Educator Guide

State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2)

STAAR® Alternate 2
State of Texas Assessments of Academic Readiness Alternate 2

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Resources

General Information Resources	
For general information related to	**Access**
the student assessment program	http://tea.texas.gov/student.assessment/
STAAR Alternate 2 resources	http://tea.texas.gov/student.assessment/special-ed/staaralt/
online testing technology information	http://www.texasassessment.com/administrators/technology/
Online Resource Materials	
Resource materials available online	**Located at**
District and Campus Coordinator Resources	http://txestests.com/dccr/
2019 STAAR Alternate 2 Test Administrator Manual (non-secure front matter)	http://tea.texas.gov/student.assessment/special-ed/staaralt/
Accommodation Resources	http://tea.texas.gov/student.assessment/accommodations
Interpreting Assessment Reports	https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/Interpreting_Assessment_Reports/
STAAR Alternate 2 Medical Exception Eligibility Requirements	http://tea.texas.gov/student.assessment/special-ed/staaralt/
STAAR Alternate 2 No Authentic Academic Response (NAAR) Eligibility Requirements	http://tea.texas.gov/student.assessment/special-ed/staaralt/
STAAR Alternate 2 Participation Requirements	http://tea.texas.gov/student.assessment/special-ed/staaralt/
STAAR Alternate 2 Released Tests	http://tea.texas.gov/student.assessment/special-ed/staaralt/
STAAR Alternate 2 Vertical Alignment, Curriculum Framework, and Essence Statement Documents	http://tea.texas.gov/student.assessment/special-ed/staaralt/
STAAR Assessed Curriculum	http://tea.texas.gov/student.assessment/staar/#G_Assessments
Technical Digest for the Academic Year 2017–2018	http://tea.texas.gov/student.assessment/reports
Texas Administrative Code	http://ritter.tea.state.tx.us/rules/tac

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How to Use This Educator Guide

This guide provides information for the assessment based on alternate academic standards, The State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2. Features of this guide include links to the variety of online resource materials in the NOTES column.

Icons

The icon shown below is used throughout the guide. This icon is located in the NOTES column.

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

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STAAR Alternate 2 Resources

Purpose of This Educator Guide

This guide is provided to familiarize educators with the STAAR Alternate 2 assessment.

STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for students with the most significant cognitive disabilities receiving special education services. Additionally, the students must meet participation requirements. STAAR Alternate 2 was developed to meet federal requirements of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). ESEA requires that all students be assessed in specific grades and subjects throughout their academic career, whereas IDEA requires that students with disabilities have access to the same standards as their non-disabled peers and be included in statewide assessments. STAAR Alternate 2, which was redesigned as a result of state legislation passed in 2013, is a standardized assessment administered individually to each eligible student.

Students must meet specific requirements to take STAAR Alternate 2, which is available for the same grades and subjects assessed in the general STAAR program.

3–8/EOC	Subjects Assessed
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
end-of-course (EOC)	Algebra I, English I, English II, biology, and U.S. history

This guide includes test development information, eligibility and participation guidelines, accommodations information, and sample test questions.

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STAAR Alternate 2 Resources

Introduction to STAAR Alternate 2

As a result of House Bill 5 of the 83rd Texas Legislative Session, the Texas Education Agency (TEA) redesigned the STAAR Alternate assessment to meet the diverse needs of students with significant cognitive disabilities enrolled in grades 3 through 8 and end-of-course (EOC) subjects. The legislation, as quoted below, indicates that the assessment must not require teachers to prepare tasks or materials.

> "TEA, in conjunction with appropriate interested persons, shall redevelop assessment instruments adopted or developed under Subsection (b) for administration to significantly cognitively disabled students in a manner consistent with federal law. An assessment instrument under this subsection may not require a teacher to prepare tasks or materials for a student who will be administered such an assessment instrument."

To meet requirements of the legislation and maintain an appropriate assessment for students with significant cognitive disabilities, a question-based approach to the assessment was implemented for the redesign of STAAR Alternate. The assessment consists of 24 scripted questions. The test materials include one test administrator booklet per student with the scripted language and guidelines for how the test will be administered and how each item will be scored. There is also one student booklet and a set of image cards per student. The booklet contains stimulus images and text needed for the student to select answers. The design allows for standardization of the assessment and eliminates the need for teachers to prepare tasks or materials.

Test Development Process

The STAAR Alternate 2 development process mirrors the procedures used for all state assessments in Texas. The issues of validity, reliability, fairness, accessibility, and consistency in meaning were carefully considered as part of the development for the assessment. When developing STAAR Alternate 2, attention was also given to the criteria of fairness, principles of alignment, and universal design. These principles were considered from the beginning to bridge the gap between the grade-level content and the learning styles of students with significant cognitive disabilities. In incorporating universal design for STAAR Alternate 2, consideration was also given to students' response modes, which allow students to show what they know and are able to do as in everyday instruction. Accommodations were also considered to allow students access to the content.

Once the prototype questions were developed, a cognitive lab was conducted to gather information on student performance, engagement, and interaction with the redesigned STAAR Alternate 2 questions. Test administrators were interviewed regarding the proposed test design and the feasibility of the assessment for students. The next step in the development process was a pilot test to gather further student performance data and survey test administrators regarding the STAAR Alternate 2 test questions. Then data from the cognitive labs and pilot tests were used to develop questions for the operational assessment.

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After the questions were developed, they were reviewed by committees of Texas educators from across the state. Educators included special education specialists and special education classroom teachers who were knowledgeable about or who had experience teaching students with significant cognitive disabilities. General education teachers who were knowledgeable about the Texas Essential Knowledge and Skills (TEKS) curriculum were also included in the review. Committees reviewed STAAR Alternate 2 assessment questions to judge their alignment to the TEKS curriculum, the appropriateness of the questions for students with significant cognitive disabilities, and whether question content might contain bias that could unfairly inhibit the performance of particular subgroups of students. Feedback from the committees was used to adjust the content and wording of questions to eliminate potential bias and misalignment to the curriculum or student population.

ARD Committee Responsibilities

Admissions, review, and dismissal (ARD) committees ensure that a student meets all mandated participation requirements, which were developed by TEA and reviewed by educator advisory committees and educator review committees. If the student has a significant cognitive disability that requires the student to access the grade-level TEKS through prerequisite skills, then the ARD committee should review the participation requirements for STAAR Alternate 2, which can be accessed online through the link in the NOTES column on this page. If the ARD committee determines that a student meets all of the participation requirements, the student should be assessed with STAAR Alternate 2.

STAAR Alternate 2 Participation Requirements

The ARD committee determines whether a student with a significant cognitive disability is eligible to take STAAR Alternate 2 based on the following criteria. To be eligible to participate in STAAR Alternate 2, the answer to all five questions must be “yes.” Evidence for each “yes” answer must be documented. Evidence for a cognitive disability must be based on assessment data provided by an assessment specialist.

1. Does the student have a significant cognitive disability?
2. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?
3. Does the student require intensive, individualized instruction in all instructional settings?
4. Does the student access and participate in the grade-level TEKS through prerequisite skills?
5. Is the STAAR Alternate 2 assessment determination based on the student’s significant cognitive disability and NOT on any other factors?

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STAAR Alternate 2 Resources

After the five questions have been answered "yes," the ARD committee must discuss and initial the following assurances:

- A statement must be provided in the student's individualized education program (IEP) indicating why the student cannot participate in the general STAAR assessment with or without allowable accommodations and why STAAR Alternate 2 is appropriate for the student, including that all five eligibility criteria are met.
- The decision to administer STAAR Alternate 2 is made by the ARD committee based solely on the student's educational need, not administratively based on federal accountability requirements, which limit the number of students assessed with an alternate assessment to no more than 1.0% of the total number of students in the state who are assessed in a subject.
- The ARD committee understands that instructional and assessment decisions made may impact a student's graduation plan in high school.
- Justification is based on the information in the Participation Requirements form, and the student's individual allowable accommodations must be documented in the student's IEP.

The English and Spanish versions of the STAAR Alternate 2 Participation Requirements can be accessed online through the link in the NOTES column on this page.

In addition to providing evidence that all participation requirements have been met and the assurances have been addressed, the ARD committee will determine and document the needed accommodations for both instruction and assessment. The test administrator will determine the accommodations that will be used for a specific assessment based on the documented accommodations in the student's IEP and the TEA guidelines for allowable accommodations for STAAR Alternate 2.

Medical Exceptions and No Authentic Academic Response (NAAR)

If a student has a severe medical condition or a cognitive impairment that prevents him or her from completing the assessment, the student will not be required to complete the assessment and an alternate score code may be used. ARD committees should use the eligibility requirement documents to determine if a student's assessment can be coded as a Medical Exception or as No Authentic Academic Response (NAAR). The eligibility requirement documents can be accessed online through the links in the NOTES column on this page. For both exceptions, the ARD committee will make the determination after reviewing educational records. For a medical exception, the ARD committee also reviews medical records. The decision must be documented in the student's IEP along with evidence to support the determination.

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Students who 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 unable to respond to test questions due to 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.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.

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.

Alignment with State Curriculum

Alignment with the state curriculum through federal and state laws is a critical requirement for STAAR Alternate 2. The Every Student Succeeds Act (ESSA, 2015) mandates that alternate assessments must be aligned with the state's challenging academic content standards and challenging academic achievement standards. The Texas Education Code (TEC), Chapter 39.023, Subsection A lists the subject areas and grades to be tested in the statewide student assessment program. Considering the elements of federal and state law, TEA developed vertical alignment and curriculum framework documents to help students with significant cognitive disabilities access the grade-level TEKS curriculum. The two alignment resource documents help ensure that all students eligible to take an alternate assessment based on alternate achievement standards are instructed and assessed on curriculum that is linked to grade-level content. Through the processes illustrated below, TEA aligned the STAAR Alternate 2 assessment to the grade-level TEKS curriculum.

Texas Education Code

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Access to the Grade-Level TEKS Academic Content Standards for Students with Significant Cognitive Disabilities

TEKS

These identify what Texas students should know and be able to do at every grade and every course in the required mathematics, reading, writing, science, and social studies curriculum.

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TEKS Vertical Alignment for STAAR Alternate 2

This is the complete listing of the TEKS academic content standards from pre-kindergarten through high school for the required mathematics, reading, writing, science, and social studies curriculum.

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Essence Statement

This is the summary of STAAR reporting categories, knowledge and skills statements, and the student expectations tested on the STAAR test.

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TEKS Curriculum Framework for STAAR Alternate 2

This links the prerequisite skills to the specific knowledge and skills statements and student expectations for the mathematics, reading, writing, science, and social studies curriculum.

TEKS Vertical Alignment for STAAR Alternate 2

To link STAAR Alternate 2 with the grade-level content standards assessed on STAAR, a curriculum review was conducted on the mathematics, reading, science, social studies, and writing TEKS curriculum in all tested grades and high school courses. A task force of content experts, curriculum specialists, and assessment specialists conducted an in-depth review of the TEKS standards and identified the STAAR reporting categories and knowledge and skills statements to be included for each grade, subject, and course. Following this review, a vertical alignment that provided a complete listing of the TEKS academic content standards from pre-kindergarten through EOC was developed. The TEKS vertical alignment documents provide a complete listing of all knowledge and skills statements and student expectations throughout the grades. The student expectations provide access points to the general education curriculum by serving as prerequisite skills for STAAR Alternate 2. The prerequisite skills do not represent a scope and sequence, but rather a vertically aligned curriculum.

Essence Statement

Before the curriculum framework documents were developed, each knowledge and skills statement and its corresponding student expectations for all reporting categories assessed with STAAR were summarized into an essence statement. These essence statements serve as the connection between the grade-level TEKS and STAAR Alternate 2.

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TEKS Curriculum Framework for STAAR Alternate 2

To further provide access to the academic content standards for students with significant cognitive disabilities, the TEKS Curriculum Framework for STAAR Alternate 2 documents were developed using the TEKS Vertical Alignment documents. The curriculum framework documents list a number of instructional terms to assist teachers with the academic language being used in the scripted questions, the specific reporting category and knowledge and skills statements, and student expectations in each grade and subject. The curriculum framework documents also provide prerequisite skills (TEKS student expectations from earlier grades) that are linked to the grade-level TEKS academic content standards through the essence statements and provide students with the most significant disabilities access to the grade-level TEKS curriculum.

The curriculum frameworks may be used for classroom instruction and allow the teacher to identify the appropriate access points in the form of prerequisite skills that link to the grade-level TEKS curriculum for each student. The TEKS Curriculum Framework for STAAR Alternate 2 documents contain

- the STAAR reporting category,
- TEKS knowledge and skills statements,
- essence statements, and
- STAAR tested student expectations.

The vertical alignment and the curriculum framework documents served as the foundation for developing questions for each grade and subject and were reviewed and approved by educator committees. The vertical alignment, curriculum framework, and essence statement documents can be accessed online through the link in the NOTES column on this page.

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

Test Design

On the STAAR Alternate 2 test, each question measures a targeted prerequisite skill. Each essence statement has four questions that form a cluster and test a common skill or concept at varying levels of difficulty. Six clusters comprise a test form resulting in 24 questions per test. The question clusters have the following characteristics:

- The range of abilities of students taking the assessment is factored in across all questions within a cluster.
- 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 a 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 Materials

The STAAR Alternate 2 test materials include one test administrator booklet per student with the scripted language 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 the Test Administrator manual.

One set of image cards will accompany each standard-sized student booklet and each large print booklet. Images on the cards will match the images found within the student booklet. The image cards are to be used for student accommodations such as pairing images with text, raising or darkening the outline in images, providing images separately one at a time, or isolating images or text until addressed. The image cards are also intended to reduce the amount of preparation required of a test administrator and replace the need to photocopy answer choices in order to cut them apart or to attach textured material to images that require the image be removed from the student booklet. The STAAR Alternate 2 test should always be administered by presenting the student booklet; the assessment cannot be given by presenting image cards only. Test administrators are not required to use the image cards for students who do not have accommodations that 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.

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Presentation Instructions

The following are examples of questions that show how the presentation instructions are scripted and what is expected of the student.

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.**

The **boldfaced** statements in all question types are to be communicated to the student as written without paraphrasing, substituting vocabulary, or providing additional details.

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 student is presented with one or more images in a method that is appropriate for the student.
- Each relevant component of the images is identified for the student.
- The answer is provided to the student during the presentation and modeled by the teacher.
- The student's correct response shows that he or she has followed the explanation and can locate what is requested from what was just presented.
- The student may be asked to locate an answer from one boxed image or from multiple images where other details must be eliminated in order to find what is requested.
- The difficulty of the first question varies from cluster to cluster depending on the amount of detail in the images.
- The first question establishes the context for the skill or concept that will be continued throughout the cluster.

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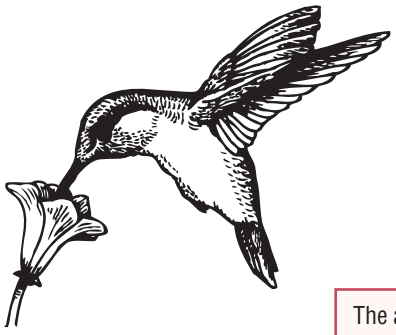
Example of Second Question in a Cluster

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 organisms.**

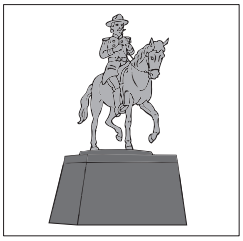
Options for *present, direct,* and *communicate* are provided in the *Test Administrator Manual*. The test administrator will use the option most appropriate for the student.

Stimulus 14a



The asterisk in the test administrator instructions indicates the correct answer.

Stimulus 14b



*

- The student is presented Stimulus “a,” which is an exact or similar image or concept to that provided in the first question.
- Each relevant component of the images is identified for the student.
- The answer choices provided in Stimulus “b” are read or identified in most cases before the “find” statement is given.
- The student’s correct response shows that he or she is able to locate what is requested by matching something in Stimulus “a” to something in Stimulus “b.”
- The difficulty of the second question varies from cluster to cluster and depends on how similar the two items are that are being matched.

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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.

- The student is presented Stimulus "a," which continues the skill presented in the first and second questions, but is a new image or more sections of text.
- Contextual information may be provided, but details of the stimuli are not always provided.
- The answer choices are usually provided in Stimulus "b" and are read or identified in most cases before the "find" statement is given.
- The student's correct response shows that he or she is able to locate the correct answer from three choices by understanding what is being presented in Stimulus "a" or requested in the "find" statement.
- The student may be asked to integrate multiple pieces of information.
- The difficulty of the third question varies from cluster to cluster and depends on how close the relationship is between Stimulus "a" and the answer choice.

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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

- The student is presented Stimulus "a," which continues the skill presented in the previous three questions, but extends the concept with new information.
- Contextual information may be provided, but details of the stimuli are not always provided.
- The answer choices are usually provided in Stimulus "b" and are read or identified in most cases before the "find" statement is given.
- The student's correct response shows that he or she is able to locate the correct answer from answer choices by understanding what is being presented in Stimulus "a" and applying knowledge to locate what is requested in the "find" statement.
- Some items require the student to do multi-step problem solving.
- The difficulty of the fourth question varies from cluster to cluster and depends on whether the student is being asked to compare information, evaluate a detailed stimulus, make an inference, or draw a conclusion.
- TEA has released additional test items as well as complete forms in order for test administrators to become more familiar with the test format, practice the presentation instructions with students, and determine options for students to access stimulus images presented in the test items. The released items can be accessed online through the link in the NOTES column on this page.

STAAR Alternate 2
Released Items

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Accommodation Resources

Accommodations

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. It is critical that students with disabilities are provided access to the assessment through careful use of accommodations wherever appropriate. The accommodations must

- maintain the integrity of the assessment,
- avoid leading to or providing the student a direct answer,
- be used routinely in instruction,
- reflect the student's learning styles, and
- allow a student to respond using a mode that is appropriate for the student.

Accommodations may be used only if they meet the criteria above and are listed in the student's IEP. The chart below shows allowable accommodations for STAAR Alternate 2 along with additional guidelines on how some should be applied.

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

In order to access some allowable accommodations, it may be necessary to photocopy secure materials. These allowable accommodations must be documented in the students' IEP. To photocopy secure materials, test administrators are required to follow

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the photocopying guidelines in the *Test Administrator Manual* in order to maintain the security and integrity of the assessment.

Contact TEA for guidance if a student needs accommodations that are not listed. Accommodations other than those described must be approved by TEA.

Student Response Modes

During a STAAR Alternate 2 test administration, a student may respond using the appropriate mode of communication at the time of testing. Student responses may be verbal, physical, or visual. 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 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.

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Scoring

The Student Action section of the Scoring Instructions describes exactly what the student must do for his or her response to be marked correct. The test administrator will need to refer to the scoring instructions for each question to determine how to proceed once the student has answered the "find" statement correctly or incorrectly. Each question has a unique set of scoring instructions. The following examples show the scoring instructions for each question type.

Scoring Instructions for First Question in a Cluster

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,	➡	• 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.

- Specific instructions are given for exactly what the student must find to get credit for the question.
- If an incorrect response is given, the test administrator is directed to remove the stimulus, wait at least five seconds, and then repeat the initial presentation instructions for reduced credit.
- No extra assistance is allowed, because the answer is provided and modeled during the presentation.

Scoring Instructions for Second Question in a Cluster

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle in the house in Stimulus 2b,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the circle in the house in Stimulus 2b,	➡	• model the desired student action by finding the circle in Stimulus 2b and communicate **"Here is the circle on the house."**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the circle in the house in Stimulus 2b,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the circle in the house in Stimulus 2b,	➡	mark **C** for question 2 and move to question 3.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must 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.
- The test administrator should model the student action using the most likely way the student would be expected to respond when communicating the answer. As long as the student responds with a correct answer, it is not relevant whether the student used the anticipated response mode.

NOTES

Scoring Instructions for Third Question in a Cluster

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the triangle,	➡	mark **A** for question 3 and move to question 4.
If the student does not find the triangle,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify the number of sides each shape has. **OR** • Trace the outline of each shape. **OR** • Highlight the outline of each shape. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the triangle,	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the triangle,	➡	mark **C** for question 3 and move to question 4.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must select one of the allowable teacher assists before repeating the presentation instructions. An assist must be provided after an incorrect response. Appropriate assists must be determined prior to the administration of the test.
- While the assist must be the one that is most helpful to the student, it cannot have been provided as an accommodation during the initial presentation.
- The assist may be assigned to the student or the teacher. If it is not, either the student or the teacher may perform the assist. Assists that begin with a verb can be performed by either the student or the test administrator.

NOTES

Scoring Instructions for Fourth Question in a Cluster

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the square and the rectangle,	➡	mark **A** for question 4 and move to question 5.
If the student does not find the square and the rectangle,	➡	replicate the initial presentation instructions.
After the teacher repeats the presentation instructions, if the student finds the square and the rectangle,	➡	mark **B** for question 4 and move to question 5.
After the teacher repeats the presentation instructions, if the student does not find the square and the rectangle,	➡	mark **C** for question 4 and move to question 5.

- 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 be able to answer the question.

Test Results

STAAR Alternate 2 score reports will include the individual performance level ratings of students, scale scores, and number of questions answered correctly within each reporting category for each of the assessed grades and content areas.

Detailed information about STAAR Alternate 2 score reports will be provided in the TEA publication titled *Interpreting Assessment Reports*, which is updated annually and posted on the TEA Student Assessment Division website.

STAAR Alternate 2 results may be used in the following ways:

- to help parents monitor the progress their child is making
- to inform instructional planning for individual students
- to report performance to local school boards, school professionals, and the community
- to evaluate programs, resources, and staffing patterns
- to evaluate districts and campuses in a variety of state and federal accountability measures

Interpreting Assessment Reports

STAAR Alternate 2 Resources