## Test Design

**Educator Guide**

Page 9

- ▶ 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.

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## Test Design

**Educator Guide**

Page 9

- ▶ 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.

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**Test Design**

Educator Guide

Pages 10-13

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 organism.

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

© 2017 Region One Education Service Center, School Improvement, Accountability and Compliance
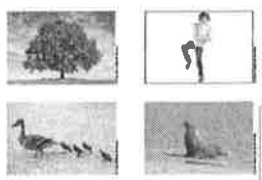
Region One

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**Test Design**

Educator Guide

Pages 10-13

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

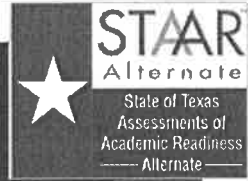Both plants and animals need nutrients, water, and [         ] to survive.

Stimulus 16b

| shelter | soil | air |

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## present:

STAAR
Alternate
State of Texas
Assessments of
Academic Readiness
—— Alternate ——

▶ 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.

Page 18

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

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### Present: Instructions

STAAR
Alternate
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—— Alternate ——

- 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.
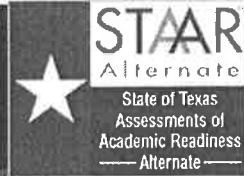- *Communicate:* Find the living organism.

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.

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## direct

**STAAR**
Alternate
State of Texas
Assessments of
Academic Readiness
—— Alternate ——

► 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

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

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## direct

**STAAR**
Alternate
State of Texas
Assessments of
Academic Readiness
—— Alternate ——

► 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.

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## communicate

**STAAR**
Alternate
State of Texas
Assessments of
Academic Readiness
— Alternate — —

▶ 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

Page 19

▶ The information in this text cannot be paraphrased, simplified, or shortened.

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## communicate

**STAAR**
Alternate
State of Texas
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Academic Readiness
— Alternate —

▶ 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?"

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# Repeating presentation instructions

**STAAR** Alternate
State of Texas Assessments of Academic Readiness — Alternate —
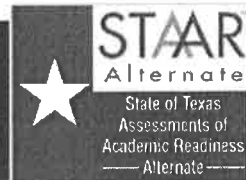
▶ **Any Time During the Administration**
  ▶ Students can be directed back to the stimulus in the **cluster** any time if the student loses focus.
  ▶ Students can be provided verbal encouragement to stay focused.
  ▶ Students can request to have information repeated.

Pages 19 & 20

▶ **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.

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# Repeating presentation instructions

**STAAR** Alternate
State of Texas Assessments of Academic Readiness — Alternate —

▶ **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.

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Repeating the Presentation Instructions

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

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accommodations

STAAR Alternate

State of Texas Assessments of Academic Readiness — Alternate —

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## accommodations

**STAAR**
Alternate
State of Texas
Assessments of
Academic Readiness
— Alternate —

▶ (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.

Page 24

▶ Accommodations may only be used if they are routinely provided in classroom instruction and listed in the student's individualized education program (IEP).

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## accommodations

**STAAR**
Alternate
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Assessments of
Academic Readiness
— Alternate —

▶ 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.

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## 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.

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## 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.

© 2017 Region One Education Service Center, School Improvement, Accountability and Compliance
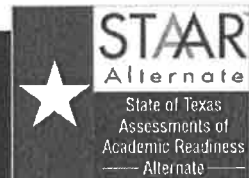
## Accommodations: Photocopying guidelines

STAAR
Alternate
State of Texas
Assessments of
Academic Readiness
— Alternate —

▶ 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.

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| Present ▷ | Direct ▷ | Communicate |

STAAR
Alternate
State of Texas
Assessments of
Academic Readiness
— Alternate —

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

**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

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Present ▶ Direct ▶ Communicate

❖ Accommodations to the two-dimensional stimulus images

Add braille labels to images or text

Place color overlays on 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

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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 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.

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# 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: US HISTORY



NO MORE TAXES

Possible tools/ideas

▶ Copy (ies) of each test!

▶ Highlighters

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# 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.



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.

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## 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 Item                     Accommodation



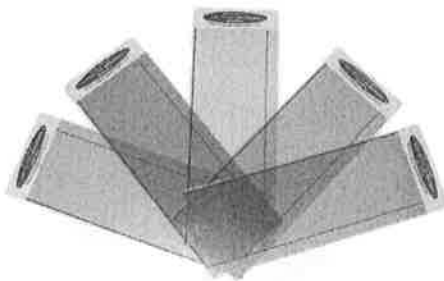*Test may not be scanned

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## Place color overlays on images or text

EXAMPLE        Algebra I

| 30 hours | 5 hours | 3 hours |



Possible tools/ideas

| 30 hours | 5 hours | 3 hours |

| 30 hours | 5 hours | 3 hours |

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## 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 ENGLISH I

Possible tools/ideas

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.

► 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

Possible tools/ideas

ENGLISH II

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.

5 X
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.

5
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.

**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

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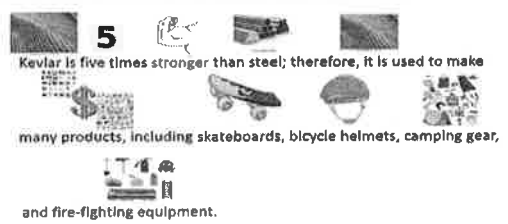
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## Pair images or text with photographs, picture representations, or real objects of the same content

photographs, pictures, or real objects must be as close to the original as possible

EXAMPLES:

Possible tools/ideas:

ENGLISH II

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.



**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

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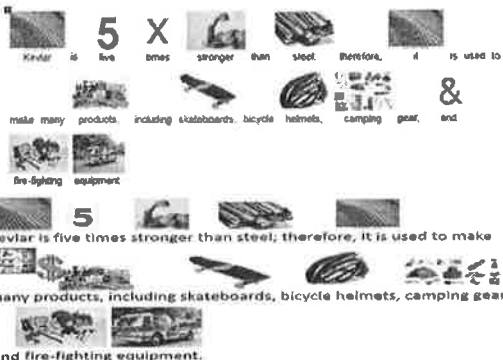
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## Pair images or text with photographs, picture representations, or real objects of the same content

photographs, pictures, or real objects must be as close to the original as possible

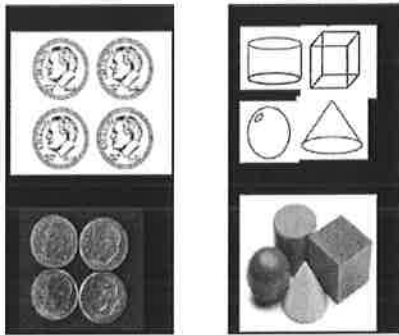Possible tools/ideas:

**EXAMPLES:**

ENGLISH II

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



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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.

  ▶ 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

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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.

Accommodations

### 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.

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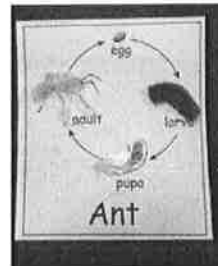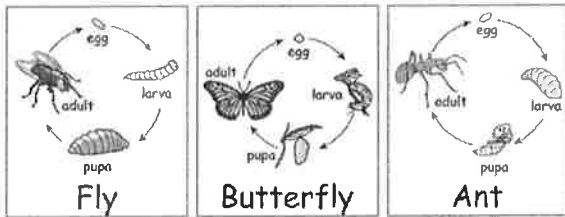Region One

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## Attach textured materials to images or text

**EXAMPLES:**

Biology
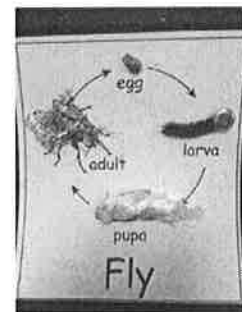


Fly

Butterfly

Ant

Possible tools/ideas

Ant

Fly

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## Attach textured materials to images or text

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

Test

Accommodations

Texture

– Smell

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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.

The girl is at the park flying a kit.

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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



# 1 2 3 4 5 6 7 8 9 0

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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.

Possible tools/ideas:

Powerpoint

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

Dark marker

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

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.

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## 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

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.

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## 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.

Test 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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## 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

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## 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:

Possible tools/ideas

Algebra

75 boxes ÷ [ ] = 25 boxes per hour

60 boxes ÷ [ ] = 20 boxes per hour

75 boxes ÷ [ ] = 25 boxes per hour

60 boxes ÷ [ ] = 20 boxes per hour

- ▶ 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 addressed

EXAMPLE:

**6th Math**

75 boxes ÷ [ ] = 25 boxes per hour

60 boxes ÷ [ ] = 20 boxes per hour

60 boxes ÷ [ ] = 20 boxes per hour

75 boxes ÷ [ ] = 25 boxes per hour

Possible tools/ideas

- ▶ Note cards
- ▶ Sentence strips
- ▶ Etc.

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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 test administrator instructions can be provided
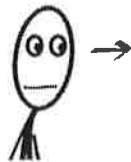
EXAMPLE:

**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.**
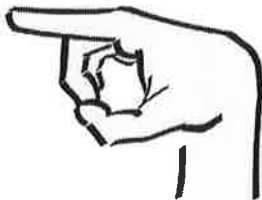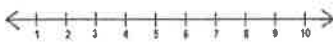
Point to...

Look at the...

Circle the...

Possible tools/ideas

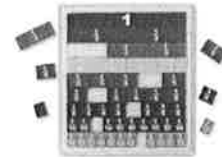- ▶ Boardmaker
- ▶ Powerpoint
- ▶ Google clipart/images

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**Use calculator**, manipulatives, **or math tools**
fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, counters

Possible tools/ideas

ALGEBRA I

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

EXAMPLES:

| sit in chair | listen to lesson | raise hand | You did it! |
|---|---|---|---|
| 1 | 2 | 3 | |

FIRST — THEN
work — trampoline

My Choices

I am working for
computer

no hitting

Check Schedule

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## 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*

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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## 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*

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

in movies
at an animal shelter
on the stage

in movies
at an animal shelter
on the stage

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

Stimulus 3a

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.

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## Ways a Test Administrator Can *Present* reading passages

Item 1 — Dogs on Stage
This dog was trained to do tricks for a show on a stage in front of many people.

Item 2 — Sandy was the name of the dog in the show about a girl named Annie. This dog was Sandy for seven years.

Item 3 — 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 4 — 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.

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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## Ways a Test Administrator Can *Present* 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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Present ► Direct ► Communicate

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

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.*

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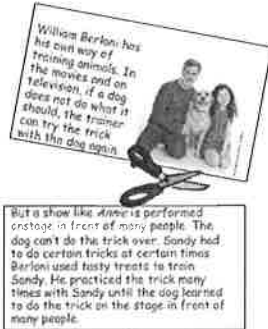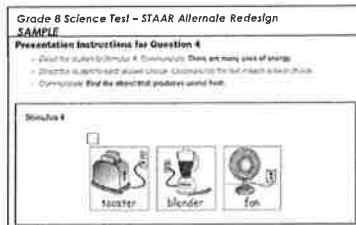
- Direct the student to each answer choice one at a time by using a card with a window to isolate the options – *all answer choices must be isolated for an equal amount of time*



Grade 7 Writing Test – STAAR Alternate Redesign SAMPLE

toward

below

under

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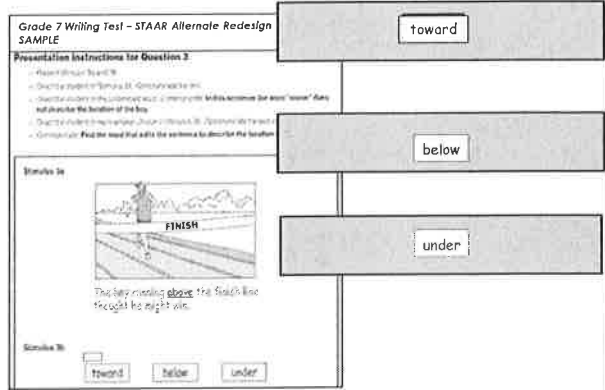
## Ways a Test Administrator Can

- *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.

Grade 8 Science Test – STAAR Alternate Redesign SAMPLE

Grade 3 Mathematics– STAAR Alternate Redesign SAMPLE
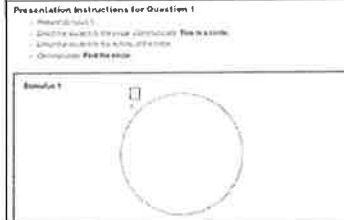
Removing the student's hand from the circle after directing him or her is appropriate. Leaving the student's hand on the circle after directing and reading the "find" statement is not appropriate. In this instance, the student did not give an intentional response to the stimuli.

- *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*

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## 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*



**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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| 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

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

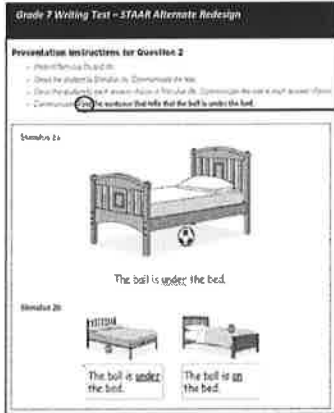Pair text with picture icons so that the student can follow along as the text is read

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

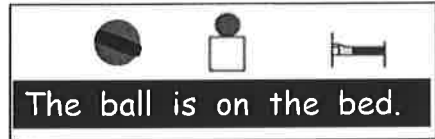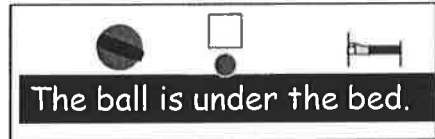Turn the "find" statement into a question

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## 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".*



- 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?"*

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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

❖ visual

physical

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## ❖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"

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*

Making a negative vocalization to indicate unmatched object

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## ❖Physical Response Modes

A student can. . .

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

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

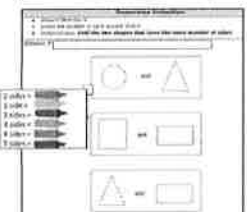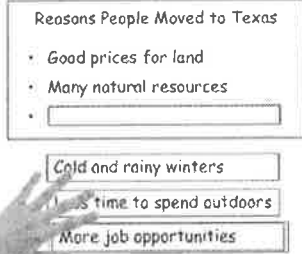Manipulate words, sentences, or sections of an answer choice

Place an adhesive note on the correct answer

Write or type responses with or without adaptive writing equipment

Reasons People Moved to Texas

· Good prices for land
· Many natural resources
· 

Sign the correct answer

Point to, reach for, or touch an answer

Cold and rainy winters

time to spend outdoors

More job opportunities

Nodding head to gesturing in the direction of the answer

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❖ 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