1 ☐

STAAR
ALTERNATE 2

WS # 71110

October 26, 2017
Region One ESC – Cameron Room

SPECIAL EDUCATION OFFICE OF SCHOOL IMPROVEMENT, ACCOUNTABILITY & COMPLIANCE

2 ☐

While you wait.......

Please make sure you sign in twice
*Before session Begins (8:30 a.m.)
*before session begins after lunch (1:00 p.m.)

Lunch
*11:30-1:00

Phones
*Please silence

Social Norms
*Respect the needs of yourself and others
*honor time for learning
*use technology to enhance learning

3 ☐ **http://backchannelchat.com/Backchannel/944ee**

4 ☐ **Today's Resources:**

5 ☐ **This training does NOT take the place or reading the appropriate state material**

6 ☐ **Today's Session Goal:**

7 ☐ **Educator Guide**
ACCOMMODATIONS HANDOUT
Accommodations Matrix
Medical Exception Eligibility Requirements
NAAR Eligibility Requirements
Participation Requirements

TELPAS PDLs

8 ☐ **Agenda**

9 ☐ **TOOLS**

10 ☐ **Build a plan**

Use the handouts 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!*

11 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶

   ▶ New Enrollment Collection:
     Oct. 23 – Nov.10, 2017
  ▶ Last Date for Test Administrator Training: March 16, 2018
  ▶ Preview Window:
     March 19-30, 2018
  ▶ Assessment Window:
     April 2-20, 2018
▶ Verification Window:
     April 23 & 24, 2018
▶ All key STAAR Alternate 2 dates are referenced in the Test Administrator Manual (TAM) & District and Campus Coordinator Manual (DCCM)
▶
▪

2 KEY DATES

12 ☐ **STAAR ALTERNATE 2**
2017-2018

1

STAAR Alternate 2 Verification Window

▶ The verification window for STAAR Alternate 2 is:
  April 23 - April 24, 2018.
  The window closes at 7 p.m. (CST) on April 24.
▶ 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.
▶
2 KEY

DATES

13 ☐ **STAAR ALTERNATE 2**
2017-2018

1 Students Who Enroll AFTER April 2, 2018

▶ 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.

▶ Students who transfer within the same district after the first day of the STAAR Alternate 2 testing window still must be tested by the district where the student is enrolled.

▶

2 KEY
DATES

14 ☐

15 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶ COLOR STUDENT BOOKLETS

▶

- Spring 2018: Introduced for the first time
- 2018 will have limited color images
- Exit survey will be utilized to gauge test administrator satisfaction with color format
- TEA will analyze the impact of new format on student performance

▶

2

NEW FEATURES

16 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶ LARGE PRINT STUDENT BOOKLETS

- Spring 2018: Introduced for the first time
- Ordered through the enrollment collection process
- Districts must enter a number to receive large print tests. The count in the Assessment Management System will default to zero
- Number of large print booklets ordered should be based on students who require an accommodation of enlarged text or images

▶

2 NEW FEATURES

17 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶LARGE PRINT STUDENT BOOKLETS

- Spring 2018: Introduced for the first time
- Ordered through the enrollment collection process
- Districts must enter a number to receive large print tests. The count in the Assessment Management System will default to zero
- Number of large print booklets ordered should be based on students who require an accommodation of enlarged text or images

▶
2

NEW
FEATURES

18 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶STAAR Alternate 2 Image Card Sets

- Spring 2018: Introduced for the first time
- One card set per standard size student booklet
- Perforated cards: 4 cards on a 8 ½ X 11 page
- Cards contain the same images that appear in the student test booklet
- Reduces burden on teacher for photocopying and preparation of images
- Photocopying policy has not changed

▶
2 NEW
FEATURES

19 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶STAAR Alternate 2 Image Card Sets

- Test administrators are NOT required to use Image Card sets
- Test administrators should utilize image cards in the same way they previously accommodated the student booklet page
(EXAMPLES)
  ▶ by photocopying and then cutting apart answer   choices in order to present answer choices one at a time, OR
  ▶ by photocopying and then cutting out an image   to pair with text, OR

▶ other accommodations that required photocopying and then making a "card" to assist with test administration.

▪ Image cards will have number stamp on the back to correspond with test items

▶

2 New

Features

20 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶STAAR Alternate 2 Exit Survey

▪ Found in the Assessment Management System
▪ Completed upon submission of all student responses
▪ Final submit button will prompt the survey link
▪ Survey results will guide the test features of future STAAR Alternate 2 development

▶

2 NEW

FEATURES

21 ☐ **STAAR ALTERNATE 2**
2017-2018

1 Materials to be provided to STAAR Alternate 2 test administrators per student include:

▪ one student booklet
▪ one image card set
▪ one scoring document*
▪ one secure STAAR Alternate 2 Test Administrator manual for each grade, subject, or course tested

Return used and unused:

▪ secure STAAR Alternate 2 Test Administrator manuals
▪ student booklets
▪ scoring documents
▪ complete image card sets
▪ photocopies of secure test materials

*scoring document may be found in back of TAM or online through "Resources" tab in Assessment Management System

▶

2 SECURITY

(MATERIALS)

22 ☐ **STAAR ALTERNATE 2**
2017-2018

1 Translated Student Materials

- New field
- Test Details screen in the Assessment Management System (above the score code and accommodation fields)
- Field collects data on the number of STAAR Alternate 2 assessments being translated into a language other than English
- The default is "NO"
- New field will also be added to STAAR Alternate 2 Scoring Document so that it matches new field in online form

▶

2 Online

Transcription

23 ☐ **STAAR ALTERNATE 2 RESOURCES REVISED**

24 ☐ **STAAR ALTERNATE 2 2017-2018**

1 Revised Medical Exception Form

2 MEDICAL EXCEPTION FORM

25 ☐ **STAAR ALTERNATE 2 2017-2018**

1 Revised Medical Exception Form

2 MEDICAL EXCEPTION FORM

26 ☐ **STAAR ALTERNATE 2 2017-2018**

Revisions to Vertical Alignment and Curriculum Framework

▶ Math grade 4, RC3, 4.7, page 22:
▶ Added PK skill V.E.1
▶ Classification and patterns skills
▶ • sort objects that are the same and different into groups and use language to describe how the groups are similar and different

27 ☐ **STAAR ALTERNATE 2 2017-2018**

1 ▶ Math grade 8, RC3, 8.8, page 25-26:
▶ Added K.7.A and K.7.B
▶ Measuring Length, Area, Volume, and Weight/Mass
▶ • compare two objects with a common measurable attribute to see which object has more

of/less of the attribute and describe the difference

▶ • give an example of a measurable attribute of a given object, including length, capacity, and weight

▶

▶Added PK skill V.E.1

▶Classification and patterns skills

▶ • sort objects that are the same and different into groups and use language to describe how the groups are similar and different

2 Revisions to Curriculum Framework and Vertical Alignment Documents

28 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶

▶Algebra RC4, A.6, page 26; RC4 A.7, page 29; RC4, A.8, page 34; and RC5, A.9, page 39:

▶Added 6.7A

▶*Determining and Simplifying Numeric and Algebraic Expressions*

▶• generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization

2 Revisions to Curriculum Framework and Vertical Alignment Documents

29 ☐ **STAAR ALTERNATE 2**
2017-2018

1 STAAR Alternate 2 Student Report Card

- Formerly known as "Confidential Student Report"
- The individual student report card will show performance data for each student on the subject-area tests
- Resources will be included for parents of students with significant cognitive disabilities
- More specific details will be sent out through email communication in the Spring.

2 Reporting

30 ☐ **STAAR ALTERNATE 2**
2017-2018

1 • STAAR Alternate 2 assessments are administered in the subject/course in which the student is enrolled.

-

-

- Above grade testing is not allowed on STAAR Alternate 2 (for example, students who are enrolled in 8th grade taking STAAR Alternate 2 may not be assessed in Algebra I in 8th grade)
- Students who meet eligibility for STAAR Alternate 2 would be not have an instructional level that would allow for above grade instruction.

(Change of language will be reflected in 18-19 Participation Requirements)

2 ELIGIBILITY

(**NOT NEW)

31 ☐ **STAAR ALTERNATE 2**
2017-2018

1 Web postings
  - STAAR Alternate 2 Educator Guide
  - Revised Medical Exception Eligibility Requirements (English & Spanish)
  - Instructional Terms Lists
  - Essence Statements: Oct. 20
  - STAAR Alternate 2 Test Blueprints: Oct. 20
  -

2 STAAR Alternate 2
TEA Webpage

32 ☐ **Every Student Succeeds Act**

33 ☐ **STAAR ALTERNATE 2**
2017-2018

1 Previous 1% Rule

▶ No Child Left Behind (NCLB) stated that all students in public schools must be included in the statewide accountability system and defined alternate assessments as appropriate for the most significantly cognitively disabled (MSCD) students.
▶ NCLB put parameters around the definition and on the number of MSCD students who can be counted as proficient in a state's adequate yearly progress (AYP) calculations.

2 ESSA
IMPLICATIONS FOR ELIGIBILITY

34 ☐ **STAAR ALTERNATE 2**
2017-2018

1 Reauthorization of ESEA

  - Elementary and Secondary Education Act of 1965 (ESEA) amended
  - enacted December 2015
  - Every Student Succeeds Act (ESSA):
  In an effort to make assessments ... inclusive of all students, the ESSA imposed a cap to limit, to 1.0 percent of the total number of students who are assessed in a State in each assessed subject, the number of students with the most significant cognitive disabilities whose performance may be assessed with an alternate assessment aligned with alternate academic achievement standards

2 ESSA
IMPLICATIONS FOR ELIGIBILITY

35 ☐ **§ 200.6(c) ALTERNATE ASSESSMENTS ALIGNED WITH ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (AA-AAAS)**

Revised 1% Rule: The total number of students assessed using AA-AAAS may not exceed 1.0% of the total number of students in the State who are assessed in a subject.

Currently in Texas: The average number of students assessed using AA-AAAS is around 1.24% of the total number of students in the State who are assessed in a subject.

▶

36 ☐ § 200.6(c) ALTERNATE ASSESSMENTS ALIGNED WITH ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (AA-AAAS) - Waiver Request

▶As a result, Texas is seeking a waiver from this requirement pursuant to section 8401(b) of the ESEA, as amended by the ESSA. Specifically, Texas is requesting a limited waiver of section 1111(b)(2)(D)(i)(I), of the ESEA, as amended by the ESSA, so that the state's assessment system may have slightly more than 1.0 percent of students taking the AA-AAAS during the 2017–2018 school year.

▶

37 ☐ STAAR ALTERNATE 2
2017-2018

[1] ▪ A state may not prohibit a district from assessing more than 1.0 percent of its assessed students with an AA-AAAS.
▪ In order to complete the waiver request, LEAs will be required to submit information justifying the need of the LEA to assess more than 1.0% of its assessed students with STAAR Alternate 2.
▪ LEAs will provide assurances that each LEA that will assess more than 1.0% of students using an AA-AAAS has followed all State guidelines and that each LEA will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.
▪ States will make the information submitted by an LEA publicly available.

[2] WAIVER REQUEST FOR STAAR ALTERNATE 2

38 ☐ STAAR ALTERNATE 2
2017-2018

[1] How to submit:
▪ 10/20/2017: LEAs will receive a letter of notification indicating that based on 2016-2017 data the LEA assessed more than 1.0 percent of its assessed students with STAAR Alternate 2.
▪ 10/20/2017: Waiver document will be posted to the STAAR Alternate 2 Webpage.
▪ 11/17/2017: Districts complete waiver document and submit to TEA signed and dated by the Superintendent of the school district or the Chief Administrative Official of the charter school.
▪ Notification letter will list the unique email address to be used for submission of waiver document

[2] WAIVER REQUEST FOR STAAR ALTERNATE 2

39 ☐ STAAR ALTERNATE 2
2017-2018

[1] 2018-2019 REVISED Participation Requirements

▪ As part of the waiver process, TEA will be updating   its participation guidelines for STAAR Alternate 2.
▪ Developed based on input from STAAR Alternate 2 Advisory Council, TEA Special Populations

division, Special Education experts in the field
- Effective upon release (December, 2017) to be used for Spring, 2019 ARD assessment decisions
- Training for the revised participation requirements will be provided to LEAs

2 ELIGIBILITY

40 **STAAR ALTERNATE 2**
2017-2018

1 2018-2019 Flow Chart to Accompany Participation Requirements

- Developed based on input from STAAR Alternate 2 Advisory Council, TEA Special Populations division, Special Education experts in the field
- Effective upon release (December, 2017) to be used for Spring, 2019 ARD assessment decisions
- Flow chart is a simple graphic to help understand the new participation requirements
- Flow chart intended to help parents understand eligibility for STAAR Alternate 2

2 ELIGIBILITY

41 **Alternate English Language Proficiency Assessment**

42 **STAAR ALTERNATE 2**
2017-2018

1 § 200.6(h) ENGLISH LANGUAGE PROFICIENCY (ELP) TESTS

If an English learner (EL) cannot be assessed in one or more domains due to a disability, and there is no appropriate accommodation, a State must assess the student's English language proficiency based on the domains that can be assessed.
> (e.g., a non-verbal English learner who because of an identified disability cannot take the speaking portion of the assessment)

A State must provide an alternate assessment for English learners with significant cognitive disabilities who cannot participate in the ELP test even with appropriate accommodations.

2 ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

43 **STAAR ALTERNATE 2**
2017-2018

1 Each State must
- develop a uniform, valid, and reliable statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills; and
- require each LEA to use such assessment to assess annually the English language proficiency, including reading, writing, speaking, and listening skills, of all English learners in kindergarten through grade 12 in schools served by the LEA.

2 ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

44 **STAAR ALTERNATE 2**
2017-2018

1 Each State's language proficiency assessment must
- be aligned with the State's English language proficiency standards and

- provide coherent and timely information about each student's attainment of the State's English language proficiency standards

2 ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

45 ☐ STAAR ALTERNATE 2
2017-2018

1 ▶ Texas is creating a holistic inventory to assess English language proficiency
- to satisfy the Alternate ELP assessment requirement for students with the most significant cognitive disabilities (SWMSCD)
- to reduce exemptions from specific language domains on the general TELPAS

2 ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

46 ☐ STAAR ALTERNATE 2
2017-2018

1 ▶ Why a Holistic Inventory?

- Sensitive to the needs of SWMSCD
  - More accessible to students who have difficulty interacting with test items even with appropriate modifications and accommodations applied.
- Limit additional burden on the field
  - HB 5, 83rd Legislative Session, 2013
- Common form of evaluation used by special educators
  - Speech language inventories, adaptive behavior inventories, etc.

2 ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

47 ☐ STAAR ALTERNATE 2
2017-2018

1 ▶ Holistic Inventory
▶ The inventory requires test administrators, based on their knowledge of a student's English language skills over a period of time
- to make holistic judgments,
- across all four domains of English language proficiency (listening, speaking, reading, writing), and
- using alternate ELP-aligned rubric.

2 ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

48 ☐ Projected Participants

▶ 2016 data: approximately 4,590 students identified as limited English Proficient (LEP) took STAAR Alternate 2 in grades 3-EOC.
▶ A very small number of students who meet the requirements of No Authentic Academic Response (NAAR) or Medical Exceptions (ME) will not participate in either TELPAS (K-1) or the Alternate TELPAS (2-12).
▶ Alternate eligibility will be a new requirement for ARD/LPAC committees to decide prior to Spring 2019 of a student's 2nd grade year.

49 ☐ STAAR ALTERNATE 2
2017-2018

1 ▶ Draft Alternate PLDs
  ▶ Reason for alternate proficiency level descriptors (PLDs)?
  ▪ Due to a significant cognitive disability, the current
  ▶ advanced or advanced high levels would be
  ▶ unattainable for SWMSCD because general TELPAS
  ▶ PLDs are aligned with grade-level expectations.
  ▪ In order to provide meaningful data for teachers,
  ▶ the alternate PLDs will be a more meaningful measurement of
  ▶ English language proficiency for SWMSCD.
  ▪ Five English language proficiency levels
  ▪ Spring/Summer educator groups will provide further feedback on alternate PLDs
2 ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

50 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶ Cognitive Lab – Late Spring 2018
  ▶ Purpose:
  ▪ Means of measuring TEST ADMINISTORS' mental processes through the use of a think aloud protocol
  ▪ Flexible procedure that can be catered to the specific situation and activity for unique student populations
  ▪ Gather data to inform development of observation criteria
2 ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

51 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶ Cognitive Lab – Late Spring 2018
  ▶ Procedure:
  ▪ Robust participation by LEAs will help to combat small sample size of students
  ▪ LEAs volunteer test administrators who are familiar with ELs who are also assessed with STAAR Alternate 2
  ▪ Test administrators conduct a sample holistic inventory with a reduced number of indicators
  ▪ TEA/Pearson staff conduct interview sessions with test administrators
  ▪
  ▪
2 ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

52 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶ Intended Outcomes
  ▶
  ▪ Real-time observation of student interactions with item types and the accommodations that are required
  ▪ Collection of valuable educator knowledge of unique needs of student population to inform the test content and procedures

- A cadre of test administrators who will help guide the alternate language proficiency assessment development process required for ELs with significant cognitive disabilities.
- Results that inform implications for future testing of ELs with significant cognitive disabilities
- Protocol that will inform assessment and instruction of ELs with significant cognitive disabilities

2 ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

53 ☐ **STAAR ALTERNATE 2**
2017-2018

1 ▶ How to Apply?

LEAs will receive a letter from TEA soliciting districts to participate in the cognitive lab:
- including the proposed calendar for completing cognitive lab activities and
- describing the procedures for districts who will volunteer to participate.
-

Thank you for your participation in this exciting opportunity to inform Texas' first language proficiency assessment created specifically for ELs with significant cognitive disabilities!

▶

2 ALTERNATE LANGUAGE PROFICIENCY ASSESSMENT

54 ☐ **Educator Committees**

We need you to nominate qualified educators from your school or district, to serve on statewide committees who will review test questions or participate in other test development activities related to the state assessments.

A great way to inform test development for students with significant cognitive disabilities!

55 ☐

▶

▶ Go to:

▶ http://tea.texas.gov/student.assessment
- Click on Student Assessment A-Z Directory
- Scroll down and
- Click on Educator Committees
- Complete online form

56 ☐ **The Basics of STAAR Alternate 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

▶

▶

▶ 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

▶

▶

▶

57 ☐

▶Participation Requirements
  ▶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

▶

58 ☐ **Definition : SWMSCD/MSCD (Student With Most Significant Cognitive Disability)**

▶Defined by the Individuals with Disabilities Education Act (IDEA) as "significantly subaverage general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance." There are two key components within this definition: a student's IQ and his/her capability to function independently, usually referred to as adaptive behavior.

▶The determination of severe cognitive disability is an ARD committee responsibility and is not linked to a specific disability. The student must have a documented cognitive disability that affects intellectual potential. Traditionally, this includes students with severe to profound cognitive impairments or intellectually disabled (ID). They may also have additional significant disabilities, including physical impairments, sensory losses, behavior problems, and a variety of medical problems. Students with severe cognitive disabilities may exhibit a wide range of characteristics, depending on the combination and severity of disabilities and the students age, that may include, but are not limited to, the following.

  ▶Limited speech or communication;
  ▶Difficulty in basic physical mobility;
  ▶Tendency to forget skills through disuse;
  ▶Trouble generalizing skills from one situation to another; and/or
  ▶A need for support in major life activities (e.g., domestic, leisure, community use, vocational).

▶Students with severe cognitive disabilities and multiple disabilities typically require an intensive individual education program of special education services that includes specially

designed instruction, related services, assistive technology, school health services, and/or other services required for the provision of a free appropriate public education. Although services are frequently provided in a self-contained instructional setting, they may also include activities in other academic and non-academic inclusive settings. A multi-disciplinary team consisting of the student's parents, educational specialists, and medical specialists in the areas in which the student demonstrates problems should work together to plan and coordinate necessary services. http://www.esc11.net/site/Default.aspx?PageID=1245

▶

59 ☐ Definition: LDA (Least Dangerous Assumption)

▶ *"...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults." Anne Donnellan, 1984 as quoted by Cheryl Jorgensen, 2005.*

▶

60 ☐ Rationale: LDA

▶ Human intelligence is a multi-faceted construct rather than a uni-dimensional characteristic.

▶ Most students with significant disabilities have difficulty communicating and assessments of their "I.Q." are seriously flawed.

▶ Research shows that a growing number of children and adults labeled "retarded" show they are more capable when they have the means to communicate.

▶ To presume "incompetence" could result in harm to our students if we are wrong.

▶ Even if we are wrong about students' capacities to learn in general education curriculum content, the consequences to the student of that incorrect presumption are not as dangerous as the alternative.

> ▶ Jorgensen & McSheehan, TASH 2004

61 ☐ Definition: LRE (least restrictive environment)

▶ In the U.S. Individuals with Disabilities Education Act (IDEA), least restrictive environment (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.

62 ☐ Q: Who is authorized to sign the STAAR Alternate 2 participation requirement form?

63 ☐ Participation Requirements

▶ Justification:

▶ "The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including but not limited to current IEP, PLAAFP statements, goals or objectives, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIEs), standardized achievement results, and classroom, district and state assessment results."

64 ☐ Justification Examples:

▶ Based on Amy's most current FIE, her full scale IQ falls below 70, indicating a limitation in intellectual functioning. Adaptive behavior scales indicate significant deficits in the following domains: self-care, socialization, and communication skills.

▶

▶Amy has difficulty attending to tasks and requires numerous redirections to stay focused. When in a large group for instruction, Amy is easily distracted and does not process language well. Her expressive language delays make it difficult for Amy to express her needs in a large group. Because of this, Amy requires specialized instruction in a small group setting for academic skills.

65 ☐ **Key Components: ARD Committee responsibilities**

> ▶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.

> ▶

66 ☐ **Key Components: ARD Committee responsibilities**

67 ☐

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

▶

68 ☐

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.

▶

69 ☐

▶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.

70 ☐

Documentation that supports NAAR decision

71 ☐

▶ Each question measures a targeted prerequisite skill.
▶ Each essence statement has four questions that form a cluster and test a common skill or concept of varying levels of difficulty.
▶ Six clusters comprise a test resulting in 24 questions per test.
▶ The range of abilities of students is factored in across all questions within a cluster.

72 ☐

▶ The four questions are scaffolded based on the grade level of the prerequisite skill, the difficulty of the skill, and what the student is being asked to do.
▶ Each of the question types within a cluster vary in difficulty from question to question and essence statement to essence statement.
▶ The first question is always the easiest of the four questions in the cluster, moving to the last and most cognitively complex question.
▶ The cluster design requires the student to make six concept transitions throughout the test.
▶

73 ☐

74 ☐

75 ☐ **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.

▶ Accommodations must be provided uniformly across answer choices so that a correct answer is
not emphasized.
▶
▶

76 ☐

77 ☐ **direct**

17

▶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*
    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
▶
▶
▶
▶
▶

78 ☐

▶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
▶

79 ☐ **communicate**

▶Indicates bold text that must be shared with the student exactly as written. A test administrator can communicate with a student in may 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.
▶

80 ☐

▶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?"

▶

81 ☐ **Repeating presentation instructions**

▶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.

▶

▶

▶

▶

▶

▶

▶

82 ☐ **Repeating presentation instructions**

▶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.

▶

▶

83 ☐

84 ☐

85 ☐ **accommodations**

86 ☐ **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).

87 ☐

> ▶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.
> ▶

88 ☐ **Student Responses**

> ▶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.

89 ☐ **Accommodations: Photocopying guidelines**

> ▶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.

90 ☐

> ▶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

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.

▶

91 ☐

92 ☐

93 ☐

94 ☐ **Color or highlight images or text**

1 Possible tools/ideas

2 ▶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

▶

▶

3 ▶Copy (ies) of each test!

▶

▶Highlighters

95 ☐ **Color or highlight images or text**

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

2 ▶outlining or highlighting images;

▶coloring images (partially or completely);

▶highlighting, underlining and circling text.

▶

▶

▶

▶

96 ☐ **Place color overlays on images or text**

Test administrators may create visual contrast in images or text by

—

—Providing transparent, tinted overlays;

—

—

—Using high-contract or colored backgrounds to present text and images.

—
—

Test may not be scanned

97 ☐ **Place color overlays on images or text**
Possible tools/ideas

98 ☐ **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
1. Possible tools/ideas
2. ▶Index cards
   ▶Sentence strips
   ▶Cardboard backing
   ▶

99 ☐ **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
1. Possible tools/ideas
2. 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

   ▶

100 ☐ **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
1. Possible tools/ideas
2. 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

101 ☐ **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

1 Possible tools/ideas
2

102 ☐

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
▶
▶

103 ☐

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.
▶
▶

104 ☐

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.

105 ☐ **Attach textured materials to images or text**

Possible tools/ideas

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

—

—Texture

—

—

—

—

—

—Smell

▶

107 ☐ **Raise or darken the outline in images or text**
    ▶Increasing the weight of lines in images or text; or
    ▶Applying texture enhancers such as puff paint, fabric, yarn, etc.

108 ☐

**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
▶

109 ☐ **Raise or darken the outline in images or text**
Possible tools/ideas

110 ☐ **Enlarge images or text
magnification devices, photocopying, or computer magnification programs can be used**
Possible tools/ideas

111 ☐ **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

▶

112 ☐ **Enlarge images or text**

➢ 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.

▶

113 ☐ **Add braille labels to images or provide text in braille**

1 Possible tools/ideas
2 Your student's VI teacher!!

114 ☐ **Accommodations/Response Modes to a student with a Visual Impairment**

1 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

▶

2 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

115 ☐ **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

1 Possible tools/ideas
2 ▶ Note cards
▶ Sentence strips

▶

116 ☐ **Cover or isolate images or text until addressed**

1 Possible tools/ideas
2 ▶ Note cards
▶ Sentence strips
▶ Etc.

117 ☐ **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

1 Possible tools/ideas
2 ▶ Boardmaker
▶ Powerpoint
▶ Google clipart/images

118 ☐ **Use calculator, manipulatives, or math tools**

fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, counters

Possible tools/ideas

119 ☐ **Provide structured reminders**
personal timers, token systems, color-coded or handwritten reminders, or visual schedules

120 ☐

121 ☐

122 ☐

123 ☐

124 ☐

125 ☐

126 ☐

127 ☐

128 ☐

129 ☐

130 ☐

131 ☐

132 ☐

133 ☐

134 ☐

135 ☐

136 ☐

137 ☐

138 ☐ **Preview window:**
March 19th-30th

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

139 ☐

140 ☐

141 ☐

142 ☐

143 ☐ **Test Administrators**

144 ☐ **Reread sections of the text beyond what is included in test administrator instructions**
Possible tools/ideas

145 ☐ **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!*

146 ☐ **Gracie Avalos**
Region One ESC
(956) 984-6253
gavalos@esc1.net