

STAAR Alternate 2



UPDATED STAAR Alternate 2 Test Administration
TETN# **33018**

STAAR Alternate 2 is the state assessment for students with significant cognitive disabilities.



STAAR Alternate, as it was originally designed, was administered for the last time in Spring of 2014.



STAAR ALTERNATE REDESIGN

House Bill 5 of the 83rd Legislative Session called for a redesign of the State of Texas Assessments of Academic Readiness (STAAR[®]) Alternate assessment.

“The agency, 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.”

Portfolios and performance-based assessments would not be allowed under this legislation, because these types of assessments require the individualization of materials and task administration.

Therefore, the Texas Education Agency (TEA) designed a standardized item-based assessment

STAAR ALTERNATE REDESIGN

House Bill 906 of the 83rd Legislative Session stipulates that **“the agency may not adopt a performance standard that indicates that a student’s performance on the alternate assessment does not meet standards if the lowest level of the assessment accurately represents the student’s developmental level as determined by the student’s admission, review, and dismissal committee.”**

This legislation eliminates an assessment where the ARD committee or teacher decides the complexity level of the assessment based on individual needs.

To meet these requirements, the redesigned assessment will not have complexity levels and will be a **standardized assessment with items varying in difficulty throughout a single test.**

**STAAR ALTERNATE
REDESIGN**

Although state legislation changed, federal law regarding the alternate assessment did not change.

- The Elementary and Secondary Education Act (ESEA) requires an assessment for students with **significant cognitive disabilities** that can be applied to 1% of the tested population for federal accountability purposes.
- The assessment still needs to **cover the state curriculum through prerequisite skills**; thus our vertical alignment documents and curriculum framework documents continue to be the basis for instruction and item development for the new test design.

STAAR ALT 2 TEST Design

- **Meets the needs for the wide range of students with significant cognitive disabilities that comprise this population.**
- **Must cover a wide range of the state curriculum through prerequisite skills from the curriculum presented in earlier grades.**
-
- **Consists of one assessment for each subject/grade or course that will be administered to all students**
- **Eliminates the need for a teacher to prepare tasks or materials for a student**

ARD Committee Responsibilities

Determining Eligibility



The General Assessment (STAAR) is the First Consideration

ARD committees must determine whether the general assessment is the most appropriate for the student by reviewing the student's present level of academic achievement and functional performance (PLAAFP).

The PLAAFP should provide the committee members with a clear understanding of the student's strengths, current areas of need, accommodations, needed supports, and how the student will access the grade-level/course curriculum.

ARD Committees should review the student's instructional plan and use this as the basis for making appropriate assessment decisions.

If STAAR, with or without accommodations, is not appropriate for a student, the ARD committee must review the participation requirements for STAAR Alternate.

STAAR Alternate 2 Participation Requirements

Effective 2015–2016 School Year

State Required Form

STAR
STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

1. Does the student have a significant cognitive disability?
A significant cognitive disability is determined by the ARD committee and must be based on evaluative information performed by a qualified evaluation team. The significant cognitive disability must affect the student's functional performance and be documented in a written report. The student's individualized educational program (IEP) must include a statement of the student's significant cognitive disability. A student with a significant cognitive disability has limited potential to acquire knowledge or skills to meet the grade-level content standards.

2. Does this student require specialized supports to access grade-level content?
A student requires specialized supports to access grade-level content if an individual has an IEP or a 504 plan that includes accommodations, modifications, or other supports that are necessary for the student to access grade-level content.

3. Does the student require intensive, individualized instruction?
The student needs specialized academic instruction and behavior interventions, and/or other services to access grade-level content.

4. Does the student access and participate in the grade-level content?
The student must access and participate in the grade-level content as much as possible. The student must be assessed on the grade-level content as much as possible.

Effective 2015–2016 School Year

State-Required Form



STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

The district personnel completing the form needs to be identified by name on the form, along with his or her position.

The district personnel named in the form is responsible for making sure the ARD committee discusses each section.

The district personnel completing the form should be a member of the ARD committee (e.g., special education teacher, ARD facilitator, administrator). These forms should be completed during the ARD committee meeting when assessment decisions are made.

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

STEP 1: Reviewing the eligibility Criteria for STAAR Alternate 2

Effective 2015–2016 School Year

State-Required Form



STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

Step 1: Review the Eligibility Criteria for STAAR Alternate 2

Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to 19 Texas Administrative Code (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the ARD committee must use this form to document its assessment decisions.

If STAAR Alternate 2 is being considered, the ARD committee must review the four criteria below and select Yes or No if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in STAAR Alternate 2 and must participate in one of the other statewide assessments. Each Yes answer requires a justification that contains evidence that the student meets the criterion.

ELIGIBILITY CRITERIA

1. Does the student have a significant cognitive disability? Yes No

A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's individualized education program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.

Justification:

2. Does the student require specialized supports to access the grade-level curriculum and environment? Yes No

Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

Justification:

3. Does the student require intensive, individualized instruction in a variety of instructional settings? Yes No

The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.

Justification:

4. Does the student access and participate in the grade-level TEKS through prerequisite skills? Yes No

Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Justification:

Students receiving special education services and who meet **all** of the participation requirements:

Have a significant cognitive disability

Require specialized supports to access the grade-level curriculum and environment

Require intensive individualized instruction in a variety of instructional settings

Access and participate in the grade-level TEKS through prerequisite skills (student expectations from earlier grades)

Students who have a significant cognitive disability:

May have an intellectual quotient (IQ) below 70 resulting in limited potential

Are unable to academically reach grade level, regardless of the quality of instruction

Display poor social adaptability resulting in dependence on others for daily living and employment

Differ from students with a specific learning disability who have average intelligence, but have learning problems that make reaching their potential difficult.

STAAR Alternate 2 Participation Requirements

Effective 2015–2016 School Year

State-Required Form



STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

Step 1: Review the Eligibility Criteria for STAAR Alternate 2

Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to 19 Texas Administrative Code (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the ARD committee must use this form to document its assessment decisions.

If STAAR Alternate 2 is being considered, the ARD committee must review the four criteria below and select Yes or No if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in STAAR Alternate 2 and must participate in one of the other statewide assessments. Each Yes answer requires a justification that contains evidence that the student meets the criterion.

ELIGIBILITY CRITERIA

1. Does the student have a significant cognitive disability? Yes No

A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's individualized education program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.

Justification:

2. Does the student require specialized supports to access the grade-level curriculum and environment? Yes No

Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

Justification:

3. Does the student require intensive, individualized instruction in a variety of instructional settings? Yes No

The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.

Justification:

4. Does the student access and participate in the grade-level TEKS through prerequisite skills? Yes No

Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Justification:

- answered with “Yes” before the ARD committee can recommend STAAR Alternate 2 and complete the rest of the form.
- The justification section does not need to have page numbers from the IEP, but evidence must be provided for all “Yes” entries.
- Evidence of an intellectual disability must be verified by an assessment specialist and be based on valid assessment data.

Eligibility Criteria

Question : 1. Does the student have a significant cognitive disability? Yes No

A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team.

The disability must affect the student's intellectual potential and be documented in the student's IEP.

A student with a significant cognitive disability has limited potential to reach grade-level expectations.

While a student with a specific learning disability may have academic challenges, he or she has the intellectual potential to reach grade-level expectations and, therefore, is not eligible to take STAAR Alternate.

Eligibility Criteria

Question: 2. Does the student require specialized supports to access the grade-level curriculum and environment? Yes No

Federal regulations mandate that all students have access to and be assessed on grade-level curriculum.

To access the grade-level curriculum, a student with a significant cognitive disability needs specialized academic instruction.

Additionally, a student eligible for STAAR Alternate requires support throughout the day in areas such as communicating needs, navigating the classroom or school building, eating lunch, negotiating social situations, and/or taking care of personal needs.

Justification (Example): Amy has difficulty attending to tasks and requires numerous redirections to stay focused. When in a large group for instruction, Amy is easily distracted and does not process language well. Her expressive language delays make it difficult for Amy to express her needs in a large group. Because of this, Amy requires specialized instruction in a small group setting for academic skills. Amy's weak language skills also make it difficult for her to respond appropriately in social situations; therefore, she requires assistance during nonacademic school activities. Amy requires assistance to perform all self-care skills.

Eligibility Criteria

Question: 3. Does the student require intensive, individualized instruction in a variety of instructional settings? Yes No

The student needs specialized academic instruction and techniques over a period of time to learn and retain information.

Instruction in a variety of settings is required in order for the student to transfer skills (generalize).

Eligibility Criteria

Question: 4. Does the student access and participate in the grade-level TEKS through prerequisite skills? Yes No

Access to the grade-level curriculum is mandated by the federal government.

A student with a significant cognitive disability requires access to the TEKS through prerequisite skills.

Prerequisite skills are student expectations from previous grades that are linked to the grade-level curriculum.

Justification (Example): Although Amy shows relative strengths in the areas of math calculation and math reasoning, she is performing skills that are several grade levels behind her grade 8 peers in all academic areas. Her access to the grade-level TEKS is through prerequisite skills.

Step II: Discuss Assurances for STAAR Alternate 2

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Student Name _____ Grade _____ Date _____

Step II: Discuss Assurances
If Yes is indicated for all four eligibility criteria, the ARD committee must discuss the following assurances. All of these assurances must be initialed by district personnel in order for the student to participate in STAAR Alternate 2.

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including (but not limited to) current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluation (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on a statewide assessment.

The decision to administer STAAR Alternate 2 is made by the ARD committee, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in Adequate Yearly Progress (AYP) performance calculations. Although STAAR Alternate 2 is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer STAAR Alternate 2 is based on the student's educational need and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

Initial the one that applies:

For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.

For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Alternate 2 that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills.

Indicate the alternate high school courses and PEIMS course numbers the student will be enrolled in this school year.

English I Alternate 03220107 Algebra I Alternate 03100507 Biology Alternate 03010207 U.S. History Alternate 03340107

English II Alternate 03220207

Step III: Summarize Assessment Decisions
The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. Note: The student will take STAAR Alternate 2 for all required subjects or enrolled high school courses listed below. This form must be included in the IEP for students being assessed with STAAR Alternate 2.

Indicate the STAAR Alternate 2 tests the student will take this school year.

Reading Grade ____ Mathematics Grade ____ Science Grade ____ Social Studies 8

Writing Grade ____ Algebra I Biology U.S. History

English I

English II

If “Yes” is indicated for all of the eligibility questions for STAAR Alternate 2, the ARD committee must discuss the assurances in Step II, and the district personnel completing the form must initial each one as it is discussed in the ARD meeting.

- Assurances that the decision for testing is:
- Documented in IEP
- Based on educational records and not on previous state-wide test performance or AYP considerations
- Not based on racial or economic background, excessive absences, amount of time or location of service delivery

Step III: Summarize Assessment Decisions for STAAR Alternate 2

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Indicate the STAAR Alternate 2 tests the student will take this school year.

- Reading Grade ____
- Mathematics Grade ____
- Science Grade ____
- Social Studies 8
- Writing Grade ____
- Algebra I
- Biology
- U.S. History
- English I
- English II

The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled, for which STAAR Alternate 2 assessments will be given.

Students, for whom the ARD committee determines eligible for STAAR Alternate 2, will take an alternate assessment in ALL enrolled courses/subjects for that school year.

Eligibility Criteria

Student Name _____ Grade _____ Date _____

Step II: Discuss Assurances

If Yes is indicated for all four eligibility criteria, the ARD committee must discuss the following assurances. All of these assurances must be initiated by district personnel in order for the student to participate in STAAR Alternate 2.

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including (but not limited to) current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluation (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on a statewide assessment.

The decision to administer STAAR Alternate 2 is made by the ARD committee, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in Adequate Yearly Progress (AYP) performance calculations. Although STAAR Alternate 2 is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer STAAR Alternate 2 is based on the student's educational need and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

Initial the one that applies:

For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.

For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Alternate 2 that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills.

Indicate the alternate high school courses and PEIMS course numbers the student will be enrolled in this school year.

English I Alternate 03220107 Algebra I Alternate 03100507 Biology Alternate 03010207 U.S. History Alternate 03340107

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Step III: Summarize Assessment Decisions

The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. Note: The student will take STAAR Alternate 2 for all required subjects or enrolled high school courses listed below. This form must be included in the IEP for students being assessed with STAAR Alternate 2.

Indicate the STAAR Alternate 2 tests the student will take this school year.

Reading Grade ____ Mathematics Grade ____ Science Grade ____ Social Studies 8

Writing Grade ____ Algebra I Biology U.S. History

English I

English II

The document needs to be part of the IEP if the decision to administer STAAR Alternate 2 is determined.

Dynamic fields have been added so that the form can be filled out locally on a computer.

All assessment information must be communicated to the campus testing coordinator.

Other ARD Responsibilities

- 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.
- A student with a severe medical or cognitive impairment may not be able to complete any part of the assessment. For these exceptions, ARD committees can determine if a student's assessment can be coded as a Medical Exception or as No Authentic Academic Response (NAAR).
- For both exceptions, the ARD committee will make the determination after reviewing medical and educational records. The decision must be documented in the student's IEP along with evidence to support the determination.

Medical Exception

Students that are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception for the following circumstances:

- **The student is in the final stages of a terminal or degenerative illness.**
- **The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.**
- **The student is unable to interact with peers or staff without risk of infection or contamination to himself/herself or others.**
- **The student is receiving non-academic homebound services due to medical issues and does not receive academic instruction.**

STAAR ALTERNATE 2 MEDICAL EXCEPTION ELIGIBILITY REQUIREMENTS

Effective 2015–2016 School Year

State-Required Form

STAAR ALTERNATE 2 MEDICAL EXCEPTION ELIGIBILITY REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

ELIGIBILITY CRITERIA

If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for STAAR Alternate 2 and the student is being considered for a medical exception designation, the ARD committee must discuss the eligibility criteria below. At least one of the specific medical conditions listed below should describe the medical condition of the student. Additionally the ARD committee must discuss the three assurances. All of these assurances must be initiated by district personnel in order for the student to receive a medical exception. Students qualifying for a medical exception will not be required to participate in the administration of STAAR Alternate 2 for any course or subject for which they are enrolled in the current year. A score code of 'M' must be recorded for all tests the student would have taken.

Specific Medical Condition Eligibility Criteria

- The student is unable to respond to test questions due to a chronic illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
- The student is unable to interact with peers or educators without risk of infection or contamination to himself/herself or others.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.

Discuss and Initial Assurances

If the medical condition of the student is described by at least one of the eligibility criteria, the ARD committee must discuss the following assurances. All three assurances must be initiated by district personnel for the student to be eligible for the STAAR Alternate 2 medical exception. The ARD committee must ensure the medical exception is documented in the student's individualized education program (IEP), and this form must be included in the IEP.

_____ The medical incident or condition must prevent the student from participating in sufficient instruction offered at school, at home, at a hospital, or at a residential facility.

_____ The information used to make the medical exception determination must reflect the student's situation just prior to and throughout the testing window.

_____ The medical incident or condition must be identified and verified in writing by a licensed physician and kept on file by the local district.

The medical incident or condition must be so severe as to prevent the student from participating in instruction offered at school, at home, at a hospital, or at a residential facility.

The information used to make the medical exception determination must reflect the student's situation just prior to and throughout the testing window.

The medical incident or condition must be identified and verified in writing by a licensed physician and kept on file by the school district.

At least one of the specific medical conditions listed should describe the medical condition of the student.

The ARD committee must discuss the three assurances and initial each one after they are discussed.

The medical exception should be documented in the student's IEP and this form included in the IEP.

Students who meet this eligibility are not required to participate in the administration of STAAR Alternate 2 for any courses or subjects for which they are enrolled in for the current year.

A score code of "M" must be recorded for all tests the student would have taken.

No Authentic Academic Response (NAAR)

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 if one of the two following student descriptions is evident:

1. Because of multiple impairments, the student is unable to receive information during instruction and assessment. For example, the student may have a combination of visual, auditory, and/or tactile impairments.
2. The student is consistently unable to provide an authentic academic response during instruction. His or her behavior may be described by one or more of the following characterizations:

does not show any observable reaction to a specific stimuli

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 the environment

STAAR ALTERNATE 2 NO AUTHENTIC RESPONSE (NAAR) ELIGIBILITY REQUIREMENTS

One “Yes” will need to be circled on the form.

The ARD committee must discuss the two assurances and initial them after they are discussed.

The NAAR designation should be documented in the student’s IEP and this form included in the IEP.

Students who meet this eligibility are not required to participate in the administration of STAAR Alternate 2 for any courses or subjects for which they are enrolled in for the current year.

A score code of “N” must be recorded for all tests the student would have taken.

The student is unable to receive information during instruction and assessment and/or the student is unable to provide an authentic academic response.

The NAAR designation is based on educational records and describes the student in all settings.

Effective 2015–2016 School Year

State-Required Form

STAAR ALTERNATE 2 NO AUTHENTIC ACADEMIC RESPONSE (NAAR) ELIGIBILITY REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

ELIGIBILITY CRITERIA

If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for STAAR Alternate 2 and the student is being considered for a No Authentic Academic Response (NAAR) designation, the ARD committee must discuss the eligibility criteria below. The answer to at least one of the two NAAR Eligibility Criteria questions listed below must be YES. Additionally the ARD committee must discuss the two assurances. Both assurances must be initialed by district personnel in order for the student to receive a NAAR designation. Students qualifying for NAAR will not be required to participate in the administration of STAAR Alternate 2 for any course or subject. A score code of ‘N’ must be recorded for all tests the student would have taken.

No Authentic Academic Response Eligibility Criteria	Select Yes or No
Because of multiple impairments, the student is unable to receive information during instruction and assessment. For example, the student may have a combination of visual, auditory, and/or tactile impairments.	Yes / No <input type="radio"/> <input type="radio"/>
The student is consistently unable to provide an authentic academic response during instruction. His or her behavior may be described by one or more of the following characterizations: <ul style="list-style-type: none"> • The student is unable to demonstrate any observable reaction to a specific stimulus. • 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 environment around him/her. 	Yes / No <input type="radio"/> <input type="radio"/>

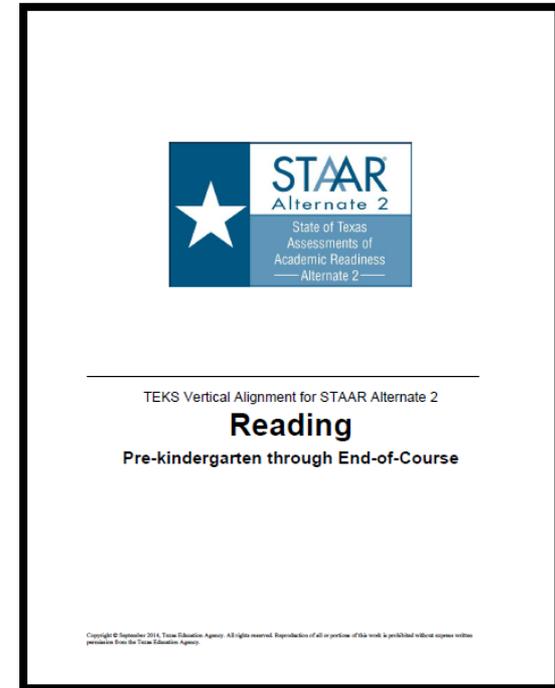
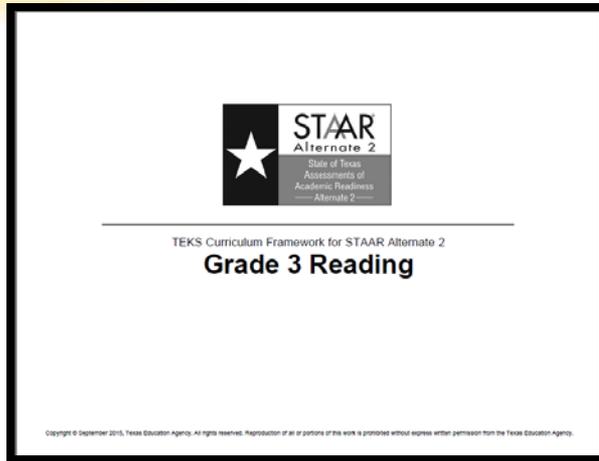
Discuss and Initial Assurances

If the response of the student is described by at least one of the eligibility criteria, the ARD committee must discuss the following assurances. Both assurances must be initialed by district personnel for the student to be eligible for the STAAR Alternate 2 NAAR designation. The ARD committee must ensure the NAAR designation is documented in the student’s individualized education program (IEP), and this form must be included in the IEP.

_____ The student is unable to receive information during instruction and assessment and/or the student is unable to provide an authentic academic response.

_____ The NAAR designation is based on educational records and describes the student in all settings.

Linking to the Grade-Level Standards



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

Vertical Alignment documents organize the state curriculum for each subject by similar knowledge and skills statements.

All the corresponding student expectations are ordered by grade level.

Reading, writing, and math were reorganized.

All were posted with the new names.

Curriculum Framework documents list all the available prerequisite skills for each essence statement.

- **Four similar prerequisite skills were selected from this list and used to develop test items for a cluster.**
- **Remember that the items link to the essence statement and measure some part of the selected prerequisite skill at the appropriate grade level.**
- **All the Curriculum Framework documents will be updated and reposted.**

Instructional Terms List

STAAR Alternate 2 Reading Instructional Terms

The curriculum that will be assessed each year for STAAR Alternate 2 is determined by the essence statements that are selected for each administration. Teachers should refer to the Curriculum Framework documents for each selected essence statement to locate the prerequisite skills that are linked to that essence statement. Instruction should focus on the listed prerequisite skills. The teacher should determine what skills have been mastered and which need to be taught according to the developmental level of the student. The goal should be to assist the student in attaining the highest academic level the student is capable of within a given year. In addition to the prerequisite skills, there are instructional terms that students will need exposure to during instruction. This list does not encompass all the curriculum a student would be responsible for; it is a unique list of instructional terms developed by educator teams. Students need to become familiar with these terms as the student is developmentally able to comprehend the content. Students in higher grades need to also know the terms presented in earlier grades.

Vocabulary Terms	Literary Terms	Expository Terms	Procedural Terms	Persuasive Terms
Grade 3 Reading				
nouns/verbs	author/illustrator	article/section	directions/steps	
	fiction / character	author's purpose		
	poetry / rhyme/rhythm	main idea		
		supporting details		
Grade 4 Reading				
compound words	character actions	photograph/caption		
	character feelings	text features/subtitles		
	conclusion	topic/facts		
	folktale/lesson learned			
Grade 5 Reading				
alphabetical order	character motivations	chart/diagram		topic
context	character traits	fiction/nonfiction		supporting details
dictionary- definition; entry	drama-line; stage directions			
guide words	plot			
	prediction			
Grade 6 Reading				
antonyms (opposites)	interaction of characters	cause/effect	symbols	arguments
synonyms	poet/speaker	summary/summarizes		
	sensory language	text evidence		
Grade 7 Reading				
multi-meaning words		table of contents/entry		
prefix/suffix				
Grade 8 Reading				
root words	drama/dialogue			
	personification			
English I and II				
appositives	poetry/stanza			opinion
homophones	setting			

In addition to the prerequisite skills, there are instructional terms that students will need exposure to during instruction. A list has been added to each Curriculum Framework document and includes the terms for all the essence statements and not just the ones selected for a given administration.

Students need to become familiar with these terms as the student is developmentally able to comprehend the content.

Each terms appears under the grade level it first appears in the assessment.

These lists can be found at the beginning of each framework.

Instructional Terms List

There are also universal terms that students will need exposure to that are common to the presentation instructions across subjects.

activity

beginning

benefit

best

completes

conclusion

correct

describe

find

graphic

mainly

missing

pair

probably

relationship

represents

statement

stem

symbol

true

value

ESSENCE STATEMENTS

[Home](#) / [Student Testing and Accountability](#) / [Testing](#) / [STAAR Alternate](#)

STAAR Alternate 2 Essence Statements

[Student Assessment Home](#) | [Assessment A–Z Directory](#) | [Contact Student Assessment](#)

You can find the Texas Essential Knowledge and Skills (TEKS) statements and student expectations for each reporting category tested in STAAR summarized into essence statements used for STAAR Alternate 2. The essence statements link the grade-level expectations to the prerequisite skills. To see all available STAAR Alternate 2 resources, visit the [STAAR Alternate 2 Resources webpage](#).



Use the links below to access files for Spring 2016. The links below open PDF (Portable Document Format) files.

Grade	Subject				
3	Mathematics	Reading			
4	Mathematics	Reading	Writing		
5	Mathematics	Reading		Science	
6	Mathematics	Reading			
7	Mathematics	Reading	Writing		
8	Mathematics	Reading		Science	Social Studies
HS	Algebra I	English I English II		Biology	U.S. History

- The essence statement documents are posted on the STAAR Alternate 2 resources page.
- Ten or less essence statements per subject were used to create an assessment.
- These documents will show which essence statements need to be reviewed in the Curriculum Framework documents to assist teachers when planning instruction for the assessment.

REVIEWING THE CURRICULUM FRAMEWORKS

Step 1 – Focus on the “big picture” of an essence statement by reviewing the Curriculum Framework document for the essence statement.

Reading		TEKS Curriculum Framework for STAAR Alternate Grade 3
STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.		
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	
<p>(3.13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to</p> <p>(A) identify the details or facts that support the main idea; Readiness Standard</p> <p>(B) draw conclusions from the facts presented in text and support those assertions with textual evidence; Readiness Standard</p> <p>(C) identify explicit cause and effect relationships among ideas in text; Readiness Standard</p> <p>(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. Readiness Standard</p>	Identifies the main idea and supporting details in informational texts.	
<p>3.13  Prerequisite Skills/Links to TEKS Vertical Alignment</p> <ul style="list-style-type: none"> • use text features (e.g., table of contents, index, headings) to locate specific information • describe the order of events or ideas in a text • locate the facts that are clearly stated in a text • identify the main idea in a text and distinguish it from the topic • use text features (e.g., title, tables of contents, illustrations) to locate specific information • retell the order of events in a text by referring to the words and/or illustrations • identify important facts or details in text, heard or read • restate the main idea, heard or read • use titles and illustrations to make predictions about text • discuss the ways authors group information in text • retell important facts in a text, heard or read • identify the topic and details in expository text heard or read, referring to the words <p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> • monitor and adjust comprehension (e.g., using background knowledge, creating self-generating questions) 		

Identifies the main idea and supporting details in informational texts.

Reading		TEKS Curriculum Framework for STAAR Alternate Grade 3
3.13	Prerequisite Skills/Links to TEKS Vertical Alignment	
	<ul style="list-style-type: none"> • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud 	

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Step 2 – Look for common strands throughout the prerequisite skills that will lead a student to the “big picture” – i.e., main idea and supporting details.

Reading		TEKS Curriculum Framework for STAAR Alternate Grade 3	
STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	3.13 Prerequisite Skills/Links to TEKS Vertical Alignment	
(3.13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to (A) identify the details or facts that support the main idea; Readiness Standard (B) draw conclusions from the facts presented in text and those assertions with textual evidence; Readiness Standard (C) identify explicit cause and effect relationships in expository text; Readiness Standard (D) use text features (e.g., bold print, captions, key words) to locate information and make and verify predictions about contents of text. Readiness Standard	Identifies the main idea and supporting details in informational texts.	<ul style="list-style-type: none"> retell important events in stories in logical order establish purposes for reading selected texts based upon content to enhance comprehension make inferences about text and use textual evidence to support understanding ask literal questions of text retell or act out important events in stories in logical order establish purposes for reading selected texts based upon desired outcome to enhance comprehension make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) retell or act out important events in stories make inferences based on the cover, title, illustrations, and plot ask and respond to questions about text discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) ask relevant questions, seek clarification, and locate facts and details about stories and other texts confirm predictions about what will happen next in text by "reading the part that tells" ask and respond to questions about texts read aloud predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension or text read aloud skills*</p> <ul style="list-style-type: none"> ask and answer appropriate questions about the book use information learned from books by describing, relating, categorizing, or comparing and contrasting retell or re-enact a story after it is read aloud 	
		<p>*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.</p> <p>NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.</p>	
		<p>3.13 Prerequisite Skills/Links to TEKS Vertical Alignment</p> <ul style="list-style-type: none"> use text features (e.g., table of contents, index, headings) to locate specific information in text describe the order of events or ideas in a text locate the facts that are clearly stated in a text identify the main idea in a text and distinguish it from the topic use text features (e.g., title, tables of contents, illustrations) to locate specific information in text retell the order of events in a text by referring to the words and/or illustrations identify important facts or details in text, heard or read restate the main idea, heard or read use titles and illustrations to make predictions about text discuss the ways authors group information in text retell important facts in a text, heard or read identify the topic and details in expository text heard or read, referring to the words and/or illustrations <p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) 	

Make predictions or inferences based on text

Retell facts or sequence important events

Answer factual questions about a text

Establish purposes for reading

Step 3 – Choose a strand to focus instruction. Using the prerequisite skills in the strand, determine the skills that your student already has, then try to move your student toward higher skills.

- locate the facts that are clearly stated in a text
- identify the main idea in a text and distinguish it from the topic
- identify important facts or details in text, heard or read
- restate the main idea, heard or read
- identify the topic and details in expository text heard or read, referring to the words and/or illustrations
- ask literal questions of text
- ask and respond to questions about text
- ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text
- ask relevant questions, seek clarification, and locate facts and details about stories and other texts
- ask and respond to questions about text read aloud
- ask and answer appropriate questions about the book

TEKS Curriculum Framework for STAAR Alternate Grade 3	
TEKS Knowledge and Skill Statement/ STAAR Test Student Expectations	Essence of TEKS Knowledge and Skill Statement/ STAAR Test Student Expectations
<p>Reading</p> <p>STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.</p> <p>TEKS Knowledge and Skill Statement/ STAAR Test Student Expectations</p> <p>(3.13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to:</p> <p>(A) identify the details or facts that support the main idea; <i>Readiness Standard</i></p> <p>(B) draw conclusions from the facts presented in text and support those assertions with textual evidence; <i>Readiness Standard</i></p> <p>(C) identify explicit cause and effect relationships among ideas in text; <i>Readiness Standard</i></p> <p>(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text; <i>Readiness Standard</i></p>	<p>Reading</p> <p>TEKS Curriculum Framework for STAAR Alternate Grade 3</p> <p>3.13 Prerequisite Skills/Links to TEKS Vertical Alignment</p> <ul style="list-style-type: none"> • retell important events in stories in logical order • establish purpose for reading selected texts based upon context to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purpose for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, setting, actions, and to enjoy language) <p>Reading/Beginning reading/strategies*</p> <ul style="list-style-type: none"> • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by reading the part that tells • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud
<p>3.13 Prerequisite Skills/Links to TEKS Vertical Alignment</p> <ul style="list-style-type: none"> • use text features (e.g., table of contents, index, headings) to locate specific information in text • describe the order of events or ideas in a text • locate the facts that are clearly stated in a text • identify the main idea in a text and distinguish it from the topic • use text features (e.g., title, table of contents, illustrations) to locate specific information • retell the order of events in a text by referring to the words and/or illustrations • identify important facts or details in text, heard or read • restate the main idea, heard or read • use titles and illustrations to make predictions about text • discuss the ways authors group information in text • retell important facts in a text, heard or read • identify the topic and details in expository text heard or read, referring to the words and illustrations <p>Reading/comprehension skills (figure 18)*</p> <ul style="list-style-type: none"> • monitor and adjust comprehension (e.g., using background knowledge, creating sensory generating questions) 	<p>*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.</p> <p>NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.</p>

Reviewing the Curriculum Frameworks

1. Review the essence statement or “big picture”
2. Choose a common strand from the Curriculum Framework document
3. Determine the skills that your student already has
4. Begin instruction at the next highest student expectation
5. Work on the other strands



Test Design



**GRADE 3
Mathematics**

STAAR Alternate 2

April 2016

Test Design

10 essence statements are available for testing, 5 for the base test items and 5 for the field test items.

Each of the 6 essence statements is measured with 4 items presented together in a cluster.

6 clusters are tested: 24 items per test, 20 for the base test and 4 for the field test.

The cluster design requires the student to make 6 concept transitions throughout the test.

The four items per cluster range in difficulty, starting with the easiest item and moving toward the hardest item.

The difficulty of the items is based on the skill being tested, the selected prerequisite skill, and what the student is being asked to do.

Each item measures a specific prerequisite skill.

STAAR Alternate 2 Test Design Components: Accommodating needs of students with significant cognitive disabilities

Common Student Characteristic	Test Design Component
Difficulty retrieving information	Items grouped together in a cluster to limit transitions, provide context, and help link back to previous learning
Difficulty processing language	Limited use of names, lengthy scenarios, or too much language to set up a problem; simple noun-verb sentence and limited use of pronouns
Concrete level of learning; abstract thinking difficult	Application items may not be at the same level of abstraction as a non-disabled peer; answer choices may be a little more obvious than usual
Application of learning to a new presentation	Cluster design, extra text is added to help a student transition if one item is too different from the others in a cluster
Limited stamina to stay focused	Test can be given over multiple sessions; 24 test questions
Limitations in mobility and motor movement	Stimulus images from the student booklet can be copied and placed closer to the student or presented on a vertical plane
Problem with organization of visual images	Stimulus images can be copied and placed on cards, put in calendar boxes or other organizational tools; majority of the images are boxed to help alert the student to the individual answer choices
Other specific needs due to individual disabilities	Approved accommodations

SAMPLE ITEMS



Algebra I

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

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All STAAR and EOC tested subjects have sample items on the STAAR Alternate webpage on the TEA website.

Question 1			
Grade	3	Subject	Mathematics
Question	1	Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.		
Essence Statement	Uses attributes to identify geometric figures.		
Prerequisite Skill	name common shapes (Pre-K)		

Question 2			
Grade	3	Subject	Mathematics
Question	2	Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.		
Essence Statement	Uses attributes to identify geometric figures.		
Prerequisite Skill	name common shapes (Pre-K)		

Question 3			
Grade	3	Subject	Mathematics
Question	3	Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.		
Essence Statement	Uses attributes to identify geometric figures.		
Prerequisite Skill	identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special quadrilaterals (K)		

Question 4			
Grade	3	Subject	Mathematics
Question	4	Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.		

Grade Level Linking Information

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the first equation. Communicate: On Saturday, a bike shop built four bikes in the morning and five bikes in the afternoon for a total of nine bikes.
- Direct the student to the second equation. Communicate: On Sunday, the bike shop had nine bikes to sell. Four bikes were sold. Five bikes were left.
- Communicate: Find the equations that show what happened on Saturday and Sunday at the bike shop.

Stimulus 1

Saturday

$$4 + 5 = 9$$

Sunday

$$9 - 4 = 5$$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the equations,	⇒	mark A for question 1 and move to question 2.
If the student does not find the equations,	⇒	<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 equations,	⇒	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the equations,	⇒	mark C for question 1 and move to question 2.

Presentation

These samples should be used to become familiar with the test format, practice the presentation instructions and testing environment with students, and determine options for how your student may be able to access the stimulus images and the text.

Sample Questions

[Home](#) / [Student Testing and Accountability](#) / [Testing](#) / [STAAR Alternate](#)

STAAR Alternate 2 Sample Test Questions

TEA has released several clusters of sample test questions. These clusters are made up of actual test questions released from the STAAR Alternate 2 test banks and are representative of the types of questions that will appear on STAAR Alternate 2 test forms.

To see all available STAAR Alternate 2 resources, visit the STAAR Alternate 2 Resources webpage.

Grades 3–8 Assessments

The links below open PDF versions of STAAR Alternate 2 released test items for grades 3 through 8.

GRADE	TEACHER FORMS	STUDENT FORMS
3	2015 Reading 2015 Math	2015 Reading 2015 Math
4	2015 Reading 2015 Math 2015 Writing	2015 Reading 2015 Math 2015 Writing
5	2015 Reading 2015 Math 2015 Science	2015 Reading 2015 Math 2015 Science
6	2015 Reading 2015 Math	2015 Reading 2015 Math
7	2015 Reading 2015 Math 2015 Writing	2015 Reading 2015 Math 2015 Writing
8	2015 Reading 2015 Math 2015 Science 2015 Social Studies	2015 Reading 2015 Math 2015 Science 2015 Social Studies

End of Course (EOC) Assessments

The links below open PDF versions of STAAR Alternate 2 released test items for End of Course assessments.

TEACHER FORMS	STUDENT FORMS
English I	English I
English II	English II
Algebra I	Algebra I
Biology	Biology
US History	US History

- Sample Test Questions can be found at:
http://tea.texas.gov/Student_Testing_and_Accountability/Testing/STAAR_Alternate/STAAR_Alternate_2_Sample_Test_Questions/
- Links to the pdf version of the teacher form and student form are found in a side by side format.
- Sample test questions are small subsets of test questions released from the STAAR Alt 2 field test banks
- Sample test questions appear as one complete cluster of four items
- Complete test forms will be released after the Spring 2016 administration of the STAAR Alternate 2

Sample Items: Prerequisite Skills

Question 1

Grade	3	Subject	Mathematics	Question	1
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.7	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.				
Essence Statement	Solves problems involving perimeter, time, liquid volume (capacity), or weight.				
Prerequisite Skill (Old Curriculum)	recognize and compare heights or lengths of people or objects (P-K)				

Question 2

Grade	3	Subject	Mathematics	Question	2
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.7	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.				
Essence Statement	Solves problems involving perimeter, time, liquid volume (capacity), or weight.				
Prerequisite Skill (Old Curriculum)	recognize and compare heights or lengths of people or objects (P-K)				

The prerequisite skills have been mapped out across all grades and subjects to ensure that the prerequisite skills increase in difficulty throughout the years.

Four similar prerequisite skills were selected when possible. There are times when the four items are not as cohesive due to the available prerequisite skills and the need to make sure that the items do not cue one another.

Sample Items: Prerequisite Skills

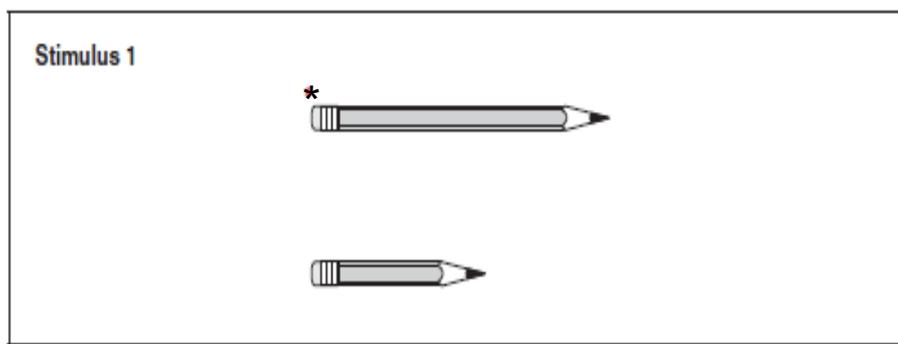
Question 3

Grade	3	Subject	Mathematics	Question	3
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.7	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.				
Essence Statement	Solves problems involving perimeter, time, liquid volume (capacity), or weight.				
Prerequisite Skill (Old Curriculum)	compare and order two or three concrete objects according to length (longer/shorter than, or the same) (K)				

Question 4

Grade	3	Subject	Mathematics	Question	4
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.7	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.				
Essence Statement	Solves problems involving perimeter, time, liquid volume (capacity), or weight.				
Prerequisite Skill (Old Curriculum)	compare and order two or more concrete objects according to length (from longest to shortest) (1)				

Item 1 in a Cluster



The asterisk in the test administrator manual indicates the answer. If the asterisk is outside the box, the student can find any place in the box to get credit for the correct answer. If the asterisk is next to a specific part of the image, the exact part must be found.

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to each pencil. Communicate: **This pencil is longer than the other pencil.**
- Communicate: **Find the pencil that is longer.**

Sometimes the student is asked to “find” the answer in one image or multiple images that vary in the amount of detail. Difficulty varies across clusters.

- The test administrator will be instructed to present the images and concept to the student. Options for how to “present,” “direct,” and “communicate” will be provided in the test administrator manual.
- The student is required to “find” what is requested in a manner of response that is appropriate for the student.
- For Item 1, the answer is provided to the student during the presentation and modeled by the test administrator.
- The student’s correct response shows that he or she has followed the explanation and can “find” by responding to what the test administrator has just presented.

The first item establishes the context for number patterns that will continue throughout the other items in the cluster.

- In this example, the concept is presented by stressing that one pencil is longer than the other meeting the “recognize compare heights and lengths” prerequisite. (slide #39)

Scoring Instructions for Item 1

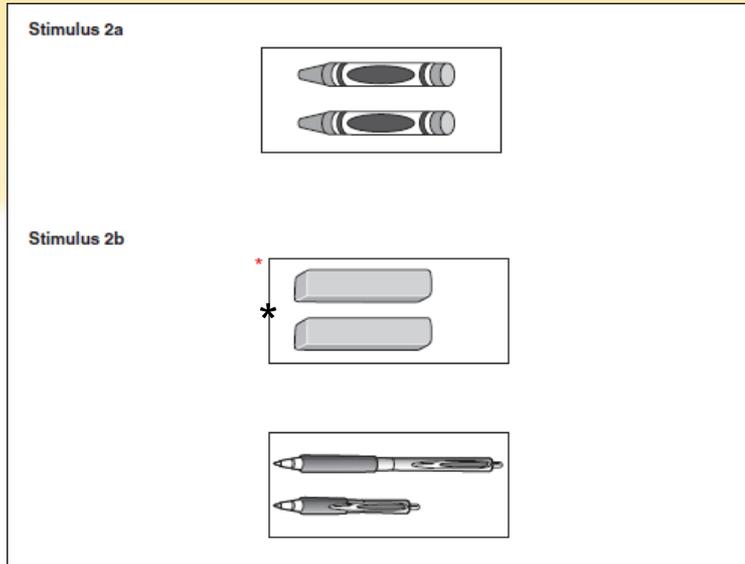
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the pencil that is longer,	➡	mark A for question 1 and move to question 2.
If the student does not find the pencil that is longer,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds;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

Specific instructions are given for what the student must “find” and how to score the action.

If an incorrect response is given, the test administrator is directed to remove the stimulus, wait at least 5 seconds, then repeat the presentation instructions for reduced credit.

No extra assistance is allowed, because the answer is provided in the presentation.

Item 2 in a Cluster



Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **These crayons are the same length.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **These objects are erasers. These objects are pens.**
- *Communicate:* **Find the two objects that are the same length.**

An exact or similar image or concept is brought over from Item 1.

Important components of the images are identified for the student during the presentation instructions.

The test administrator presents Stimulus “a” and “b” before asking the student to “find” what is requested.

For most item 2 questions, the student must “find” what is requested by matching something in the second stimulus to something in the first stimulus.

For this example, there has been an increase in complexity with the addition of another set of answer choices fulfilling the “recognize compare heights and lengths” prerequisite skill. (slide #39)

the match is exact and other times the student is asked to match opposite ideas or the same concept presented with different images.

Scoring Instructions for Item 2

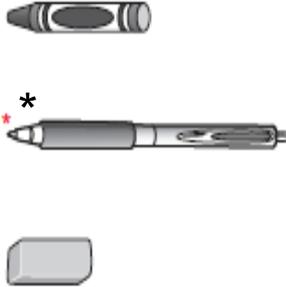
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the erasers,	➡	mark A for question 2 and move to question 3.
If the student does not find the erasers,	➡	<ul style="list-style-type: none">• model the desired student action by finding the erasers that are the same length and communicate “These erasers are the same length”; and• replicate the initial presentation instructions.
After teacher modeling, if the student finds the erasers,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the erasers,	➡	mark C for question 2 and move to question 3.

If the student is not able to “find” the correct answer, the test administrator models the desired student action and repeats the presentation instructions.

Full credit is only given if the student is able to supply the correct answer without modeling assistance.

Item 3 in a Cluster

Stimulus 3



Three answer choices are presented before asking the student to “find” what is requested.

The student must understand what is presented in Stimulus “a” and use the information to determine the answer from three answer choices in Stimulus “b.”

The student may be asked to integrate multiple pieces of information.

For this example, the tested concept still focuses on comparing lengths, but has been expanded to three answer choices and to focus on the new prerequisite skill “compare and order....objects by length (longer/shorter than).” (slide #40)

The difficulty varies from cluster to cluster depending on how close the relationship is between the Stimulus “a” and the answer choices.

Presentation Instructions for Question 3

- Present Stimulus 3.
- Direct the student to each answer choice in Stimulus 3. Communicate: **These objects are different lengths.**
- Communicate: **Find the object that is the longest.**

Scoring Instructions for Item 3

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the pen,	➡	mark A for question 3 and move to question 4.
If the student does not find the pen,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Allow the student to use a measuring tool. OR• Have the student move his or her finger across the length of each object. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the pen,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the pen,	➡	mark C for question 3 and move to question 4.

Other examples:

Demonstrate the action shown in the pictures.

Record the number after the student counts the models.

Allow the use of a math too

Only the teacher assists listed can be used.

If the student is not able to “find” the correct answer, the teacher is to pick one of two or three provided allowable teacher assists before repeating the presentation instructions.

Sometimes the teacher performs the action in the teacher assist and sometimes the student performs the action. In either case the student receives the correct information before moving on.

The allowable teacher assists vary from item to item and target different modalities without providing a direct answer.

Full credit is only given if the student is able to supply the correct answer without assistance.

Scoring Instructions for Item 3

- Further clarification was given in the Fall 2015 TETN regarding scoring instructions for Item 3 questions. All allowable teacher assists should be reviewed and determined prior to administration of the test. Assists may be performed by either teacher or student unless otherwise designated in scoring instructions. Further guidance was given to make sure that the allowable accommodation of “highlighting,” as with all accommodations, does not lead the student directly to the correct answer.

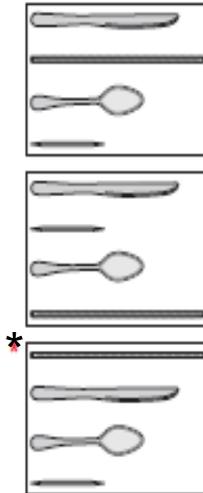
Scoring Instructions for Third Question in a Cluster

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: <ul style="list-style-type: none"> • 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.
- 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.

Item 4 in a Cluster

Stimulus 4



The test administrator presents the images and answer choices before asking the student to “find” what is requested.

For item 4 questions, students are required to apply knowledge at varying levels of difficulty by

comparing similarities
and differences,
evaluating a detailed
stimulus, or
inferring an idea or
drawing a conclusion.

The student must compare several parts of the stimuli to determine the correct answer.

For this example, the tested concept still focuses on comparing lengths, this time **“compare and order....objects by length (longest to shortest).”** (slide #40)

The difficulty of the item depends on the level of application that is required.

Presentation Instructions for Question 4

- Present Stimulus 4.
- Direct the student to Stimulus 4. *Communicate:* **A student has a spoon, a knife, a straw, and a toothpick. These objects are all different lengths.**
- Direct the student to each answer choice in Stimulus 4.
- *Communicate:* **Find the set of objects that are in order from longest to shortest.**

Scoring Instructions for Item 4

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	mark A for question 4.
If the student does not find the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	mark C for question 4.

If the student is not able to provide the correct answer, the initial presentation instructions are repeated.

No other assistance can be provided, because the student must apply the information that has been provided.

Full credit is only given if the student is able to supply the correct answer without having the instructions repeated.

After Item 4, the student moves to a new cluster starting with a less difficult item.

Presentation Instructions

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the ball under the bed in Stimulus 1. Communicate the text.
- Communicate: **Find the ball under the bed.**

Stimulus 1



The ball is under the bed.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the ball under the bed,	➡	mark A for question 1 and move to question 2.
If the student does not find the ball under the bed,	➡	<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 ball under the bed,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the ball under the bed,	➡	mark C for question 1 and move to question 2.

Ways a Test Administrator Can *Direct*

**Grade 8 Science Test – STAAR Alternate Redesign
SAMPLE**

Presentation Instructions for Question 4

- Direct the student to Stimulus 4. *Communicate:* **There are many uses of energy.**
- Direct the student to each answer choice. *Communicate* the text in each answer choice.
- *Communicate:* **Find the object that produces useful heat.**

Stimulus 4



The image shows three electrical appliances arranged horizontally. From left to right: a toaster, a blender, and a fan. Each appliance is shown with its power cord and a two-prong electrical plug. Below each illustration is a label: 'toaster', 'blender', and 'fan'.

Direct the student to each answer choice by pointing to, tapping, or touching the answer choices individually or by saying or signing, “Look at the pictures.” – *the amount of time spent directing the student to each answer choice must be the same*

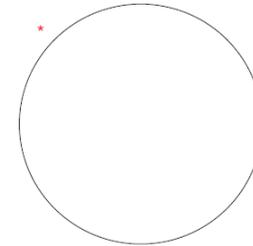
Pointing or touching the answer choices one time each is an appropriate way to *direct* the student. It would not be appropriate to tap or touch only the correct answer or to tap or touch the correct answer more times than the other answer choices.

**Grade 3 Mathematics– STAAR Alternate Redesign
SAMPLE**

Presentation Instructions for Question 1

- 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.**

Stimulus 1



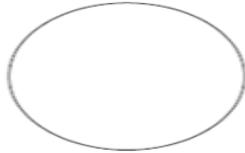
Direct the student to the outline of the circle by guiding the student’s hand to the circle and moving it around the outline to emphasize the shape. – *make sure that directing the student does not inadvertently lead into the “find” statement*

Removing the student’s hand from the circle after directing him or her is appropriate. Leaving the student’s hand on the circle after directing and reading the “find” statement is not appropriate. In this instance, the student did not give an intentional response to the stimuli.

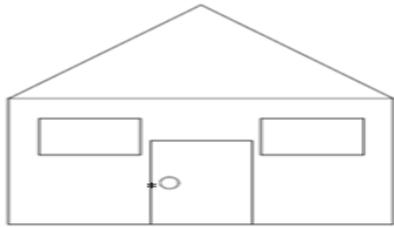
Presentation Instructions

- Present Stimulus 2a and 2b.
- Direct the student to the circle in Stimulus 2a. Communicate: **This is a circle.**
- Direct the student to the house in Stimulus 2b without naming the shapes on the house. Communicate: **This is a house made of shapes.**
- Communicate: **Find the circle on the house.**

Stimulus 2a



Stimulus 2b (Presented on the same page of the student booklet as Stimulus 2a.)



Each test is individually administered.

Students are not expected to read, write, or manipulate the test booklet.

The test administrator is given directions to *present* the item, specifically what to *direct* the student to, and what to *communicate* to the student.

Sometimes a cautionary phrase such as “Direct the student to the house in Stimulus 2b without naming the shapes on the house,” is used to ensure that the answer is not revealed during the presentation.

It is important to read and practice the presentation instructions before administering the assessment, because the instructions are unique for each item.

The guidelines for “*present*,” “*direct*,” and

“*communicate*” must be looked up in the test

administrator manual and followed as outlined.

Present Direct Communicate

To **Present** is to introduce the stimuli in the student booklet with needed **Accommodations**

Types of Allowable Accommodations:

The way a test administrator *presents* a test item to a student is individually based on the needs of the student. Accommodations must be included in the student's IEP and should **only** be made if the student is unable to access the test item without them.

Accommodations are optional and should be applied **only** when needed.

Accommodations to the two-dimensional stimulus images

Accommodations to limit number of images shown at one time

Accommodations to language used in the test administrators instructions

Accommodations to provide structured reminders

Present Direct Communicate

Accommodations to the two-dimensional Stimulus images

Place color overlays on images or text

Photocopy and cut out stimulus images to the student's test booklet – can be affixed to slant boards, poster board or card stock

Raise or darken outlines in stimulus images

Describe images (for students with visual impairments only)

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

Add braille labels to images or text

Enlarge images by copying or using magnification devices

Attach textured materials to images in the student's test booklet

Raise or darken outlines in stimulus images

Color or highlight stimulus images or answer choices

Demonstrate concepts or relationships in images

Present Direct Communicate

Accommodations to limit number of stimulus images shown at one time

Place images on separate paper presented one at a time

Cover or isolate each image until it is addressed

Accommodations to language used in the test administrators instructions

Use routine picture representations for key words in verbal directions

Reread sections of text as requested by the student

Any accommodations not listed can only be used after guidance/approval from a STAAR Alternate 2 team member at the Texas Education Agency.

Allowable Accommodations

- Color or highlight images or text
- Place color overlays on images or text
- Photocopy and cut out images or text
 - can be affixed to appropriate presentation media
 - answer choices must be placed in the same order as they appear in the test booklet
- 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 to arrive at response
- Reread sections of the text beyond what is included in test administrator instructions
- Provide structured reminders
 - personal timers, token systems, color-coded or handwritten reminders, or visual schedules

Ways a Test Administrator Can *Present*

Caution – A presentation should allow a student to access the test question but not provide an answer to the question. Students must intentionally respond to the question in order to receive credit for a correct answer.

Attach a tactile representation for the image to the student booklet representation must be pertinent to the task and not just something that the student likes

A piece of fur on the dog is an appropriate tactile representation for this question. Shiny pink glitter would not be appropriate because it could be difficult to determine what the student is responding to – the dog as required by the “find” statement or the glitter.

Grade 3 Reading Test – STAAR Alternate Redesign
SAMPLE

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. Communicate the title and the text.
- Communicate: **Find the dog that does tricks.**

Stimulus 1

Dogs on Stage

This dog was trained to do tricks for a show on a stage in front of many people.



Pair the images in the student booklet with objects of the images – *objects must resemble the images as much as possible and be oriented the same ways as in the images*

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communicate: **The hot chocolate produces heat and keeps the girl's hands warm.**
- Direct the student to each answer choice in Stimulus 2b.
- Communicate: **Find another source of heat.**

Stimulus 2a



Stimulus 2b



Ways a Test Administrator Can *Present*

Grade 3 Reading Test – STAAR Alternate Redesign
SAMPLE

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. Communicate: **Here is more of the article "Dogs on Stage."**
- Direct the student to Stimulus 3a. Communicate the text.
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: **Find where the trainer found the dog he trained to be Sandy.**

Stimulus 3a

William Berloni trained animals to be in movies and on television for many years. He is one of the only people who can train animals for a show on a stage in front of people. The most important thing he does is to choose the right animal for the part in a show. He knows he must find a dog that is calm around lots of people. Berloni found the dog that was trained to be Sandy at an animal shelter. The dog quickly became a star in the show *Annie*.



Stimulus 3b

Enlarge the answer choices – *follow all security and confidentiality procedures for copying secure testing materials*

Copy and cut out the answer choices – *ensure confidentiality of materials and that answer choices are presented in the same order as in the student booklet; 2-part boxed answer choices must be presented together*

Pair the answer choices with pictures – *all images must be equally viable*

Rearrange the answer choices – *answer choices can be presented horizontally or vertically; however, must be presented in the same order as the student booklet*

Ways a Test Administrator Can **Present** Images to a Student with a Visual Impairment

- Describe the images in the stimuli – *verbal descriptions must be objective and can only provide information that the teacher sees on the page; no additional information or comments can be provided*
- **“A girl is sitting on a big log outside. It is night time. She has made a campfire by putting rocks in a circle. Inside the circle are some sticks that are on fire. She is rubbing her hands together.”**
- **Caution** – *When providing a student with a verbal description of an image, it is important for the teacher to plan ahead. During the preview period, the teacher should script out the language while using caution not to inadvertently provide the student with an answer to the “find” statement.*

Grade 8 Science Test – STAAR Alternate Redesign SAMPLE

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate:* **A campfire produces heat and other kinds of energy.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another form of energy the campfire produces.**

Stimulus 3a



Stimulus 3b

mechanical

light*

electrical

Present Direct Communicate

- To Direct is to Focus your student on the test materials
- The term *direct* refers to the way the teacher brings the stimulus components to the student's attention. This can be done in a variety of ways and should be done in a way that keeps the student's strengths and needs in mind.
- Guide the student's hand to specific places in the stimuli as instructions are given
- Color code, number, or label answer choices with letters to direct the student to a specific place
- Cover up parts of the stimulus until explained in the instructions
- Point to or highlight sections of the stimuli as they are mentioned in the instructions
- Alert the student orally or through sign as to where to look or focus
- Place objects representing the stimuli in the student's hand
- **Caution –*When directing a student to the stimuli, equal time must be spent on each component or answer choice so that a correct answer is not cued.***

Ways a Test Administrator Can **Present** Images to a Student with a Visual Impairment

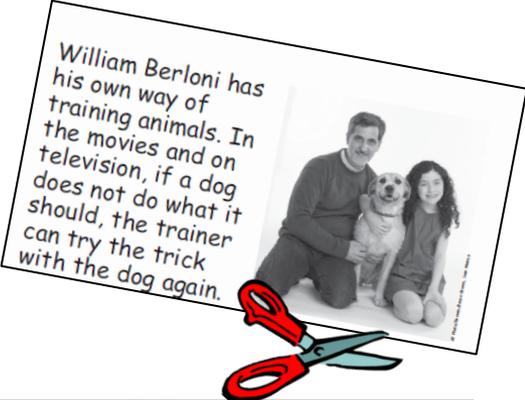
Direct the student to text by focusing the student's attention on one line at a time or by minimizing the amount of text seen at one time – **all text must be read exactly as written in the presentation instructions; paraphrasing, changing vocabulary terms, and embellishing text is not allowed**

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

William Berloni has his own way of training animals. In the movies and on television, if a dog does not do what it should, the trainer can try the trick with the dog again. But a show like *Annie* is performed onstage in front of many people. The dog can't do the trick over. Sandy had to do certain tricks at certain times. Berloni used tasty treats to train Sandy. He practiced the trick many times with Sandy until the dog learned to do the trick on the stage in front of many people.



William Berloni has his own way of training animals. In the movies and on television, if a dog does not do what it should, the trainer can try the trick with the dog again.



But a show like *Annie* is performed onstage in front of many people. The dog can't do the trick over. Sandy had to do certain tricks at certain times. Berloni used tasty treats to train Sandy. He practiced the trick many times with Sandy until the dog learned to do the trick on the stage in front of many people.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. Communicate the text.
- Direct the student to the underlined word. Communicate: In this sentence the word "above" does not describe the location of the boy.
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: Find the word that edits the sentence to describe the location of the boy.

Stimulus 3a



The boy running above the finish line thought he might win.

Stimulus 3b

toward

below

under

Ways a Test Administrator Can *Direct*

Direct the student to each answer choice by pointing to, tapping, or touching the answer choices individually or by saying or signing, “Look at the pictures.” – *the amount of time spent directing the student to each answer choice must be the same*

Pointing or touching the answer choices one time each is an appropriate way to *direct* the student. It would not be appropriate to tap or touch only the correct answer or to tap or touch the correct answer more times than the other answer choices.

Removing the student’s hand from the circle after directing him or her is appropriate. Leaving the student’s hand on the circle after directing and reading the “find” statement is not appropriate. In this instance, the student did not give an intentional response to the stimuli.

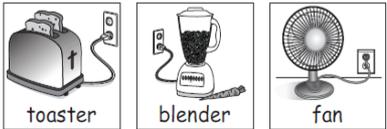
Direct the student to the outline of the circle by guiding the student’s hand to the circle and moving it around the outline to emphasize the shape. – *make sure that directing the student does not inadvertently lead into the “find” statement*

Grade 8 Science Test – STAAR Alternate Redesign
SAMPLE

Presentation Instructions for Question 4

- *Direct* the student to Stimulus 4. *Communicate:* There are many uses of energy.
- *Direct* the student to each answer choice. *Communicate* the text in each answer choice.
- *Communicate:* Find the object that produces useful heat.

Stimulus 4



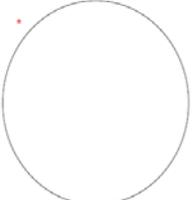
toaster blender fan

Grade 3 Mathematics– STAAR Alternate Redesign
SAMPLE

Presentation Instructions for Question 1

- 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.

Stimulus 1



Ways a Test Administrator Can *Direct*

Direct the student to the answer choices by highlighting, numbering, or labeling with letters. – *make sure that directing the student does not inadvertently give the student the answer*

U. S. History Test – STAAR Alternate Redesign
SAMPLE

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate:* **This is a place with natural resources. People can live here.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the natural resources that are available for people who live here.**

Stimulus 3a



Stimulus 3b

water to drink and wood to build a house

wood to build a house and cotton for clothes

water to drink and wheat for bread

A

water to drink and wood to build a house

B

wood to build a house and cotton for clothes

C

water to drink and wheat for bread

Present Direct Communicate

To *Communicate* means to Share information

The term *communicate* means to share information with and request information from the student in a way that the student will understand. A teacher can communicate in many ways depending on the student's needs.

Orally read bolded text in the presentation instructions and answer choices

Pair key words in the instructions with picture icons or objects

Use sign language to communicate the questions

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

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

Turn the "find" statement into a question

The term *communicate* means to share information with and request information from the student in a way that the student will understand. A teacher can communicate in many ways depending on the student's needs.

Ways a Test Administrator Can *Communicate*

Communicate the word “find” by replacing it with one of the following: “Show me,” “Point to,” “Touch,” or “Tell me”.

Communicate the text in the answer choices by pairing the words with pictures/icons to reinforce understanding of the sentence

Grade 7 Writing Test – STAAR Alternate Redesign
SAMPLE

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communicate the text.
- Direct the student to each answer choice in Stimulus 2b. Communicate the text in each answer choice.
- Communicate: **Find the sentence that tells that the ball is under the bed.**

Stimulus 2a



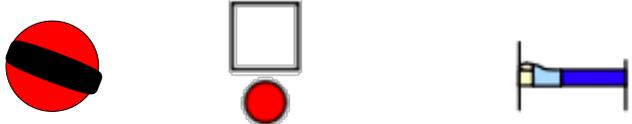
The ball is under the bed.

Stimulus 2b

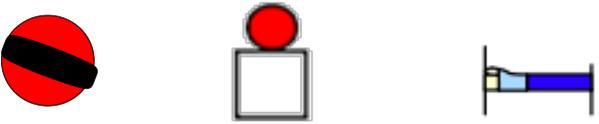


* The ball is under the bed.

The ball is on the bed.



The ball is under the bed.



The ball is on the bed.

“Where is the sentence that tells that the ball is under the bed?” or point to each answer choice and ask “Is this the sentence that tells that the ball is under the bed?”

Presenting Reading Passages

Dogs on Stage

This dog was trained to do tricks for a show on a stage in front of many people.



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

William Berloni trained animals to be in movies and on television for many years. He is one of the only people who can train animals for a show on a stage in front of people. The most important thing he does is to choose the right animal for the part in a show. He knows he must find a dog that is calm around lots of people. Berloni found the dog that was trained to be Sandy at an animal shelter. The dog quickly became a star in the show *Annie*.



William Berloni has his own way of training animals. In the movies and on television, if a dog does not do what it should, the trainer can try the trick with the dog again. But a show like *Annie* is performed onstage in front of many people. The dog can't do the trick over. Sandy had to do certain tricks at certain times. Berloni used tasty treats to train Sandy. He practiced the trick many times with Sandy until the dog learned to do the trick on the stage in front of many people.



Test administrators have the option of reading a passage again or repeating sections of the passage from earlier questions in a cluster if they feel that the student needs to hear the previous sections of the passage before the “find” statement is given. To accomplish this, the test administrator can do one of the following:

Turn back to previous questions in the cluster and read the sections for the student from the test administrator manual without the student looking at the text

OR

- **Photocopy previous sections of the passage to combine with the next section of the passage as the student proceeds through the cluster**
- **Caution- *At no time can the student go back to previous questions in the student booklet and change answers after the question has been scored and the student has moved to the next question.***

Presenting Reading Passages

Some questions in the student test booklet are presented with a stem and some appear as complete sentences.

Test administrators can communicate the stem once, then communicate each answer choice.

Or, the test administrator can communicate the stem each time before communicating each answer choice.

The dog trained to be Sandy was found-
in movies
at an animal shelter
on a stage

The dog trained to be Sandy was found in movies.

The dog trained to be Sandy was found at an animal shelter.

The dog trained to be Sandy was found on a stage.

Repeating the Presentation Instructions

Students can be alerted back to the task or materials or be encouraged to stay focused at any time during testing.

Students can request to have information repeated.

The test administrator can repeat sections of the presentation instructions without a student request if the student is distracted during the presentation, only until the answer choices and the “find” statement are given.

Once the answer choices and “find” statement are given, the test administrator must wait for the student to respond.

Once a student gives an answer, the test administrator must follow the scoring instructions to determine how to proceed.

If no response is given, after a reasonable wait time, the answer choices and “find” statement can be repeated *once* more.

The order in which the bullets for the answer choices and “find” statement in the presentation instructions are communicated can be reversed from the order listed in the instructions.

Repeating the Presentation Instructions

No response--- repeat the answer choices and the “find” statement once more

Correct response---mark A and move to the next question

Incorrect response---apply one of the scripted teacher assists and replicate the presentation instructions from the beginning

Wait an appropriate time for the student to respond.

These instructions can be repeated as needed including reading passages.

These instructions must be given once the first time. The order of these two bullets can be reversed.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. Communicate the text.
- Direct the student to the underlined word. Communicate: **In this sentence the word “above” does not describe the location of the boy.**
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: **Find the word that edits the sentence to describe the location of the boy.**

Stimulus 3a



The boy running above the finish line thought he might win.

Stimulus 3b

toward below under

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the word “toward” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find the word “toward” in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what the boy is doing in the picture. OR • Have the student touch the boy in the picture and the finish line in the picture. OR • Read the sentence, inserting each answer choice for the underlined word. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the word “toward” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the word “toward” in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Student Response Options

Students need to be given an opportunity to respond to test questions using a mode of response that is typical of the way the student responds during instruction. It is not important how a student responds – only that the teacher is able to discern the student's preferred answer. Response modes do not need to be predetermined as in the past.

Response mode can be:



❖ verbal

❖ visual

❖ physical

Verbal Response Modes

A student can. . . Indicate a preferred answer by positively or negatively vocalizing when answer choices are presented one at a time – *vocalizations must be clear and understandable; a student can only receive a correct answer if the teacher is confident of the student's choice*

Say or sign “yes” or “no” when presented answer choices one at a time and being asked, “Is this the ____?”

Respond with the answer when choices are labeled by the teacher – i.e., “Pink,” “Blue,” or “Green”

Orally state responses in the student's primary language, including signs and word approximations

Orally state responses in the student's primary language, including signs and word approximations

Describe the location of the answer – i.e., “top,” “first,” or “last”

Use a communication device with preprogrammed answer choices or vocabulary – *all test information programmed into a communication device must be kept secure during the testing window and be immediately erased after testing*

Physical Response Modes

A student can.

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

Highlight, color, or mark a response

Nod, smile, or gesture to indicate “yes” or “no” when presented answer choices one at a time and being asked, “Is this the _____?”

Use or manipulate math tools to create an answer

Place an adhesive note on the correct answer

Manipulate words, sentences, or sections of an answer choice

Write or type responses with or without adaptive writing equipment

Sign the correct answer

Point to, reach for, or touch an answer

Visual Response Modes

- A student can. . .
- Gaze, wink, blink or fixate on stimuli and answers
- Turn his or her head toward stimuli and answers when presented individually in a section organizer



**U. S. History Test – STAAR Alternate 2 Redesign
SAMPLE**

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. Communicate: **This is a place with natural resources. People can live here.**
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: **Find the natural resources that are available for people who live here.**

Stimulus 3a



Stimulus 3b

- * water to drink and wood to build a house
- wood to build a house and cotton for clothes
- water to drink and wheat for bread

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:

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

Recording Responses

STAR
State of Texas
Assessments of
Academic Readiness
Alternate 2

**STATE OF TEXAS ASSESSMENTS OF
ACADEMIC READINESS ALTERNATE 2
Scoring Document**

Student Name: _____
Grade: _____ Subject: _____ Form Number: _____

Accommodations
Mark the accommodations used during this test administration.

	Color or Highlight	Braille
	Color Overlays	
	Photocopy or Cut Out	
	Photographs or Objects	
	Textured Materials	
	Demonstrate	
	Raise or Darken Outline	
	Enlarge	

Scoring
Mark the student's score for each question.

1	(A) (B) (C)	13	(A) (B) (C)
2	(A) (B) (C)	14	(A) (B) (C)
3	(A) (B) (C)	15	(A) (B) (C)
4	(A) (B) (C)	16	(A) (B) (C)
5	(A) (B) (C)	17	(A) (B) (C)
6	(A) (B) (C)	18	(A) (B) (C)
7	(A) (B) (C)	19	(A) (B) (C)
8	(A) (B) (C)	20	(A) (B) (C)
9	(A) (B) (C)	21	(A) (B) (C)
10	(A) (B) (C)	22	(A) (B) (C)
11	(A) (B) (C)	23	(A) (B) (C)
12	(A) (B) (C)	24	(A) (B) (C)

NEW format highlights each item cluster.

After the student responds to each question, the test administrator will evaluate the response according to the scoring instructions.

The test administrator will record the score on this document and use the information to complete the online transcription form in TestNav.

The A, B, C determinations for each question, along with the accommodations used during the assessment, must be entered into TestNav.

The form shown here is provided in the test materials and is required to ensure that the student performance is accurately transcribed into TestNav.

Once the information has been transcribed, the test administrator will turn in the form to the testing coordinator or transcribe information.

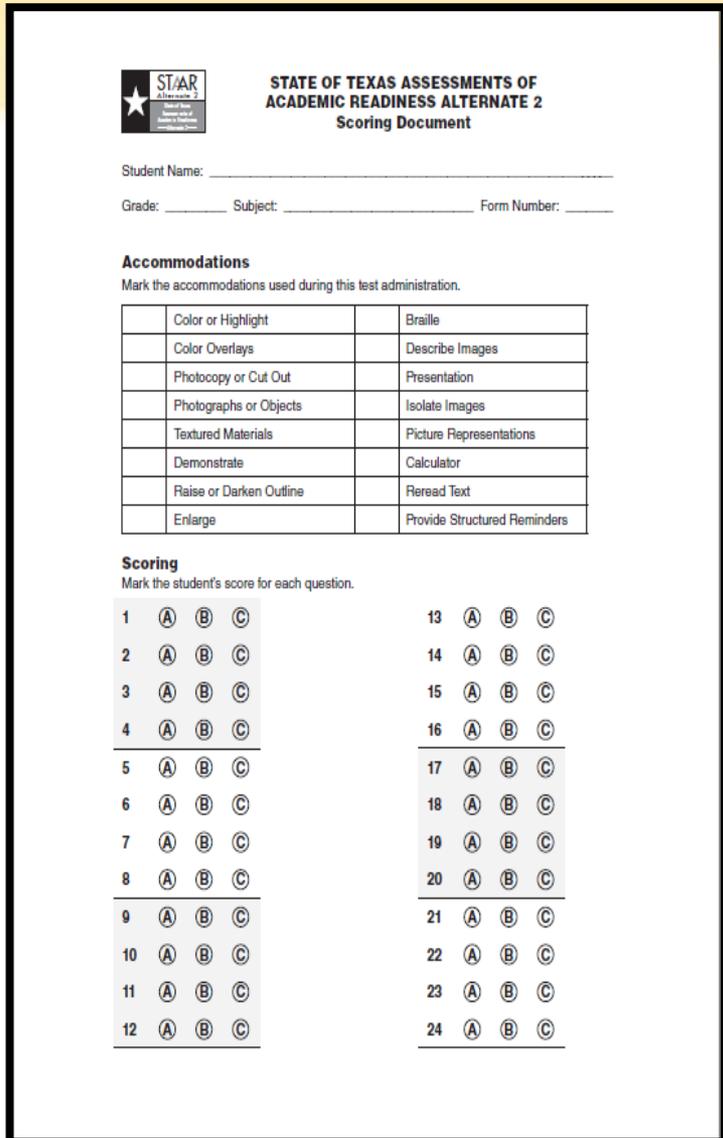
The form must be returned in the nonscorable shipment.

Recording Responses

Scoring documents can be found:

at the final page of *2016 STAAR Alternate Test Administrator Manuals*.

“Resources for STAAR Alternate 2, TELPAS, and TAKS” at <http://www.texasassessment.com/technology/>



The image shows a sample scoring document for the State of Texas Assessments of Academic Readiness (STAAR) Alternate 2. It includes a header with the STAAR logo and the title "STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2 Scoring Document". Below the header are fields for "Student Name:", "Grade:", "Subject:", and "Form Number:". The document is divided into two main sections: "Accommodations" and "Scoring".

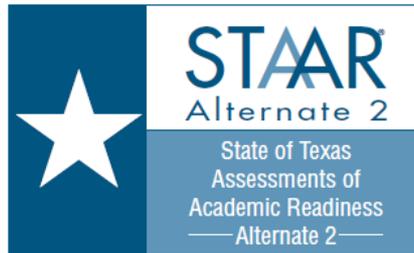
Accommodations
Mark the accommodations used during this test administration.

<input type="checkbox"/>	Color or Highlight	<input type="checkbox"/>	Braille
<input type="checkbox"/>	Color Overlays	<input type="checkbox"/>	Describe Images
<input type="checkbox"/>	Photocopy or Cut Out	<input type="checkbox"/>	Presentation
<input type="checkbox"/>	Photographs or Objects	<input type="checkbox"/>	Isolate Images
<input type="checkbox"/>	Textured Materials	<input type="checkbox"/>	Picture Representations
<input type="checkbox"/>	Demonstrate	<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Raise or Darken Outline	<input type="checkbox"/>	Reread Text
<input type="checkbox"/>	Enlarge	<input type="checkbox"/>	Provide Structured Reminders

Scoring
Mark the student's score for each question.

1	(A) (B) (C)	13	(A) (B) (C)
2	(A) (B) (C)	14	(A) (B) (C)
3	(A) (B) (C)	15	(A) (B) (C)
4	(A) (B) (C)	16	(A) (B) (C)
5	(A) (B) (C)	17	(A) (B) (C)
6	(A) (B) (C)	18	(A) (B) (C)
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10	(A) (B) (C)	22	(A) (B) (C)
11	(A) (B) (C)	23	(A) (B) (C)
12	(A) (B) (C)	24	(A) (B) (C)

Testing Policy



TEST ADMINISTRATOR MANUAL

2016

STAAR Alternate 2

Non-Secure Front Matter

Testing Window Guidelines

The testing window will be from April 4, 2016, until April 22, 2016.

A 10 day preview period prior to April 4, 2016, is allowed for the **test administrators** once the testing materials have arrived in the district.

Test administrators can preview the student booklets and test administrator instructions for specific questions during this period to become familiar with the instructions, practice manipulating the test materials, plan teacher assists, and prepare accommodations to the student booklet.

All accommodations should be in place prior to April 4, 2016, but accommodations can continue to be made until the test session begins.

Test materials must be checked in at the end of the day and kept in locked, secure storage throughout the day when not in use. Use the materials control form to ensure security of the test materials.

This includes all photocopies of the images and text in the student booklet.

Materials Control form must be used to record daily checkout of materials. This form is found in the STAAR Alternate 2 section of the DCCM.

Input performance data into TestNav 8 from April 4, 2016, until April 22, 2016.

Student Absences and Incomplete Assessments

Every attempt must be made to complete the assessment during the window.

If the assessment cannot be completed within the window, enter the score for the portion of the testing the student was able to complete into the online transcription form in TestNav 8.

If a student cannot complete testing within the window due to his or her disability, contact TEA for guidance.

A test administrator not having enough time is not a reason to contact TEA for guidance.

If the district has an extended student holiday during the window, the district may request an alternate testing date from the security team at TEA.

If the student is absent for the entire assessment window, his or her assessment should be marked with a score code of “A” for absent.

Test Administrators



Test administrator assistants must receive training and sign the oath of test security and confidentiality.

Certified and noncertified paraprofessionals and related service staff who are currently employed by the district and routinely work with students in the classroom may serve as test administrators or test administrator assistants. The test administrator assistant can provide assistance to the test administrator such as preparing allowable accommodations, manipulating materials during testing session, translating or signing information for the student, and providing behavior management. All test administrator assistants must be trained in the test security and administration procedures prior to the assessment and must have signed the oath of test security and confidentiality.

Training

All STAAR Alternate 2 test administrators are required to attend district training sessions regarding:

Understanding test administrator roles and responsibilities

Maintaining security of test materials until returned to the coordinator each day after previewing or testing

Implementing the test administration processes and procedures stated in the manuals

Applying allowable accommodations appropriately

Reporting any suspected violation of test security to the campus coordinator

Accessing and entering data into the online transcription form in TestNav

Preparing testing materials for return to the testing coordinator at the end of the window including all photocopies of the images and text in the student booklet and the scoring document used to record student performance

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 which can only be viewed by the test administrator and must remain secure at all times.

Oath of Test Security and Confidentiality

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2016

**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 linguistic accommodations. 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

After training has been completed, each test administrator must sign the Oath of Test Security and Confidentiality.

The box titled “For Test Administrators Authorized to View Secure State Assessments” must also be signed because all test administrators will be viewing the actual test questions in order to prepare allowable accommodations.

A signed oath is required for all test administrators and test administrator assistants.

Testing Coordinator Information

Students will need to be registered in TAMS for the 2016 administration of STAAR Alternate 2 through a registration file and set up into test sessions.

Each test administrator will receive a test administrator manual, a student test booklet, and a scoring document for each assessment that will be given for each student.

Each campus will administer the same form; therefore, materials cannot be shared between campuses or districts.

STAAR Alternate 2 materials should not be shipped with test materials for other state assessments.

All photocopies of the images and text in the student booklet must be returned in the nonscorable shipment.

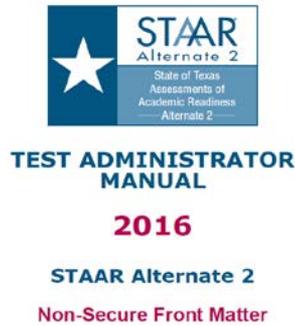
Any accompanying pictures, objects, textured materials, or instructional tools do not need to be returned.

Scoring documents need to be returned in the nonscorable shipment.

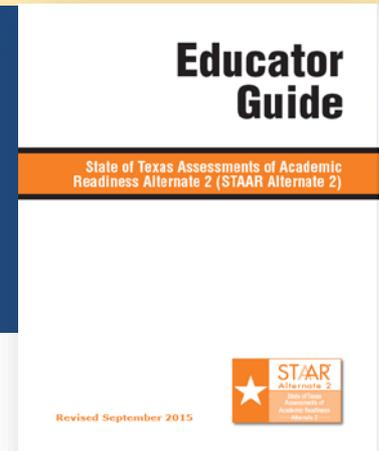
Make sure that all assessments scored as Medical Exception “M” and No Authentic Academic Response “N” are based on ARD decisions.

Manuals

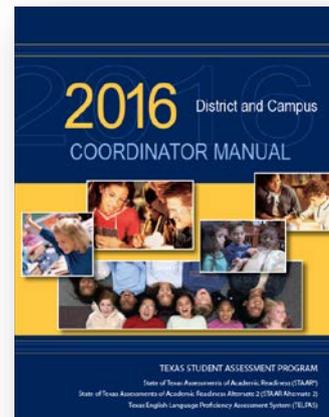
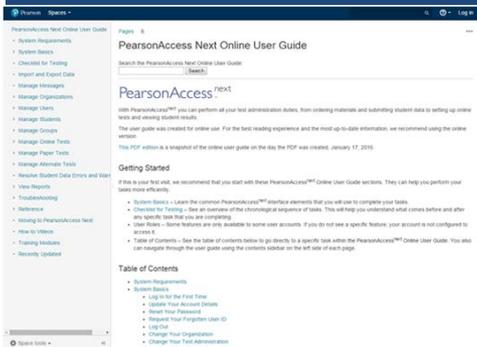
Detailed information for test administrators on how to administer each specific assessment.



General information about the alternate assessment. Contains specialized information for testing unique student groups.



Specific information for testing coordinators on how to set up test students in TAMS.



Specific information for testing coordinators regarding test security, training, shipping, and handling of test materials under the new STAAR Alternate 2 section.

PearsonAccess Next Online User Guide can be found at www.TexasAssessment.com/technology

Standard Setting

After the February 2015 administration of STAAR Alternate 2 student scores were used to set standards.

A team of administrators, educators, parents, and other stakeholders were assembled to review the scoring results and set a passing standard.

A result of standard setting committees were Performance Level Descriptors (PLDs) which provide a snapshot of students' academic characteristics based on performance on a given STAAR Alternate 2 assessment. PLDs are statements that describe the specific knowledge and skills students typically demonstrate at each performance level: Level III—Accomplished Academic Performance, Level II—Satisfactory Academic Performance, and Level I—Developing Academic Performance

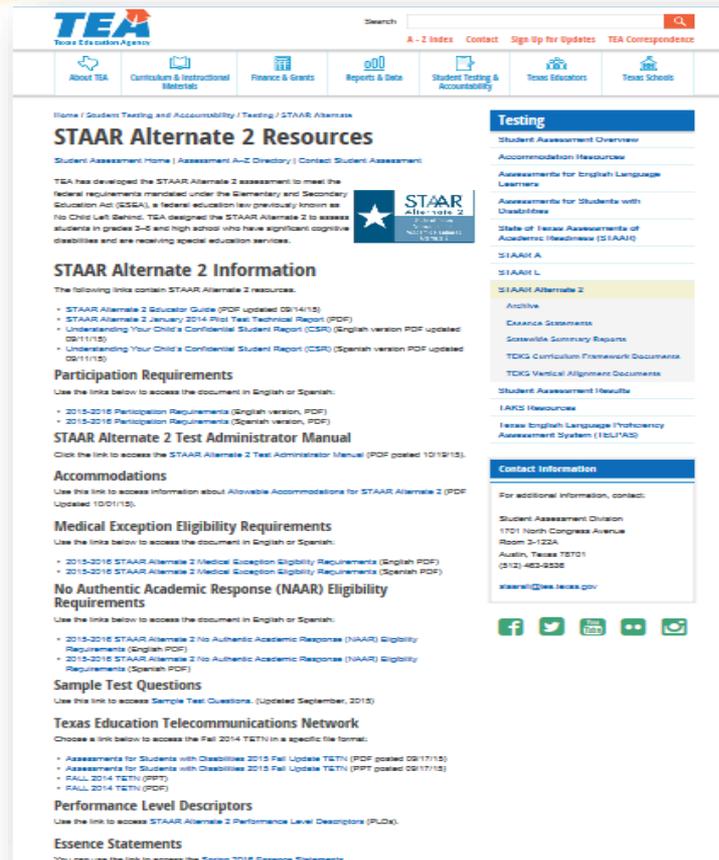
Performance Level Descriptors can be viewed at
http://tea.texas.gov/Student_Testing_and_Accountability/Testing/STAAR_Alternate/STAAR_Alternate_2_Performance_Level_Descriptors/

Standard Setting

Districts will receive *Confidential Student Reports* for STAAR Alternate 2 at the same time as results are received for STAAR test takers.

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

Resources



The screenshot shows the TEA website's 'STAAR Alternate 2 Resources' page. The page is organized into several sections: 'Testing' (with links to overview, accommodations, and assessment materials), 'STAAR Alternate 2 Information' (with links to guides and reports), 'Participation Requirements' (with links to English and Spanish versions), 'STAAR Alternate 2 Test Administrator Manual', 'Accommodations', 'Medical Exception Eligibility Requirements', 'No Authentic Academic Response (NAAR) Eligibility Requirements', 'Sample Test Questions', 'Texas Education Telecommunications Network', 'Performance Level Descriptors', and 'Essence Statements'. A right-hand sidebar contains a 'Testing' menu, 'Contact Information', and social media icons for Facebook, Twitter, YouTube, and Instagram.

TEA
Texas Education Agency

Search []

A - Z Index Contact Sign Up for Updates TEA Correspondence

About TEA Curriculum & Instructional Materials Finance & Grants Reports & Data Student Testing & Accountability Texas Educators Texas Schools

Home / Student Testing and Accountability / Testing / STAAR Alternate

STAAR Alternate 2 Resources

Student Assessment Home | Assessment A-Z Directory | Contact Student Assessment

TEA has developed the STAAR Alternate 2 assessment to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind. TEA designed the STAAR Alternate 2 to assess students in grades 2-8 and high school who have significant cognitive disabilities and are receiving special education services.



STAAR Alternate 2 Information

The following links contain STAAR Alternate 2 resources.

- STAAR Alternate 2 Educator Guide (PDF updated 09/11/15)
- STAAR Alternate 2 January 2014 Pilot Test Technical Report (PDF)
- Understanding Your Child's Confidential Student Report (CSR) (English version PDF updated 09/11/15)
- Understanding Your Child's Confidential Student Report (CSR) (Spanish version PDF updated 09/11/15)

Participation Requirements

Use the links below to access the document in English or Spanish.

- 2015-2016 Participation Requirements (English version, PDF)
- 2015-2016 Participation Requirements (Spanish version, PDF)

STAAR Alternate 2 Test Administrator Manual

Click the link to access the STAAR Alternate 2 Test Administrator Manual (PDF posted 10/19/15).

Accommodations

Use this link to access information about Allowable Accommodations for STAAR Alternate 2 (PDF Updated 10/01/15).

Medical Exception Eligibility Requirements

Use the links below to access the document in English or Spanish.

- 2015-2016 STAAR Alternate 2 Medical Exception Eligibility Requirements (English PDF)
- 2015-2016 STAAR Alternate 2 Medical Exception Eligibility Requirements (Spanish PDF)

No Authentic Academic Response (NAAR) Eligibility Requirements

Use the links below to access the document in English or Spanish.

- 2015-2016 STAAR Alternate 2 No Authentic Academic Response (NAAR) Eligibility Requirements (English PDF)
- 2015-2016 STAAR Alternate 2 No Authentic Academic Response (NAAR) Eligibility Requirements (Spanish PDF)

Sample Test Questions

Use this link to access [Sample Test Questions](#). (Updated September, 2015)

Texas Education Telecommunications Network

Choose a link below to access the Fall 2014 TETN in a specific file format.

- Assessments for Students with Disabilities 2015 Fall Update TETN (PDF posted 09/17/15)
- Assessments for Students with Disabilities 2015 Fall Update TETN (PPT posted 09/17/15)
- FALL 2014 TETN (PPT)
- FALL 2014 TETN (PDF)

Performance Level Descriptors

Use the link to access [STAAR Alternate 2 Performance Level Descriptors \(PLDs\)](#).

Essence Statements

You can use the link to access the [Spring 2016 Essence Statements](#).

Testing

- Student Assessment Overview
- Accommodation Resource
- Assessments for English Language Learners
- Assessments for Students with Disabilities
- State of Texas Assessments of Academic Readiness (STAAR)
- STAAR A
- STAAR L
- STAAR Alternate 2
- Archive
- Exam Scenarios
- Statewide Summary Report
- TCEG Curriculum Framework Documents
- TCEG Vertical Alignment Documents
- Student Assessment Results
- PARS Resource
- Texas English Language Proficiency Assessment System (TELPAS)

Contact Information

For additional information, contact:

Student Assessment Division
1121 North Congress Avenue
Room 5-122A
Austin, Texas 78701
(512) 463-6336
staaralt@tea.texas.gov

Facebook Twitter YouTube Instagram

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

For more information about STAAR Alternate 2



Call Student Assessment at 512-463-9536

Email a question to staaralt@tea.state.tx.us

Reference the website for STAAR Alternate 2 at
<http://www.tea.state.tx.us/student.assessment/special-ed/staaralt>