

TEST ADMINISTRATOR MANUAL



2018

STAAR Alternate 2

Non-Secure Front Matter

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Contact Information and Resources

Contact Information	
For questions about	Contact
testing policies, test administration procedures, and accommodations	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: assessment.specialpopulations@tea.texas.gov
accessing and navigating the Texas Assessment Management System, online testing technical concerns or issues, and test materials	Pearson's Customer Service Center Telephone: 800-627-0225 Online Form: Go to http://tx.pearsonaccessnext.com and select Pearson Customer Support Form under "Contact Us."
General Information Resources	
For general information related to	Access
the student assessment program	http://tea.texas.gov/student.assessment/
STAAR Alternate 2	http://tea.texas.gov/student.assessment/special-ed/staaralt/
online testing technology information	http://www.texasassessment.com/administrators/technology/
Resource Materials	
Reference materials available online include the	Located at
<i>2018 District and Campus Coordinator Manual</i>	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>2018 Test Security Supplement</i>	http://tea.texas.gov/student.assessment/security/
STAAR Alternate 2 Accommodation Resources	http://tea.texas.gov/student.assessment/special-ed/staaralt/
Calendar of Events	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>Educator Guide to STAAR Alternate 2</i>	http://tea.texas.gov/student.assessment/special-ed/staaralt/
Oaths	http://tea.texas.gov/student.assessment/security/oaths/
Online Incident Report	http://tea.texas.gov/student.assessment/security/incidents/
STAAR Alternate 2 Materials Control Form	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR Alternate 2 Released Tests	http://tea.texas.gov/Student_Testing_and_Accountability/Testing/STAAR_Alternate/STAAR_Alternate_2_Released_Test_Questions/
STAAR Alternate 2 Scoring Document	https://tx.pearsonaccessnext.com
STAAR Alternate 2 Vertical Alignment, Curriculum Framework, and Essence Statement Documents	http://tea.texas.gov/student.assessment/special-ed/staaralt/
Test Security	http://tea.texas.gov/student.assessment/security/
<i>STAAR Alternate 2 Assessment Management System User's Guide</i>	https://tx.pearsonaccessnext.com
Texas Administrative Code	http://ritter.tea.state.tx.us/rules/tac/
Texas Education Code	http://www.statutes.legis.state.tx.us/?link=ED

Key STAAR Alternate 2 Dates

Activity	Date
2018 STAAR Alternate 2 Enrollment Collection	October 23–November 10
Student Data Submission (Student Registration)	January 10–April 24
Materials List Posted Online	March 2
Additional Order Window	March 2–April 13
Materials Due in District	March 5–March 9
Last Date for Campus Coordinator Training	March 2
Last Date for Security Training	March 9
Last Date for Test Administrator Training*	March 16
STAAR Alternate 2 Preview Window	March 19–March 30
STAAR Alternate 2 Assessment Window	April 2–April 20
STAAR Alternate 2 Verification Window	April 23–April 24
Districts Return All STAAR Alternate 2 Materials	April 27

*Test Administrators must receive training before previewing test materials.

Icons

The icons shown below are used throughout the manual. The icons will be located in the NOTES column.



This icon indicates a link to the Calendar of Events. The text below the icon is a link to the calendar. The Calendar of Events is also found on the Coordinator Manual Resources webpage.



This icon indicates additional information that is available online. The text located below the icons links to specific online resources.

General Information

STAAR Alternate 2 is administered to eligible students with the most significant cognitive disabilities who are receiving special education services. STAAR Alternate 2 is a standardized, item-based assessment administered individually to students enrolled in grades 3–8 and end-of-course (EOC) subjects. The table below shows the subjects assessed for grades 3–8 and EOC.

Grade 3	mathematics and reading
Grade 4	mathematics, reading, and writing
Grade 5	mathematics, reading, and science
Grade 6	mathematics and reading
Grade 7	mathematics, reading, and writing
Grade 8	mathematics, reading, science, and social studies
EOC	Algebra I, English I, English II, biology, and U.S. history

The instructions in this manual explain the responsibilities of test administrators for the spring 2018 STAAR Alternate 2 administration. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual and the STAAR Alternate 2 information in the current *District and Campus Coordinator Manual*. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide.

It is recommended that test administrators review the *Educator Guide to STAAR Alternate 2* prior to administering the assessment. The guide contains detailed information regarding the test design, item types, scoring, and available accommodations.

Links to the Texas Essential Knowledge and Skills (TEKS) Curriculum

Each TEKS knowledge and skills statement has been summarized into an essence statement that serves as the connection between the grade-level TEKS and the STAAR Alternate 2 assessment. STAAR Alternate 2 measures prerequisite skills derived from student expectations from earlier grades that link directly to the grade-level content.

Test Materials

The STAAR Alternate 2 test materials include one test administrator booklet per student with the scripted questions and guidelines for how to administer the test and score each item, and one set of perforated image cards per student. One student booklet per student is provided that contains color stimulus images and text needed for the student to select answers. Test administrators record students' scores during the test administration on the STAAR Alternate 2 Scoring Document, which is located in the back of this manual.

One set of image cards will accompany each standard-sized student booklet. Images on the cards will match the images found within the student booklet. The image cards are



*Educator Guide to
STAAR Alternate 2*



*Educator Guide to
STAAR Alternate 2*

STAAR Alternate 2
Vertical Alignment,
Curriculum
Framework, and
Essence Statement
Documents

NOTES

intended to reduce the amount of preparation required of a test administrator to prepare student accommodations such as pairing images with text, photocopying answer choices in order to cut them apart, or attaching textured material to images that need to be removed from the student booklet. Test administrators do not need the sets for student-required accommodations that do not lend themselves to image card use. Test administrators should check the code on the back of the card and make sure it matches the item number to assure they are using the correct and corresponding materials.

Districts have the option of ordering large-print student booklets if needed. There are no overages for large-print student booklets.

*Test Security
Supplement*Texas
Education
CodeTexas
Administrative
Code

Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC §39.023, §39.0261, and §39.027 are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* in 19 TAC, Chapter 101, each person participating in the state assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual, the *Test Security Supplement*, and the current *District and Campus Coordinator Manual*.

Test Security

STAAR Alternate 2 standardized test administration materials are considered secure. Test security involves accounting for all secure materials and confidential student information before, during, and after the test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of testing materials throughout each stage of the test administration. Documents used to account for secure materials, such as inventory pages that arrive with the shipments of materials from the contractor and the Materials Control Form, should be completed accurately and carefully maintained in a location that would prevent them from being compromised. District coordinators must refer to the packing lists provided by the vendor and complete the following steps to maintain proper inventory of testing materials:

- Upon receipt from the state's testing contractor, verify that all testing materials boxes have been accounted for and match the shipper's bill of lading and the district packing list contained in Box 1 (white box) of the shipment
- Require campuses to immediately inventory all testing materials received and to notify the district coordinator of any shortages or discrepancies
- Immediately notify the state's testing contractor of any discrepancies identified between the materials received and the district and campus packing lists
- Place *STAAR Alternate 2 Test Administrator Manuals*, student booklets, image cards, and photocopies of stimuli from the student booklets in secure, limited-access, locked storage when not in use
- Return the STAAR Alternate 2 Scoring Document to the testing coordinator after student performance is entered into the online system
- Do not discuss, show, or share any secure test content in the *STAAR Alternate 2 Test Administrator Manuals*, student booklets, and image cards including but not

limited to other test administrators, special education directors, school administrators, diagnosticians, parents, peers, or test coordinators

- Ensure when testing has concluded that all secure materials have been accounted for and returned to the campus coordinator
- Require that all photocopies or reproductions of secure STAAR Alternate 2 test materials have been collected and returned to the district coordinator for return to the vendor
- Maintain inventory and shipping records (bills of lading, pallet detail reports, district and campus packing lists, documents used to track the delivery of materials to and between campuses, Materials Control Forms) for five years in the event that a discrepancy arises or the receipt of the district's materials cannot be confirmed

District coordinators are ultimately responsible for ensuring that all secure items have been accounted for prior to shipping the materials back to the testing contractor.

Confidentiality Requirements

All personnel who are present in the testing sessions must be thoroughly familiar with the test security and confidentiality requirements in the *STAAR Alternate 2 Test Administrator Manual*. Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all secure test materials. This requires compliance with, but is not limited to, the following guidelines.

- All testing personnel who participate in statewide testing must undergo training and sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the state assessments **before** handling secure test materials or administering assessments.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet, test administrator manual, or image cards before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If circumstances necessitate that a test booklet or secure portion of the test administrator manual be examined, permission **must** first be obtained from TEA.
- STAAR Alternate 2 test administrators are required to sign a separate section of the test administrator's oath. No person may discuss student responses or STAAR Alternate 2 scoring information during or after a test administration.

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the *Test Security Supplement*.



*Test Security
Supplement*

Penalties for Prohibited Conduct

In accordance with 19 TAC §101.3031(b)(2) and as described in the *Test Security Supplement*, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term
- issuance of an inscribed or non-inscribed reprimand
- suspension of a Texas educator certificate for a set term
- revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

In addition, any irregularities in test security or confidentiality may result in the invalidation of students' assessments.

Measures Implemented by TEA to Ensure Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical to ensuring valid test scores and providing standard and equal testing opportunities for all students. In accordance with TEC §39.0301, TEA has engaged in ongoing efforts to improve the security of the assessment program, including a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found on the Student Assessment Test Security webpage.



Student
Assessment Test
Security

*Test Security
Supplement*



Oaths

*STAAR Alternate 2
Assessment
Management
System User's
Guide*

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in testing or handle secure test materials must be trained and sign a security oath. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must receive appropriate training and sign a security oath for **each** role.

The test administrator oath is included in the back of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

Refer to the associated section in the *STAAR Alternate 2 Assessment Management System User's Guide* for more information about the online testing confidentiality statement.

Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. They are viewed by TEA as falling into one of two categories—serious or procedural.

Serious Irregularities

Serious irregularities constitute severe violations of test security or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials). Examples of serious violations involve, but are not limited to, the following:

- tampering with student responses
- falsifying STAAR Alternate 2 student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manual
- discussing or disclosing secure test content or student responses

Procedural Irregularities

Procedural irregularities are less severe, more common, and are typically the result of minor deviations in testing procedures. Below are some examples of procedural irregularities that have been grouped by category.

Eligibility Error

- Eligible students were not tested.
- Ineligible students were tested.

Individualized Education Program (IEP) Implementation Issue

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.

Improper Accounting for Secure Materials

- Secure materials were not returned, checked in, and accounted for at the end of each testing day.
- A test administrator, campus testing coordinator, or district coordinator lost or misplaced test booklet(s) or other secure materials.
- Secure materials were left unattended or left open and visible.

Monitoring Error

- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.
- Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks.
- Testing personnel did not monitor students during a break.
- A student was allowed to remove secure materials from the testing area.

Other Procedural Errors

- A test administrator failed to issue the correct materials (for example, materials associated with allowable accommodations), or students were provided nonallowable materials.
- A test administrator failed to use the test administration materials or failed to follow the Presentation Instructions or Scoring Instructions as outlined in the test administration materials.



Online
Incident
Report

Reporting of Testing Irregularities

The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B. These administrators must ensure that TEA is notified of any conduct that violates the security or confidential integrity of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test is itself a violation and could result in sanctions.

Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred, and district coordinators must in turn notify TEA. The district coordinator must contact the TEA Student Assessment Division immediately to report incidents involving alleged or suspected violations that fall under the category of a serious irregularity as soon as the district coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Assessment Timeline and Scheduling

Each district is responsible for developing a local schedule for the STAAR Alternate 2 assessments during the designated test administration window specified in the Calendar of Events. District or campus coordinators will communicate the schedule to follow.



Calendar of Events

Preview Window

Test administrators who have been trained on security and confidentiality and have signed an oath of test security may preview the STAAR Alternate 2 test materials beginning on March 19, 2018. The test administrator should use this time to complete the following tasks.

- Review the “Presentation Instructions” and “Scoring” sections of this manual to become familiar with the policy for presenting and scoring questions.
- Practice reading the script and following the presentation instructions for test questions while maintaining the secure contents of the assessments.
- Review the Scoring Instructions for test questions and plan teacher assistance for specific questions.
- Review the student booklet and image cards to plan and prepare accommodations for any student who may need an accommodation according to the guidelines outlined in the “Accommodations” section of this manual.

STAAR Alternate 2 test materials are considered secure and the campus coordinator must check them out to the test administrator using the STAAR Alternate 2 Materials Control Form. Test materials should be checked out during the preview window only when needed by the test administrator to become familiar with the test and prepare for accommodations. At the end of each day, all secure materials, including photocopied pages from the student booklet, must be returned to the campus coordinator.



STAAR Alternate 2
Materials Control
Form

Testing Window

All assessments must be administered within the testing window. STAAR Alternate 2 is an untimed assessment, and the test does not have to be given in one session. Some timing options include:

- administering the assessment at a time that is most appropriate for a student;
- allowing breaks, as necessary;
- administering the test over several days with several sessions per day; or
- administering the test over several days, one session each day.

Test items must be administered in the order they appear in the student booklet. The clusters of four items build on one another and assess a targeted essence statement. If the test is stopped, the test must be stopped after a cluster. At no time may a student go back to previously answered items, including after an administration has been stopped and resumed for an emergency.

If a student cannot complete testing within the assessment window due to his or her disability, contact TEA's Student Assessment Division at 512-463-9536 for guidance.

Submission of Student Data and Assessment Information for STAAR Alternate 2

Two types of information are submitted through the online system:

- **Student data consisting of student identification, demographic, and program information**
This information includes the student's Public Education Information Management System (PEIMS) student-ID, name, date of birth, ethnicity/race, etc. Instructions for entering and verifying this information in the online system are not found in this manual. If you are needed to assist in this process, your campus coordinator will give you a separate set of instructions.
- **STAAR Alternate 2 assessment information**
This information includes students' scoring information for the assessments, any test accommodations used, and any reasons why a student could not be assessed. Instructions for submitting this information are provided in this manual.



*Assessment
Management
System User's
Guide*

STAAR Alternate 2 Verification Window

The verification window for STAAR Alternate 2 is April 23–April 24, 2018. The window closes on April 24 at 5 p.m. (CT). 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's data has been omitted, the data should be entered during the verification window. If during the verification process it is realized that a student who is eligible for STAAR Alternate 2 has not been tested, the student should be tested and data entered during the verification window.

Understanding Test Question Presentation

During a STAAR Alternate 2 test session, each test question is presented to the student using instructions that are outlined in the secure “Test Administrator Instructions” section of this manual. These instructions are standardized and must be adhered to as written to ensure a valid assessment. The instructions are divided into three sections: presentation instructions, stimulus visuals, and scoring instructions.

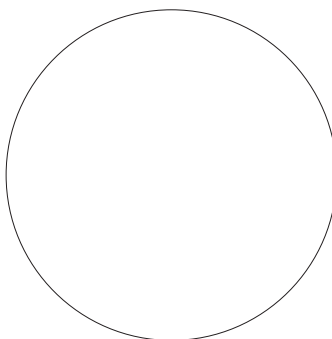
Presentation Instructions

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

Presentation instructions provide directives to the test administrator regarding how to direct the student to the stimuli in the student booklet and what specifically is to be communicated to the student.

Stimulus 1

Stimulus visuals show how the stimulus in the student booklet is displayed for the student.



Scoring instructions describe how to evaluate the student response and provide assistance before marking A, B, or C.

Scoring Instructions

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

Presentation Instructions

Presentation instructions provide information about how to direct the student to the stimuli in the student booklet and what should be presented and communicated to the student.

The **boldfaced** statements in all question types are to be communicated to the student as written without paraphrasing, substituting vocabulary, or providing additional details. Text that is not printed in bold type should not be communicated to the student. Information about how to *present*, *direct*, and *communicate* with students to provide for the most meaningful communication during the testing session may be found in the “Presentation Instructions” section of this manual.

Stimulus Visuals

Stimulus visuals show how the stimulus in the student booklet is displayed for the student. Information about how the stimulus visuals can be accommodated is described in the “Accommodations” section of this manual.

Scoring Instructions

Scoring instructions describe how the test administrator is to evaluate and mark the student’s score using A, B, or C. If the student does not correctly answer a question the first time it is presented, the scoring instructions explain what assistance is allowed. Further information is described in the “Scoring” section of this manual.

Presentation Instructions


During a STAAR Alternate 2 testing session, each test question is presented to the student using instructions that are outlined in the secure “Test Administrator Instructions” section of this manual. These instructions are standardized and must be followed to ensure a valid assessment; however, the instructions can be adapted and the images and text can be accommodated for students with specific needs.

The Presentation Instructions tell the test administrator what to say and do during the administration. The italicized words *present*, *direct*, and *communicate* provide specific instructions for the test administrator. The test administrator is given directions to *present* the item, specifically what to *direct* the student to, and what to *communicate* to the student. The sample item below shows the Presentation Instructions and stimulus image.

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

*


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the rabbit,	➡	mark A for question 13 and move to question 14.
If the student does not find the rabbit,	➡	<ul style="list-style-type: none"> remove the stimulus; wait at least five seconds; and replicate the initial presentation instructions.
After the five-second wait time, if the student finds the rabbit,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the rabbit,	➡	mark C for question 13 and move to question 14.

Present

Present indicates which stimulus images or text will be shown to the student. The presentation of the test question and the testing materials when first introduced should be based on methods that have been successful during instruction and are documented in the student’s Individualized Education Program (IEP). Different ways to present the test materials are described in the “Accommodations” section of this manual. Accommodations must be provided uniformly across answer choices so that a correct answer is not emphasized.

Direct

Direct indicates an action for the test administrator. For example, the test administrator may need to bring certain parts of the stimulus image to the student's attention. This can be done in a variety of ways depending on a student's needs.

- The student can be alerted orally or through sign as to where to look or focus.
- The student's hand can be guided to specific places in the stimuli, or the stimuli can be paired with items and placed in the student's hand.
- Sections can be pointed to or highlighted as they are mentioned in the instructions.
- Parts of the stimulus can be covered up until explained in the instructions to focus attention and avoid stimulation.
- Answer choices can be color-coded, numbered, or labeled with letters to direct the student to a specific place as long as the format is equally applied to all answer choices.
- Equal time and treatment must be provided for each answer choice so that a correct answer is not emphasized.

Communicate

Communicate indicates bold text that must be shared with the student exactly as written. A test administrator can communicate with a student in many ways depending on a student's needs. The information can be stated, signed, translated into any other language routinely used with the student in instruction, provided in written form, or paired with tactile or picture symbols. The information in this text cannot be paraphrased, simplified, or shortened. The administrator can ask the student to repeat information if needed to make sure that the information was received. Administrators can ask students to point to, touch, or outline images as they are described to make sure that the student has focused on all the details.

“Find” Statement

The last bullet in the Presentation Instructions is the “find” statement. This statement communicates to the student what is required to answer the question. The word “find” for the last bullet in the test administrator instructions can be replaced with “show me,” “point to,” “touch,” or “tell me,” depending on the needs of a student. The “find” statement can also be reconstructed into a question, but the same words have to be used. For example, “Find the circle” can become “Where is the circle?”

Repeating Presentation Instructions

Test administrators may repeat some sections of the presentation instructions if these guidelines are followed.

Any Time During the Administration

- Students can be directed back to the stimulus within 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.

The test administrator may choose to read the “find” statement prior to the answer choice. The test administrator reverses the order from that in the presentation instructions based on each individual student’s need.

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**.
- If a student responds incorrectly, the teacher assistance has been applied, and the initial presentation is being replicated, the order in which the answer choices and “find” statement are communicated to the student can be switched from that provided in the initial presentation.

Repeating Reading Passages

Test administrators have the option of starting a reading passage over and repeating the text from earlier questions in a cluster if they feel that the student needs to hear the previous sections of the passage before finding what is requested. To accomplish this, the test administrator can

- turn back to previous questions in the cluster and read the sections for the student from the test administrator manual or
- photocopy previous sections of the text to combine with the next section of the passage as the student proceeds through the cluster.

Returning to Previous Questions

Although the reading passages can be read or photocopied to be used in presenting other questions in the cluster, no other information from previous items can be used during the test administration. Students cannot request to go back to previous test questions in the student booklet and change their answer after the question has been scored and the student has moved on to the next item.

Scoring

Scoring Instructions

The test administrator must refer to the scoring instructions for each question to determine how to proceed once the student has responded to the “find” statement. Each question has a unique set of scoring instructions. Test administrators should preview the scoring instructions for each item before the test is administered to become familiar with what is expected from the student and what assistance is available if the student does not indicate the correct answer.

An asterisk (*) next to a section on the stimulus image or a boxed answer choice indicates the correct answer. The asterisk only appears in the test administrator instructions. The test administrator should not place the test administrator instructions in the student’s line of sight during testing because the correct answer is indicated. Additionally, other students in the room during testing cannot be exposed to the content of the test questions.

The scoring instructions are divided into two parts—the **Student Action** and the **Test Administrator Action**.

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

Test Administrator Actions for Each Question in a Cluster

Each question in a cluster has a unique set of scoring instructions and test administrator actions. The test administrator actions describe how a test administrator will respond to a student’s response whether it is correct or incorrect.

First Question in a Cluster: Replicating the Presentation Instructions

- If the student is not able to find the correct answer, the test administrator is directed to remove the stimulus, wait at least five seconds, and then repeat the initial presentation instructions for reduced credit.
 - The test administrator should replicate the initial presentation instructions by repeating the original presentation instructions, direct statements, communicate statements, and find statement in the same way they initially were presented to the student.
- No other assistance is allowed, because the answer is provided and modeled during the presentation.

Second Question in a Cluster: Modeling the Desired Student Action

- If the student is not able to find the correct answer after the initial presentation, the test administrator is directed to model the desired student action using the most likely way the student might respond, communicate the correct answer as stated in the test administrator action, and repeat the initial presentation instructions.

Third Question in a Cluster: Providing a Teacher Assist

- If the student is not able to find the correct answer after the initial presentation, the test administrator must select one of the provided allowable teacher assists before repeating the presentation instructions. Providing an assist after an incorrect response is not optional since the student still has an opportunity to receive points.
- The test administrator can choose only one assist; therefore, the assist that is chosen should be one that the test administrator feels would be most helpful to the student and was not provided as an accommodation during the initial presentation.
- Test administrators can only provide an assist that is specifically listed on the individual question. Since each question has options that are unique to the question type, it is important that the teacher read the options carefully.
- The allowable teacher assist will specify if the student must perform the action or if the student or test administrator can perform the assist. If not specifically stated, the action can be performed by the student or the test administrator. Assists that begin with a verb can be performed by either the student or the test administrator.
- The direction to highlight can be performed by the test administrator or the student. Make sure that the method used to highlight does not interfere with the stimulus information on the back of the page or lead the student to the correct answer.
- If the student does not use the assist correctly, the test administrator can help the student so that the student receives the appropriate assist before the presentation instructions are replicated.

Fourth Question in a Cluster: Replicating the Presentation Instructions

- If the student is not able to provide the correct answer after the initial presentation, the initial presentation instructions must be repeated.

- No other assistance is allowed, because the student must apply the information on his or her own to answer the question.

Recording Student Scoring Information

A STAAR Alternate 2 Scoring Document is provided for recording the student's score for each question and applied accommodations for the entire test. TEA requires the use of the document to ensure that the student responses have been captured correctly. As the student answers the question, the test administrator should mark A, B, or C on the scoring document according to the scoring instructions. Once the assessment is completed and information is recorded, the district coordinator, campus coordinator, or other authorized personnel will enter scoring information into an online system. After the scoring information has been entered, the STAAR Alternate 2 Scoring Document should be returned to the campus coordinator. A copy of the STAAR Alternate 2 Scoring Document is located in the back of this manual and on the Coordinator Manual Resources webpage.



STAAR Alternate 2
Scoring Document

Accommodations

Allowable Accommodations

STAAR Alternate 2 is a standardized assessment that is intended to be appropriate for eligible students in its original form. However, admission, review, and dismissal (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.

For STAAR Alternate 2, TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. Accommodations should allow the student to demonstrate what he or she has learned without giving the student an unfair advantage over other students taking the test.

Accommodations may only be used if they are routinely provided in classroom instruction and listed in the student's individualized education program (IEP). Accommodations provided during classroom instruction and testing may differ from accommodations allowed for use on statewide assessments. The following guidelines describe the appropriate use of testing accommodations.

- Accommodations must be determined and prepared before the test session begins.
- The test administrator must present the accommodations uniformly so that the correct answer is not emphasized over the other answer choices. If an accommodation (e.g., color overlays, picture representations) is used on one answer choice, it must be used on all answer choices.
- The student may need different accommodations for different questions within a tested subject.
- Routinely used accommodations for positioning and behavioral supports can be provided for any student to ensure that the student can physically access the stimuli provided and maintain focus throughout the testing session.
- It is appropriate to add language that encourages the student to stay on task.
- It is not appropriate to add language about the content of the question.

The chart on the next page shows allowable accommodations for STAAR Alternate 2 with additional guidelines on how some should be applied. Contact TEA for guidance if a student needs accommodations that are not listed. Accommodations other than those described must be approved by TEA.

Allowable Accommodations

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

Accommodations must be recorded and entered into the online system as instructed in the "Complete Test Administration Process" section of this manual.

Photocopying Guidelines

In order to access some allowable accommodations, it may be necessary to photocopy secure materials. These allowable accommodations must be documented in the student's IEP.

Many of the techniques used to make images more accessible require methods that might distort the images on the next page of the student booklet. In these instances, photocopying of the student booklet may be required. Adhere to these guidelines when photocopying the student booklet.

- The student booklet cannot be disassembled.
- The district must maintain test security and confidentiality when photocopying the student booklet.
- Photocopying must be done within the district by a trained test administrator or test administrator assistant who has signed the "Oath of Test Security and

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 retain 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.

Student Responses

During a STAAR Alternate 2 test administration, a student may respond using his or her primary mode of communication or any other mode of communication appropriate at the time of testing. Student responses may be verbal, physical, or visual. 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. The table below shows examples of verbal, physical, and visual responses.

Verbal Responses

■ **Student may respond by**

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

Physical Responses

■ **Student may respond by**

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

Visual Responses

- **Student may respond by**
 - gazing, blinking, winking, or fixating on answer choice.

Assistive Technology

Assistive technology that is documented in the student's IEP and is used routinely in instruction may be used to provide the student access to the assessment. The use of technology should be used primarily for communicating an answer by the student or presenting answer choices by the test administrator.

Because the assessment is secure, the use of some devices is not allowable. Instances when a device or procedure would not be allowed include the following:

- tablets or computers with Internet access that cannot be turned off
- inputting answer choices into a device that has stored memory that cannot be erased



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Calendar of Events

Training

□ Review the Manual

- Carefully read the non-secure front matter from this test administrator manual, available on TEA's Coordinator Manual Resources webpage, before the training session. As requested by your campus coordinator, review additional resources found online.
- **Bring only the front matter of the test administrator manual to the training.** The remainder of the test administrator manual provides specific test question instructions and student booklet images, can only be viewed by the test administrator, and must remain secure at all times.

□ Attend Training

- All test administrators are required to receive annual training in test security, general testing procedures, and procedures unique to specific testing circumstances.
- Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with the STAAR Alternate 2 Assessment Management System. Topics may include the following:
 - test administrator roles and responsibilities
 - maintaining security of test materials until returned to the coordinator
 - implementing the test administration processes and procedures stated in the manuals
 - monitoring and maintaining test security
 - reporting any suspected violation of test security to the campus coordinator
 - administering individual tests in more than one session
 - accessing the online system and entering scoring and assessment data
 - preparing test materials for return to the campus coordinator at the end of the testing window, including all photocopies of the images and text in the student booklet and the STAAR Alternate 2 Scoring Document used to record student performance
 - timeline for test administrations
 - allowable accommodations



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Oaths

❑ Receive Your User ID for the Assessment Management System

- Your campus or district coordinator will create your role-specific user account, which will ensure that you see only the data and functions that you need.

❑ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality.
- Initial and sign the oath following the general training on test security and test administration procedures and before handling secure test materials.
- Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments must receive additional training and confirm compliance with state confidentiality requirements by initialing and signing the statements provided on the oath. (Test administrators are only responsible for signing the oath once per calendar year.)

Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.

Prepare for Testing

☐ Receive Test Materials from Campus Coordinator

STAAR Alternate 2 test administrators will be provided with the following materials:

- *STAAR Alternate 2 Test Administrator Manual*—secure; provides a guide to administering the test, as well as specific instructions for administering each question. The “Test Administrator Instructions” section includes presentation instructions with directions that must be followed by the test administrator, the images found in the student booklet, and scoring instructions that describe the student action and the corresponding test administrator action.
- Student booklet—secure; contains the color images for the questions and answer choices presented to the student.
- Image cards—secure; one set accompanies each standard-sized student booklet. Images on the cards match the images found within the student booklet. The image cards are intended to reduce the amount of preparation required of a test administrator to prepare certain student accommodations.
- STAAR Alternate 2 Scoring Document—secure during and after use; a single sheet with answer bubbles for recording student responses for later input into the online system. This required document must be returned to the campus coordinator.

☐ Inventory All Secure Materials Issued and Use the Materials Control Form

STAAR Alternate 2 Test Administrator Manuals, student booklets, and image cards will be issued to test administrators. The STAAR Alternate 2 Materials Control Form is used to ensure security and account for test materials during the preview and testing windows. Locate and record the nine-digit security number printed on the student booklets, as shown below. The digit after the hyphen is used only as a check digit and should be ignored.



- *STAAR Alternate 2 Test Administrator Manuals*, student booklets, and image cards will be checked out to test administrators each day during the preview and testing windows. You will return all your assigned test materials to your campus coordinator after each test session.



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Form

- After you have verified that you have received the exact number of materials issued to you on the forms, initial the “Out” box. Your initials signify that you have received the student booklets assigned to you, as recorded on the Materials Control Form, and that you have signed your security oath.

□ Prepare the Testing Environment

Test administrators must prepare the environment for the administration of STAAR Alternate 2. STAAR Alternate 2 is administered to students in a one-on-one setting. Test sessions must be conducted under the best possible conditions with minimal distractions and in a setting that is arranged in the most appropriate way for individual students. Some options include

- administering the test in a separate location,
- providing adaptive or special furniture, and
- providing special acoustics.

To support test security and standard assessment practices, STAAR Alternate 2 administrations require that

- no element of the testing room environment should hinder any student's performance,
- a “Testing—Do Not Disturb” sign should be posted outside the testing room,
- bulletin boards and instructional displays that could aid students during testing must be covered or removed,
- clocks (either analog or digital) in the testing room do not have to be covered or removed,
- all desks used for testing must be cleared of books and other materials not required for the test, and
- test administrators must prevent students who are not part of the current testing session from viewing another student's test administration.

The test administrator will determine the most appropriate seating arrangement based on individual student needs.



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Complete Test Administration Process

❑ Enter Responses Online

Students taking the STAAR Alternate 2 administration communicate answers directly to the test administrator. The test administrator records the student's response on the STAAR Alternate 2 Scoring Document based on scoring information provided for each item. The students' responses are then entered into the Assessment Management System. Students must be registered for the STAAR Alternate 2 administration and assigned a test in the system before their answers can be entered. If assessing multiple students with STAAR Alternate 2, assigning the students to a group in the system may help ease response entry. For step-by-step instructions about how to enter student responses, refer to the *Assessment Management System User's Guide*.

❑ Enter Score Code Information if Necessary

It is not necessary to make a selection in the Score Code menu for tests to be scored. If the student was in attendance during the testing window but was not able to finish the test, the test is scored according to the data that was entered into the system for the sections that were completed.

Score Codes

If a student does not participate in the test, one of the following score codes must be selected when the test is marked complete. You will need to make the selection from the *Test Details* screen. For step-by-step instructions on entering score codes, refer to the *Assessment Management System User's Guide*.

A = Absent

The student is absent throughout the testing window. A student score code should not be set to absent if the student was absent on the testing days but also fits one of the score designations below.

M = Medical Exception

The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student's medical condition, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. 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 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 him/herself or others.



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- The student is unable to receive sufficient or consistent homebound services due to medical issues.

N = No Authentic Academic Response (NAAR)

The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student's disability, resulting in the inability to make an authentic academic response to stimuli presented in the test booklet, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception for the following circumstances.

- The student does not show any observable reaction to a specific stimuli.
- The student exhibits only startle responses.
- The student tracks or fixates on objects at random and not for a purpose.
- The student moves or responds only to internal stimuli.
- The student vocalizes intermittently regardless of changes in the surrounding environment.
- The student with multiple impairments is unable to receive any visual, auditory, or tactile information during the assessment.

O = Other Student Not to Be Scored

The student experiences a test administration irregularity or illness during testing.

 Indicating Translated Student Materials

Select **Yes** or **No** to indicate whether the bold text in the Presentation Instructions was translated into a language other than English.

☐ Enter Accommodations Information if Necessary

If a student was provided accommodations, the information must be indicated on the *Test Details* screen. Accommodations information can be entered before or after the administration. For step-by-step instructions on entering accommodations information, refer to the *Assessment Management System User's Guide*.

The following accommodations are allowable for STAAR Alternate 2.

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

Contact your campus coordinator if you have questions about entering scoring or accommodations information. If necessary, contact Pearson’s Customer Service Center at 800-627-0225.

□ Return Test Materials to the Campus Coordinator

- After each test session, the test administrator must return all test materials to the campus coordinator. As appropriate, test materials will be redistributed before the next test session.
- Return the following materials to your campus coordinator:
 - secure *STAAR Alternate 2 Test Administrator Manuals*
 - used and unused student booklets
 - image cards
 - STAAR Alternate 2 Scoring Documents
 - photocopies of secure test materials, if used

Any accompanying pictures, objects, textured materials, or instructional tools do not need to be returned.

- Your campus coordinator will verify that you have returned all test materials assigned to you, as recorded on the STAAR Alternate 2 Materials Control Form, and will then initial the “In” box.
- Your signed oath of test security and confidentiality will be retained by your campus coordinator for five years.



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Oath of Test Security and Confidentiality for Test Administrator

This oath applies to all state assessments.

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

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

(Initial each statement.)

- _____ I have received training on test administration procedures, and I understand my responsibilities concerning the administration of state assessments.
- _____ I am aware that testing procedures require me to actively monitor during test administrations;
- _____ I understand my responsibilities as a test administrator, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures;
- _____ I understand my obligations concerning the security and confidentiality of state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- _____ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

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

Signed on this the _____ day of _____, 20_____.

Signature of Test Administrator	Printed Name of Test Administrator	County-District Number
District Name	Campus Name	Area Code/Telephone #

For Test Administrators Authorized to View Secure State Assessments

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

- _____ I have not and will not divulge the contents of the test, generally or specifically.
- _____ I have not and will not copy any part of the test.

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

Signature of Test Administrator	Date
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Secure Test Administrator Instructions
are located here in the secure
2018 STAAR Alternate Test Administrator Manuals.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2 Scoring Document

Student Name: _____

Grade: _____ Subject: _____ Form Number: _____

Assessment Year: _____ Translated Student Materials: Yes No

Accommodations

Mark the accommodations used during this test administration.

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

Scoring

Mark the student's score for each question.

1	(A)	(B)	(C)
2	(A)	(B)	(C)
3	(A)	(B)	(C)
4	(A)	(B)	(C)
5	(A)	(B)	(C)
6	(A)	(B)	(C)
7	(A)	(B)	(C)
8	(A)	(B)	(C)
9	(A)	(B)	(C)
10	(A)	(B)	(C)
11	(A)	(B)	(C)
12	(A)	(B)	(C)

13	(A)	(B)	(C)
14	(A)	(B)	(C)
15	(A)	(B)	(C)
16	(A)	(B)	(C)
17	(A)	(B)	(C)
18	(A)	(B)	(C)
19	(A)	(B)	(C)
20	(A)	(B)	(C)
21	(A)	(B)	(C)
22	(A)	(B)	(C)
23	(A)	(B)	(C)
24	(A)	(B)	(C)