Modes

<p>Use of output device to indicate answer when each answer choice is presented individually</p>	<p>Say in sign "yes" or "no" when presented answer choices one at a time and being asked, "Is this the _____?"</p>
<p>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.</p>	<p>Responding A, B, C, or 1,2,3 or with color name – i.e., "Pink," "Blue," or "Yellow." If answer choices are labeled by test administrator</p>
<p>Orally state responses to the teacher's primary language, including when word approximation</p>	
<p>Describe the location of the answer – i.e., "top," "first," or "last"</p>	<p>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</p>
<p>Making a negative vocalization to indicate unmatched object</p>	

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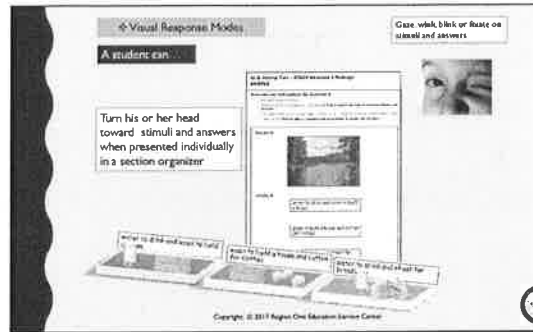
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Physical Response Modes

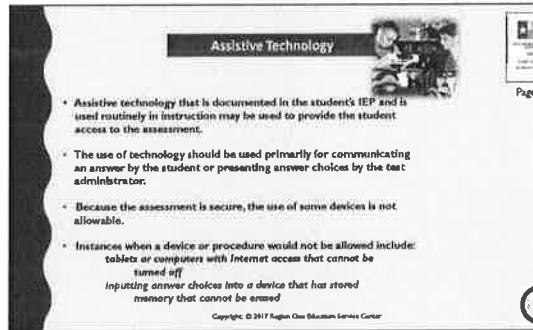
- Pick up an answer when choices are paired with manipulatives by the teacher
~ E.g., "A," "B," or "C" plastic letters
- A student can...
 - Highlight, color, or mark a response
 - Nod, smile, or gesture to indicate "yes" or "no" when presented answer choices one at a time and being asked, "Is this the _____?"
 - 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
- Write or type responses with or without adaptive writing equipment
- Sign the correct answer
- Point to, reach for, or touch an answer
- Touching text as provided in the direction of this answer
- Using eye gaze software
- Clicking to expand options
- Moving cursor around text
- Using eye gaze software
- Using eye gaze software

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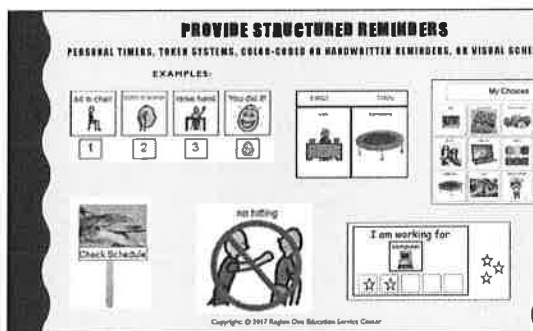
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PRODUCTS SERVICES SOLUTIONS

- www.esc3.net/page/497
- <http://www.esc4.net/specialeducation/low-incidence-disabilities/taan-alternate-2-guides>

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TEXAS TRANSITION – SELF DETERMINATION

- Self Determination: What is it? –
 - Knowledge, skills, attitudes and beliefs a student acquires throughout his or her educational experience (6-12) that enables the student to plan and pursue his or her post secondary goals.
 - The attitudes, abilities, and skills that lead people to define goals for themselves and to take the initiative to reach these goals (Ward, 1998)
- Self determination is the “ultimate goal of education.” (Halloran, 1993)
- <http://www.imdetermined.org/resources/videos/tsp>

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COMPONENTS OF SELF-DETERMINATION

- Decision making
- Choice-making
- Problem solving
- Independent living, risk taking, and safety skills
- Self-observation, evaluation, and reinforcement skills
- Goal-setting and attainment skills
- Self-instruction skills
- Self-advocacy and leadership skills
- Positive self-efficacy and outcome expectancy
- Self-understanding
- Self-awareness


(Wehmeyer, 1999)

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INSTRUCTIONAL BENEFITS OF SELF-DETERMINED STUDENTS

- Leads to improved learning
- Enhanced community participation
- Increased personal responsibility
- Higher self-awareness and self esteem
- Leads to positive post school results
- <http://www.sced.texas.gov/resources/publications/the-next-step-video-and-discussion-guide>



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