

# Fall 2016 Update: STAAR Alternate 2

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# Fall 2016 Update: STAAR Alternate 2

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- These slides have been prepared by the Student Assessment Division of the Texas Education Agency.
- If the slide is changed for local use, please remove the TEA footer at the bottom of the slide.
- This training in no way takes the place of reviewing required manuals and additional information on the TEA website.

# Topics:

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- Key Dates
- Test Security/Confidentiality
- Presentation Instructions
- Scoring Instructions
- Allowable Accommodations
- Student Scoring Data
- Support Materials
- No Authentic Academic Response (NAAR)

STAAR Alternate 2 is an assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities receiving special education services. STAAR Alternate 2 is administered in the same grades/subjects and courses as the STAAR assessments.

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## STAAR ALTERNATE 2

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ALTERNATE 2  
2016-2017

# KEY DATES

- Enrollment Collection: Nov 7 – Dec 9
- Last Date for Test Administrator Training  
March 17
- Preview Window March 20-31
- Assessment Window April 3 – 21
- (NEW) Verification Window April 24 - 25
- All key STAAR Alternate 2 Dates are referenced in Test Administrator Manual (TAM) p.3 & District Campus Coordinator Manual (DCCM) p.SA-4

# STAAR ALTERNATE 2 2016-2017

## KEY DATES

### STAAR Alternate 2 Verification Window

The verification window for STAAR Alternate 2 is April 24 - April 25, 2017. The window closes at 7 p.m. (CT) on April 25. The verification window is intended to ensure the accuracy and completeness of all data submitted in the Assessment Management System and the collection of secure documents.

- If during the verification process it is realized that a student has not been tested then the student must be tested during the verification window.
- If during the verification process it is realized that a student's data has been omitted, the data should be entered during the verification window.

# STAAR ALTERNATE 2 2016-2017

## KEY DATES

Students Who Enroll AFTER April 3, 2017

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

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CONFIDENTIALITY

“No person may reveal or discuss the contents of a test booklet or **secure portion** of a test administrator manual 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.**”

(TAM, 2017)

# STAAR ALTERNATE 2 2016-2017

## SECURITY (MATERIALS)

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

- One student booklet,
- \*one scoring document, and
- one secure STAAR Alternate 2 Test Administrator manual for each grade, subject, or course tested.

Return **used** and **unused**:

- secure STAAR Alternate 2 Test Administrator manuals
- student booklets
- scoring documents
- photocopies of secure test materials

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

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TEST  
ADMINISTRATOR

Info now in DCCM:

Test administrators or test administrator assistants may include:

- staff members who are serving as an intervener; employed by the district and equipped with specialized skills and training to routinely provide direct support to a student with deafblindness.
- Those providing braille services to the district may serve in the role of a test administrator assistant.

DCCM, SA10

# STAAR ALTERNATE 2 2016-2017

## Presentation Instructions

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

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Presentation  
Instructions

## Communication

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 **that is routinely used with the student during instruction**, provided in written form, or paired with tactile or picture symbols.

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Presentation  
Instructions

## Before and After the “Find” Statement

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

\*At the request of educators, we boxed this statement in the manual in order to bring more attention to this portion of previous and current test administration.



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# Presentation Instructions

## Repeating Presentation Instructions

Anytime during the administration:

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

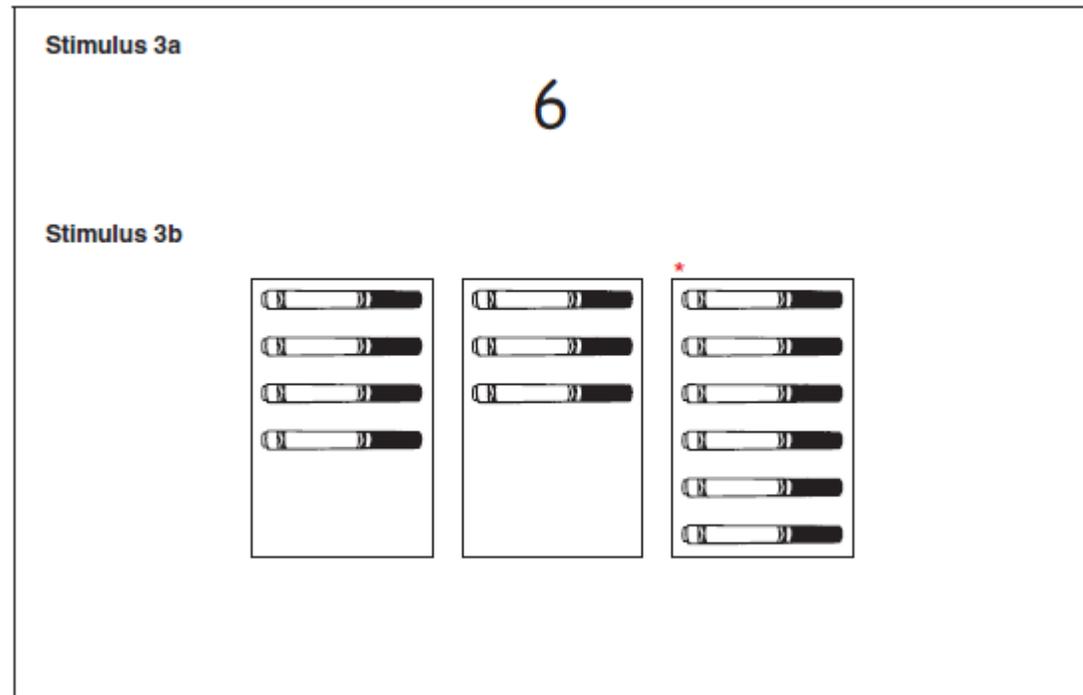
- Answers cannot be changed
- Student can only be refocused by redirecting them to the stimulus within the cluster.
- Students can be provided verbal encouragement to stay focused.
- Students can request to have information repeated.

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Presentation  
Instructions

## Example of Reading Presentation Instructions

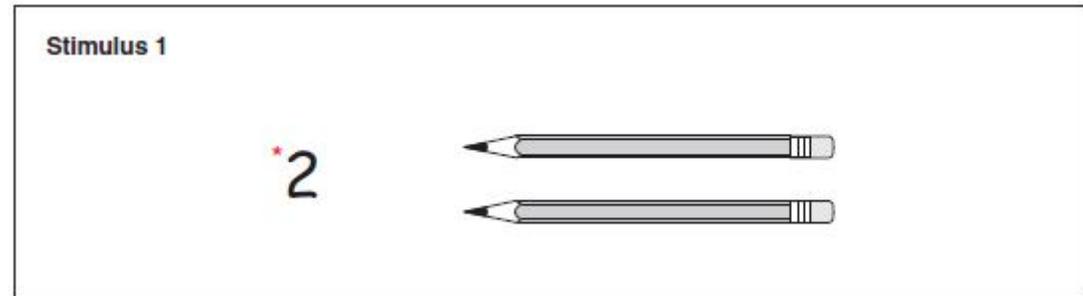
- Present Stimulus 3a and 3b.
- Direct the student to the number 6. *Communicate: This is the number 6.*
-  STOP and redirect.



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Presentation  
Instructions

## Example of Reading Presentation Instructions

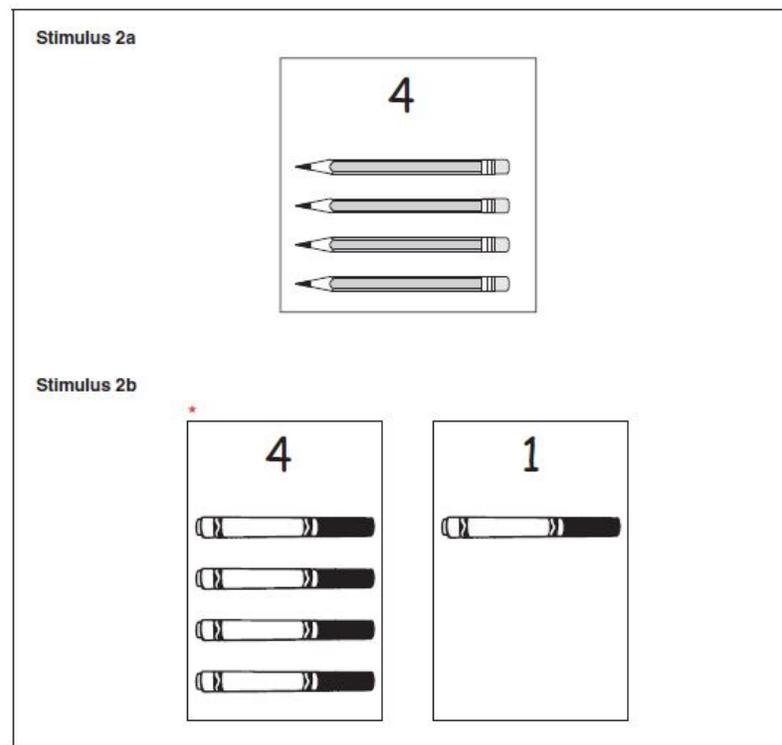


- *Present* Stimulus 1.
- *Direct* the student to the number 2. *Communicate:* **This is the number 2.**
- *Direct* the student to each pencil next to the number. *Communicate:* **One pencil, two pencils.**

## Example of Reading Presentation Instructions

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# Presentation Instructions



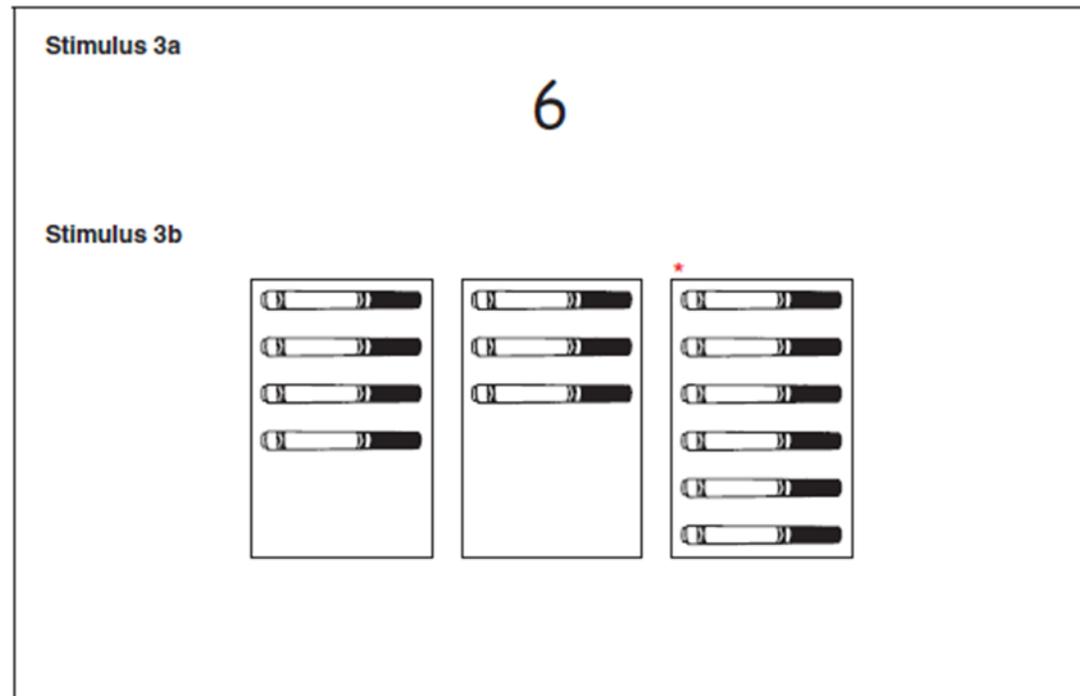
- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate:* **Here are four pencils. One, two, three, four.**

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Presentation  
Instructions

## Example of Reading Presentation Instructions

- Present Stimulus 3a and 3b.
- Direct the student to the number 6. *Communicate: This is the number 6.*



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Scoring  
Instructions

ITEM 3 in a cluster:

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

EXAMPLE

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

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Allowable  
Accommodations

Changes in Allowable Accommodations chart:

- **Use calculator, manipulatives or math tools**
- **Reread sections of the text as described in the Presentation Instructions in this manual.**

**This information will be posted in the updated Test Administrator Manual and also the Allowable Accommodations pdf on the STAAR Alternate 2 webpage.**

<http://tea.texas.gov/student.assessment/special-ed/staaralt/>

# STAAR ALTERNATE 2 2016-2017

## Allowable Accommodations

### Changes in Allowable Accommodations chart:

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

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

# STAAR ALTERNATE 2 2016-2017

## Student Scoring Information

### Entering Student Scoring Information and Accommodations Information

- Email will follow TETN: steps that have been eliminated to the process for transcribing student scoring information

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SCORING  
DOCUMENT

**Not new, but a reminder.....**

**The STAAR Alternate 2 Scoring Document can be found:**

- in the resources section of the Assessment Management System, and
- on the last page of each STAAR Alternate 2 Test Administrator Manual.

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SCORING  
DOCUMENT

**Not new, but a reminder.....**

**Who may enter scoring information into the online system?**

- District testing coordinator
- Campus testing coordinator
- Test administrator
- Other campus testing personnel (employed by the district, received security training, signed an oath)

# STAAR ALTERNATE 2 2016-2017

## ANCILLARY MATERIALS

- Educator Guide, updated & posted 9/16/2016
- Participation Requirements remain the same
- Instructional Terms, updated & posted, no longer imbedded within the Curriculum Framework documents.
- Instructional Terms stand alone on STAAR Alternate 2 webpage resources.
- Curriculum Framework, non-secure front matter Test Administrator Manual, Essence Statements coming soon!

# STAAR ALTERNATE 2 2016-2017

## ANCILLARY MATERIALS

- Revisions to Vertical Alignment and Curriculum Framework documents are based on the updated Pre-K guidelines  
Participation Requirements remain the same
- Essence Statements: one revision
  - STAAR Reporting Category 1, Number and operations. 5.21., Uses **numbers** to demonstrate an understanding of place value.
  - TEA Curriculum specialists believed the word “numbers” better encompassed the SE’s we have aligned with this essence statement rather than “decimals”.

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No Authentic  
Academic  
Response

## No Authentic Academic Response (NAAR) Eligibility

The student is **consistently** unable to provide an authentic academic response during instruction.

The student:

- is unable to demonstrate any observable reaction to a specific (academic) stimulus.
- exhibits only startle responses.
- tracks or fixates on objects at random and not for a purpose.
- moves or responds only to internal stimuli.
- vocalizes intermittently regardless of changes in environment around him/her.

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No Authentic  
Academic  
Response

## No Authentic Academic Response (NAAR) Eligibility

Reminder:

State assessment decisions are reviewed annually.

Students who receive a NAAR designation in any given year should be reconsidered annually to see if they have developed an authentic academic response.

Skill development should be closely monitored; as educators work to help students develop an authentic academic response.

NAAR documentation should be completed during ARD meeting prior to assessing the student.

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No Authentic  
Academic  
Response

## No Authentic Academic Response (NAAR) Eligibility

### Authentic Academic Response

Apply knowledge and skills through prerequisites.

Responds to academic requests using verbal, physical, or visual responses.

Consistently uses a reliable response mode.

Responds in a meaningful way to academic requests, but not always correctly.

### Sensory Response

Only responds to favorite food/favorite item/favorite people/favorite sound.

Only responds to environmental factors (hot/cold, wet/dry).

Only responds to internal stimuli.

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

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No Authentic  
Academic  
Response

## Evidence of No Authentic Academic Response (NAAR)

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

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No Authentic  
Academic  
Response

Documentation that supports NAAR decision

**Use specific language in the IEP to communicate the student's proficiency level defining what is being measured.**

Write PLAAFPs to include quantitative measurement of the frequency by which student performs the academic response, i.e. % or 2/10 opportunities.

If the student has passed a portion of STAAR Alternate 2 recently, document the change in the student's state that has taken place.

Use deliberations or other places in the IEP to document what has been attempted when the student showed NAAR, i.e. STAAR Alt 2 release tests, daily instruction activity, etc.

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No Authentic  
Academic  
Response

## Evidence of No Authentic Academic Response (NAAR)

**The NAAR designation must be in alignment with the student's PLAAFPs.**

### **Examples of documentation that may appear to be in conflict with NAAR decision.**

The student is able to use a VOD to respond to simple questions.

The student is able to answer questions when given two picture choices 80% of the time.

The student is able to choose from an array of symbols on top of her communication book.

The student is able respond to yes/no questions and responds to basic questions.

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