Go to the following website to access full size slides of today’s training:
http://www.region10.org/special-education/r10-texas-assessment-program/
Important Dates:

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

• The preview period will be from Monday, March 21st – Friday, April 1st.

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, planning teacher assists, and preparing accommodations to the student booklet.
Be sure to read the Educator Guide and other TEA materials!

- This training does not take the place of reading the manuals and documents available on the TEA website.

Who should take STAAR Alternate 2?

Students with Significant Cognitive Deficits
• May have intellectual quotient below 70 resulting in limited potential

• May be unable to academically reach grade level, regardless of the quality of instruction

• May have poor social adaptability resulting in dependence on others for daily living and employment

• Differs from students with learning disabilities who have average intelligence, but have learning problems that make reaching their potential difficult

This does not mean that the student’s disability must be ID, but it can NOT be LD.
How do we address the needs of the students with an item based standardized assessment?
## STAAR Alternate 2 Test Design Components

<table>
<thead>
<tr>
<th>Student Characteristic</th>
<th>Test Design Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty retrieving information</td>
<td>Items grouped together in a cluster to limit transitions, provide context, and help link back to previous learning</td>
</tr>
<tr>
<td>Difficulty processing language</td>
<td>Limited use of names, lengthy scenarios, or too much language to set up a problem; simple noun verb sentence and limited use of pronouns</td>
</tr>
<tr>
<td>Concrete level of learning; abstract thinking difficult</td>
<td>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</td>
</tr>
<tr>
<td>Application of learning to a new presentation</td>
<td>Cluster design, extra text is added to help a student transition if one item is too different from the others in a cluster</td>
</tr>
<tr>
<td>Limited stamina to stay focused</td>
<td>Test can be given over multiple sessions; 24 test questions</td>
</tr>
<tr>
<td>Limitations in mobility and motor movement</td>
<td>Stimulus images from the student booklet can be copied and placed closer to the student or presented on a vertical plane</td>
</tr>
<tr>
<td>Problem with organization of visual images</td>
<td>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</td>
</tr>
<tr>
<td>Other specific needs due to individual disabilities</td>
<td>Approved accommodations</td>
</tr>
</tbody>
</table>
# STAAR Alternate 2 Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Alt Rdg (State)</th>
<th>Alt Rdg (R10)</th>
<th>Alt Math (State)</th>
<th>ALT Math (R10)</th>
<th>* Math</th>
<th>Alt Writing (State)</th>
<th>Alt Writing (R10)</th>
<th>* Writing</th>
<th>Alt Sci (State)</th>
<th>Alt Sci (R10)</th>
<th>*Sci</th>
<th>Alt SS (State)</th>
<th>Alt SS (R10)</th>
<th>*SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>82%</td>
<td>81%</td>
<td>74%</td>
<td>87%</td>
<td>86%</td>
<td>77% **</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Grade 4</td>
<td>82%</td>
<td>79%</td>
<td>70%</td>
<td>88%</td>
<td>86%</td>
<td>73% **</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Grade 5</td>
<td>82%</td>
<td>80%</td>
<td>75%</td>
<td>86%</td>
<td>85%</td>
<td>79% **</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>90%</td>
<td>89%</td>
<td>68%</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Grade 6</td>
<td>81%</td>
<td>79%</td>
<td>73%</td>
<td>87%</td>
<td>87%</td>
<td>75% **</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Grade 7</td>
<td>81%</td>
<td>79%</td>
<td>72%</td>
<td>87%</td>
<td>86%</td>
<td>72% **</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Grade 8</td>
<td>83%</td>
<td>80%</td>
<td>76%</td>
<td>81%</td>
<td>79%</td>
<td>75% **</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>92%</td>
<td>89%</td>
<td>67%</td>
<td>86%</td>
<td>81%</td>
</tr>
</tbody>
</table>

| EOC    | 86%            | 83%           | 61%              | 85%            | 82%    | 64%                 | 83%               | 81%      | 77%            | 89%           | 88% | 88%            | 85%           | 83% |

* - Combined STAAR, STAAR Accommodated & STAAR Spanish

** - Based upon the new math passing standards (Sept 4th TEA press release)
The General Assessment (STAAR) is the first consideration

- If STAAR, with or without accommodations is not appropriate for a student, the ARD committee must review the STAAR Alternate Participation Guidelines to determine if the student is eligible for STAAR Alternate.
• Identify who is completing form. This person is responsible for making sure that the 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.

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name ____________________________ Grade ______ Date ______

Name of District Personnel Completing Form: ____________________________ Position: ____________________________

Step I: 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) §110.27(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.

[Form details and criteria provided]
<table>
<thead>
<tr>
<th>ELIGIBILITY CRITERIA</th>
</tr>
</thead>
</table>
| **1. Does the student have a significant cognitive disability?**

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?**

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?**

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?**

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:**
• All questions must be 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 cognitive disability must be verified by an assessment specialist and be based on valid assessment data.

• A sample of the form with justifications can be found here under “Training Materials” at the bo  
http://www.region10.org/special-education/r10-texas-assessment-program/
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 after it is discussed.

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
The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 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.

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

The student will take STAAR Alternate for all required subjects or enrolled high school courses.

The document should be part of the IEP, and assessment decisions reported to campus testing coordinator.
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.
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 them after they are discussed.

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

Students 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.
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
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 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.
Linking to the Grade-Level Standards

TEKS Curriculum Framework for STAAR Alternate 2

Grade 6 Reading

TEKS Vertical Alignment for STAAR Alternate 2

Reading
Pre-kindergarten through End-of-Course
Figure 2.1. Access to the Grade-Level TEKS Academic Content Standards for Students with Significant Cognitive Disabilities

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

**TEKS Vertical Alignment for STAAR Alternate 2**
This is the complete listing of the TEKS academic content standards from pre-kindergarten through exit level for required mathematics, reading, science, social studies, and writing curriculum.

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

**TEKS Curriculum Framework for STAAR Alternate 2**
This links the prerequisite skills to the specific knowledge and skills statements and student expectations for mathematics, reading, science, social studies, and writing curriculum.
Vertical Alignment documents organize the state curriculum for each subject by similar knowledge and skills statements.

Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives (K, 1, 11). The student understands how science and technology have affected daily life, past and present (2, 2). The student understands how individuals have created or invented new technology and affected life in various communities, past and present (3, 16). The student understands the impact of science and technology on life in Texas (4, 20). The student understands the impact of science and technology on society at the United States (5, 23). The student understands the influence of science and technology on contemporary societies (6, 20). The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of the United States (7, 20). The student understands the impact of science and technology on the economic development of the United States (8, 27). The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present (9, 28). The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States (9, 27). The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States (10, 28). The student is expected to

- All the corresponding student expectations are ordered by grade level.
- Reading, writing, and math have been reorganized.
- All will be reposted with the new name.
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.
• 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.

• Students in higher grades need to also know the terms presented in earlier grades.

• These lists can be found at the beginning of each framework.
There are also universal terms that students will need exposure to that are common to the presentation instructions across subjects.

completes       probably       activity
best            stem           benefit
mainly          symbol         value
correct         beginning      relationship
Pair            conclusion     true
describe        statement      graphic
represents       missing       find
STAAR Alternate 2 TEKS Curriculum Framework Documents

The STAAR Alternate 2 Curriculum Framework documents list the reporting categories, knowledge and skills statements, and student expectations tested by STAAR in each grade and subject or high school course. TEA summarizes each knowledge and skills statement into an essence statement that serves as the connection between the grade-level Texas Essential Knowledge and Skills (TEKS) and the online system. The Curriculum Framework documents also list access points in the form of prerequisite skills that link to the students' expectations on the Vertical Alignment documents for each grade and subject or high school course.

Teachers can use the Curriculum Framework to target instruction for the ten essence statement assessed each year. Teachers can determine where each individual student is performing a framework document for each essence statement and focus instruction to move him or her to the highest student expectation he or she can attain for a given year.

We have added a list of instructional terms for each subject to the beginning of each curriculum framework. Students must be familiar with these terms as they are developmentally able to comprehend the content. Students in higher grades need to know the terms presented in earlier grades.

To see all available STAAR Alternate 2 resources, visit the STAAR Alternate Resources 2 webpage. The links below open PDF (Portable Document Format) files.

STAAR Alternate 2 Essence Statements

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Writing</th>
<th>Science</th>
<th>Social Studies</th>
<th>Biology</th>
<th>U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mathematics</td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>Reading</td>
<td></td>
<td></td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mathematics</td>
<td>Reading</td>
<td></td>
<td></td>
<td>Science</td>
<td></td>
<td>Social Studies</td>
</tr>
<tr>
<td>7</td>
<td>Mathematics</td>
<td>Reading</td>
<td></td>
<td></td>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mathematics</td>
<td>Reading</td>
<td></td>
<td></td>
<td>Science</td>
<td></td>
<td>Social Studies</td>
</tr>
<tr>
<td>HS</td>
<td>Algebra I</td>
<td>English I</td>
<td>English II</td>
<td></td>
<td>Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

**Identifies the main idea and supporting details in informational texts.**
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.

- Establish purposes for reading
- Make predictions or inferences based on text
- Retell facts or sequence important events
- Answer factual questions about a text
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

Answering factual questions about a text

locate the facts that are clearly stated in a text
3. Determine the skills that your student already has

- 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
- Retell 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

4. Begin instruction at the next highest student expectation

5. Work on the other strands

- Make predictions or inferences based on text
- Retell facts or sequence important events
- Establish purposes for reading
Grade 8 Mathematics

Essence Statements

STAAR Reporting Category 1

Numbers, Operations, and Quantitative Reasoning: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

Knowledge and Skills Statement

(8.1) Number, operation, and quantitative reasoning. The student understands that different forms of numbers are appropriate for different situations. (Readiness and Supporting Standard)

Essence Statement

Recognizes that numbers can be represented differently depending on the situation.
### STAAR Reporting Category 1 – Numbers, Operations, and Quantitative Reasoning:
The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

<table>
<thead>
<tr>
<th>TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations</th>
<th>Essence of TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations</th>
</tr>
</thead>
</table>
| (8.1) **Number, operation, and quantitative reasoning.** The student understands that different forms of numbers are appropriate for different situations. The student is expected to:  
(A) compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals; Readiness Standard  
(B) select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships; Supporting Standard  
(C) approximate (mentally [and with calculators]) the value of irrational numbers as they arise from problem situations (such as \(\pi\), \(\sqrt{2}\)); Supporting Standard  
(D) express numbers in scientific notation, including negative exponents, in appropriate problem situations. Supporting Standard | Recognizes that numbers can be represented differently depending on the situation. |
Vertical Alignment

STAAR Alternate 2 Texas Essential Knowledge and Skills Vertical Alignment Documents

The Texas Essential Knowledge and Skills (TEKS) Vertical Alignment documents provide a complete listing of the TEKS curriculum from pre-kindergarten through end-of-course. These documents provide a total overview of the knowledge and skills statements and align student expectations across the grades. The student expectations provide access points to the general education curriculum by serving as prerequisite skills for STAAR Alternate 2.

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

- Reading (PDF)
- Writing (PDF)
- Mathematics (PDF)
- Science (PDF)
- Social Studies (PDF)

Using Vertical Alignment

- Compare the Grade level TEKS to the STAAR Alternate Vertical Alignment

- Look over prerequisite skills

- For STAAR Alt teachers – look at Essence Statements (what is being tested this year)

- Then go to prerequisites again and using students information (performance level) decide where the student is showing a deficit
Counting skills. The student shows basic counting readiness and counting by using nonverbal and verbal means (Pre-K.V.A).

Number, operation, and quantitative reasoning. The student uses numbers to name quantities (K.1). The student describes order of events or objects (K.2). The student uses whole numbers to describe and compare quantities (1.1). The student understands how place value is used to represent whole numbers (2.1). The student adds and subtracts whole numbers to solve problems (2.3). The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money (3.1). The student uses place value to represent whole numbers and decimals (4.1; 5.1). The student represents and uses rational numbers in a variety of equivalent forms (6.1). The student represents and uses numbers in a variety of equivalent forms (7.1). The student understands that different forms of numbers are appropriate for different situations (8.1). The student is expected to
Place Value and Equivalent Forms of Numbers

- know that objects, or parts of an object, can be counted (Pre-K)
- use words to rote count from 1 to 30 (Pre-K)
- count 1-10 items, with one count per item (Pre-K)
- demonstrate that the order of the counting sequence is always the same, regardless of what is counted (Pre-K)
- count up to 10 items, and demonstrate that the last count indicates how many items were counted (Pre-K)
- demonstrate understanding that when counting, the items can be chosen in any order (Pre-K)
- use the verbal ordinal terms (Pre-K)
- verbally identify, without counting, the number of objects from 1 to 5 (Pre-K)
- recognize one-digit numerals, 0-9 (Pre-K)
- use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects (K)
- use sets of concrete objects to represent quantities given in verbal or written form (through 20) (K)
- use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions (K)
- use language such as before or after to describe relative position in a sequence of events or objects (K)
- name the ordinal positions in a sequence such as first, second, third, etc. (K)
Classroom Focus

Integrate instruction into natural routines
Design community-based instruction
Teach self-management skills
Ensure implementation of functional means of communication
Promote appropriate daily interaction with typical peers
Focus to best practice and appropriate student centered instruction!
•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 statement 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.

Each student regardless of ability is expected to attempt all questions.
### 3rd Grade Mathematics

#### Sample Question

**Question 1**

<table>
<thead>
<tr>
<th>Grade</th>
<th>3</th>
<th>Subject</th>
<th>Mathematics</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reporting Category 3</strong></td>
<td></td>
<td>Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge and Skill Statement 3.6</strong></td>
<td></td>
<td>The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Essence Statement</strong></td>
<td></td>
<td>Uses attributes to identify geometric figures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite Skill</strong></td>
<td></td>
<td>name common shapes (Pre-K)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
Presentation Instructions
- Present Stimulus 1.
- Direct the student to the circle. Communicate: This is a circle.
- Direct the student to the outline of the circle.
- Communicate: Find the circle.

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

The “find” statement is constant for all question types, but the word “find” can be substituted with the words “point to,” “show me,” “touch,” or “tell me.” The “find” statement can be changed to a question format: “Where is the circle?”
Scoring – question 1

### Scoring Instructions for Question 1

<table>
<thead>
<tr>
<th>Student Action</th>
<th>Test Administrator Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student finds the circle,</td>
<td>➔ mark A for question 1 and move to question 2.</td>
</tr>
<tr>
<td>If the student does not find the circle,</td>
<td>➔ • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.</td>
</tr>
<tr>
<td>After the five-second wait time, if the student</td>
<td>➔ mark B for question 1 and move to question 2.</td>
</tr>
<tr>
<td>finds the circle,</td>
<td></td>
</tr>
<tr>
<td>After the five-second wait time, if the student</td>
<td>➔ mark C for question 1 and move to question 2.</td>
</tr>
<tr>
<td>does not find the circle,</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Options for present, direct, and communicate are provided in the Test Administrator Manual. The test administrator will use the option most appropriate for the student.
Scoring Instructions for Question 2

<table>
<thead>
<tr>
<th>Student Action</th>
<th>Test Administrator Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student finds the circle in the house in Stimulus 2b,</td>
<td>mark A for question 2 and move to question 3.</td>
</tr>
<tr>
<td>If the student does not find the circle in the house in Stimulus 2b,</td>
<td>model the desired student action by finding the circle in Stimulus 2b and communicate “Here is the circle on the house”; and replicate the initial presentation instructions.</td>
</tr>
<tr>
<td>After teacher modeling, if the student finds the circle in the house in Stimulus 2b,</td>
<td>mark B for question 2 and move to question 3.</td>
</tr>
<tr>
<td>After teacher modeling, if the student does not find the circle in the house in Stimulus 2b,</td>
<td>mark C for question 2 and move to question 3.</td>
</tr>
</tbody>
</table>

- If the student is not able to find the correct answer after the initial presentation, the test administrator must model the desired student action, communicate the correct answer as stated in the test administrator action, and repeat the initial presentation instructions.
- The test administrator should model the student action using the most likely way the student would be expected to respond when communicating the answer. As long as the student responds with a correct answer, it is not relevant whether the student used the anticipated response mode.
Example of Question 3 in a Cluster

**Presentation Instructions**
- *Present* Stimulus 3.
- *Direct* the student to each shape.
- *Communicate:* Find the shape that has three sides.

For all question types, the student can respond to the “find” statement in any manner that indicates which answer choice or picture detail is selected.
Scoring – question 3

### Scoring Instructions for Question 3

<table>
<thead>
<tr>
<th>Student Action</th>
<th>Test Administrator Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student finds the triangle.</td>
<td>→ mark A for question 3 and move to question 4.</td>
</tr>
<tr>
<td></td>
<td>provide one of these allowable teacher assists to the student:</td>
</tr>
<tr>
<td></td>
<td>• Have the student identify the number of sides each shape has. OR</td>
</tr>
<tr>
<td></td>
<td>• Trace the outline of each shape. OR</td>
</tr>
<tr>
<td></td>
<td>• Highlight the outline of each shape.</td>
</tr>
<tr>
<td></td>
<td>Replicate the initial presentation instructions.</td>
</tr>
<tr>
<td>If the student does not find the triangle.</td>
<td>→ mark B for question 3 and move to question 4.</td>
</tr>
<tr>
<td>After the selected teacher assistance, if the student finds the triangle.</td>
<td>→ mark C for question 3 and move to question 4.</td>
</tr>
<tr>
<td>After the selected teacher assistance, if the student does not find the triangle.</td>
<td>→ mark C for question 3 and move to question 4.</td>
</tr>
</tbody>
</table>

- If the student is not able to find the correct answer after the initial presentation, the test administrator must select one of the provided allowable teacher assists before repeating the presentation instructions. Providing an assist after an incorrect response is not optional since the student still has an opportunity to receive points.

- The allowable teacher assists were written to address various learning modalities of students. The test administrator can choose only one assist; therefore, the assist that is chosen should be one that the test administrator feels would be most helpful to the student and was not provided as an accommodation during the initial presentation.
Example of Question 4 in a Cluster

Presentation Instructions
- Present Stimulus 4.
- Direct the student to each answer choice.
- Communicate: Find the two shapes that have the same number of sides.

Stimulus 4

- Circle and Triangle
- Square and Rectangle
- Triangle and Rectangle
Scoring – question 4

### Scoring Instructions for Question 4

<table>
<thead>
<tr>
<th>Student Action</th>
<th>Test Administrator Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student finds the square and the rectangle,</td>
<td>mark A for question 4 and move to question 5.</td>
</tr>
<tr>
<td>If the student does not find the square and the rectangle,</td>
<td>replicate the initial presentation instructions.</td>
</tr>
<tr>
<td>After the teacher repeats the presentation instructions, if the student finds the square and the rectangle,</td>
<td>mark B for question 4 and move to question 5.</td>
</tr>
<tr>
<td>After the teacher repeats the presentation instructions, if the student does not find the square and the rectangle,</td>
<td>mark C for question 4 and move to question 5.</td>
</tr>
</tbody>
</table>

- If the student is not able to provide the correct answer after the initial presentation, the initial presentation instructions must be repeated.
- No other assistance can be provided, because the student must apply the information on his or her own to be able to answer the question.
Accommodations

For STAAR Alternate 2, TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. It is critical that students with disabilities are provided access to the assessment through careful use of accommodations wherever appropriate. The accommodations must

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

Accommodations may be used only if they meet the criteria above and are listed in the student’s IEP. The following accommodations are allowed on STAAR Alternate 2.
<table>
<thead>
<tr>
<th>Allowable Accommodation</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Color or highlight stimulus images or answer choices.</td>
<td>• The accommodation must be presented uniformly so that the correct answer</td>
</tr>
<tr>
<td>• Place color overlays on images or text.</td>
<td>is not emphasized over the other answer choices.</td>
</tr>
<tr>
<td>• Photocopy and cut out stimulus images from the test booklet (can be affixed to</td>
<td>• If using cards, the answer choices must be placed in the same order</td>
</tr>
<tr>
<td>appropriate presentation media, e.g., easels, poster board, card stock, etc.).</td>
<td>(top/left; middle/middle; bottom/right).</td>
</tr>
<tr>
<td>• Pair images or text in the student's booklet with photographs of the same objects,</td>
<td>• All demonstrations must include only what was</td>
</tr>
<tr>
<td>real objects of the same content, or picture representations.</td>
<td>presented in the stimulus.</td>
</tr>
<tr>
<td>• Attach textured materials to images in the student's booklet.</td>
<td>• If photographs or real objects are placed over images, each answer</td>
</tr>
<tr>
<td>• Demonstrate concepts or relationships in images.</td>
<td>choice must have a comparable photograph or real object.</td>
</tr>
<tr>
<td>• Raise or darken the outline of drawings in stimulus images.</td>
<td>• Any replacements, photographs, or objects must be as close to the</td>
</tr>
<tr>
<td>• Enlarge images with magnification devices,</td>
<td>original as possible.</td>
</tr>
<tr>
<td>photocopying, or computer magnification programs.</td>
<td>• Descriptions of images can only include details of what can be seen in</td>
</tr>
<tr>
<td>• Add Braille labels to images or provide text in Braille.</td>
<td>the images without comments about the overall impression of the image.</td>
</tr>
<tr>
<td>• Describe images for students with visual impairments.</td>
<td></td>
</tr>
</tbody>
</table>
New Accommodation Added for this year:

Provide Structured Reminders

- Personal timers, token systems, color-coded or handwritten reminder, or visual schedules
Examples:

Stimulus 1

Dogs on Stage
This dog was trained to do tricks on stage in front of many people.

Presentation Instructions for Question 2
- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communication: This dog produces heat and tempers the girl's hands seen.
- Direct the student to each answer choice in Stimulus 2b.
- Communicate: Find another source of heat.

Stimulus 2a

Stimulus 2b
Contact TEA for guidance if a student needs accommodations that are not listed. Accommodations other than those described must be approved by TEA.

<table>
<thead>
<tr>
<th>Allowable Accommodation</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the stimulus on separate paper presented one at a time.</td>
<td>All images must be presented in the same order or configuration as shown in the test booklet.</td>
</tr>
<tr>
<td>Cover or isolate each image until it is addressed.</td>
<td>All cover-up techniques must be uniformly applied to all images within an item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allowable Accommodation</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use routine picture representations for key words in verbal directions to the student.</td>
<td>With the exception of words of encouragement, no additional information other than what is visually presented, stated in text, or supplied in the test administrator instructions can be provided.</td>
</tr>
<tr>
<td>Reread sections of the text as requested by the student.</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
Response Modes

• Every student should be given an opportunity to respond using a mode that is appropriate for him or her.

• Response modes provide different ways for a student to respond to assessment questions. They help students with visual and hearing impairments, physical disabilities, and organizational problems to communicate their answer choice to the test administrator.

• The student may respond using his or her primary mode of communication.

• The critical issue is not how the student responds but that the student clearly communicates the preferred answer choice to the test administrator.

• Student responses may be verbal, physical, or visual.
Examples of verbal responses

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

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

- gazing, blinking, winking, fixating on; or

- isolating answer choices in a section organizer, such as a calendar box, tubs, or eye gaze board.
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, up 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 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

These instructions can be repeated as needed including reading passages.

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

Wait an appropriate time for the student to respond.

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

<table>
<thead>
<tr>
<th>Student Action</th>
<th>Test Administrator Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student finds the word “toward” in Stimulus 3b,</td>
<td>mark A for question 3 and move to question 4.</td>
</tr>
<tr>
<td>If the student does not find the word “toward” in Stimulus 3b,</td>
<td>provide one of these allowable teacher assists to the student:</td>
</tr>
<tr>
<td>After the selected teacher assistance, if the student finds the word “toward” in Stimulus 3b,</td>
<td>mark B for question 3 and move to question 4.</td>
</tr>
<tr>
<td>After the selected teacher assistance, if the student does not find the word “toward” in Stimulus 3b,</td>
<td>mark C for question 3 and move to question 4.</td>
</tr>
</tbody>
</table>

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
• 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
• 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.

• The form must be returned in the nonscorable shipment.
Security Procedures for the **Preview Window** Only

- Test administrators may keep test materials until the end of the day each day.
- Test administrators who check materials out for the entire day must keep materials in locked storage when not in use.
- Materials Control form will reflect changes in order to accommodate the revised procedures.
- Revised procedure only to be performed when accommodating materials for student use.
- Campuses may have more than one person authorized to check out materials (Talk to campus testing coordinator and/or principal about your needs)
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.

• 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.
Who Can Administer STAAR Alternate 2?

- The test administrator should be the student’s teacher for the subject tested.
- The test administrator must have a high level of familiarity with the student, so that testing accommodations can be prepared appropriately and the student’s typical response modes can be understood.
- Certified and non-certified paraprofessionals who are currently employed in the district and routinely work with the student can serve as test administrators or test administrator assistants. The test administrator assistant can provide assistance: preparing allowable accommodations, manipulating materials during the testing session, translating or signing information to the student, managing behavior.
- All test administrators and test administrator assistants must be trained in test security and administration procedures prior to the assessment.
- All test administrators and test administrator assistants must have signed the test administrator's oath of test security and confidentiality.
- Paraprofessionals must be supervised by a certified professional on the same campus throughout the test administration.
Final Tidbits

• Visit the TEA STAAR Alternate 2 page periodically to keep up with any information and training.

• New information will be posted on my webpage as it becomes available: http://www.region10.org/special-education/r10-texas-assessment-program/

• The power-point slides for today and sample participation requirements can also be found at the above web page
Contact Info:

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Dr. Gayle McNurlen
Region 10 Consultant, Low Incidence Disabilities (LID) & Assistive Technology
972-348-1598  gayle.mcnurlen@region10.org

TEA Student Assessment Division
512-463-9536  assessment.StudentsWithDisabilities@tea.state.tx.us

Free On-Line Resources - Reading

Rewordify
http://rewordify.com/

Readability
https://www.readability.com/

ReadWorks
http://www.readworks.org/

American Folklore
http://www.readworks.org/

Storynory
http://www.readworks.org/

Storylineonline
http://www.storylineonline.net/

Text Compactor
http://www.textcompactor.com/

Tools4Noobs
http://www.tools4noobs.com/

Natural Reader
http://www.naturalreaders.com/

Courtesy of Region 14
Adaptive Books – Free Online

Suncastle Technology
http://www.suncastletech.com

Sherlock Center
http://www.ric.edu/sherlockcenter/wwslist.html

NYC Dept of Ed
http://schools.nyc.gov/Academics/SpecialEducation/D75/for_employees/AdaptedBooks

Tar Heel Reader
http://tarheelreader.org/

Hiyah
http://hiyah.net/

University of North Carolina Charlotte
https://access.uncc.edu/parent-teacher-and-educator-resources/assorted-general-curriculum-projects-adapted-texts

Accessible Books
http://setbc.org/setbc/accessiblebooks/freebooksforyou.html

Courtesy of Region 14
Mathematics

- Dice games
  http://kbkonnceted.tumblr.com/post/12928926198/40-

- Yummy Math
  http://www.yummymath.com/

- GuestHollow
  http://guesthollow.com/

- Math Tricks
  http://letsplaymath.net/

- Adaptive Minds - $
  http://www.adaptedmind.com/

- Let’s Play Math
  http://letsplaymath.net

Courtesy of Region 14
Science Stuff
http://sciencestuffbyamy.blogspot.com/

Guest Hollow
http://guesthollow.com/

Science Fix (Resources)
http://www.sciencefix.com/

The Science Penguin
http://www.thesciencepenguin.com/

Science Bob
http://www.sciencebob.com/

PhET Simulations (interactive)
http://phet.colorado.edu/

Science Teacher
http://scienceteacherresources.blogspot.com/

Courtesy of Region 14