Go to the following website to access full size slides of today’s training:

http://www.region10.org/special-education/r10-texas-assessment-program/

Fall 2015
Important Dates:

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

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

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?
<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 nounverb 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>*Rdg</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>
<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>77%</td>
<td>67%</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>80%</td>
<td>69%</td>
<td>90%</td>
<td>89%</td>
<td>68%</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>
<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>
<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>80%</td>
<td>69%</td>
<td>92%</td>
<td>89%</td>
<td>67%</td>
<td>86%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td></td>
<td></td>
<td></td>
<td>English II</td>
<td></td>
<td></td>
<td>Algebra I</td>
<td></td>
<td></td>
<td>Biology</td>
<td></td>
<td></td>
<td>US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOC</td>
<td>86%</td>
<td>83%</td>
<td>61%</td>
<td>85%</td>
<td>82%</td>
<td>64%</td>
<td>83%</td>
<td>81%</td>
<td>77%</td>
<td>89%</td>
<td>88%</td>
<td>88%</td>
<td>85%</td>
<td>83%</td>
<td>88</td>
</tr>
</tbody>
</table>

* - Combined STAAR, STAAR Accommodated & STAAR Spanish

** - Based upon the new math passing standards (Sept 4th TEA press release)
ARD Committee Responsibilities
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.
<table>
<thead>
<tr>
<th></th>
<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 a 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 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.
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
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). The student understands how science and technology have affected daily life, past and present (2-3). The student understands how science and technology have affected daily life, past and present (2-3). The student understands how individuals have used or invented new technology and affected life in various communities, past and present (3-4). The student understands the impact of science and technology on society in Texas (4-5). The student understands the impact of science and technology on society in the United States (5-6). The student understands the influences of science and technology on contemporary society (6-7). The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas (7-8). The student understands the impact of science and technology on the economic development of the United States (8-9). The student understands the impact of scientific discoveries and technological innovations on daily life in the United States (8-9). The student understands how major scientific and technological discoveries and technological innovations have affected societies from 1700 to the present (9-10). The student understands the impact of technology and human modifications on the physical environment (W209). The student understands how current technology affects human interaction (W209). The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States (11-12). The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States (11-12). The student is expected to

- explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society (W209).
- evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment (W209).
- examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources (W209).
- describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS) (W209).
- examine the economic, environmental, and social effects of technology such as advancements in manufacturing and changing trade patterns on societies at different levels of development (W127).
- explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States (W209).
- explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines (W209).
- understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management (W209).
- analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States (W209).
- explain how space technology and exploration improve the quality of life (W209).
- understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning systems (W209).

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.

<table>
<thead>
<tr>
<th>STAAR Reporting Category 4 - Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS Knowledge and Skills Statement/ STAAR Tested Student Expectation (I.2d) Science, technology, and society: The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to: (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life as different periods in U.S. history; Supporting Standard (B) identify examples of how industrialization changed daily life in the United States: Supporting Standard</td>
</tr>
<tr>
<td>TEKS Curriculum Framework for STAAR Alternate / Grade 8</td>
</tr>
</tbody>
</table>

### Prerequisite Skills/Links to TEKS Vertical Alignment

Impact of Science and Technology on Society:
- analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.
- evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land.

### Prerequisite Skills/Links to TEKS Vertical Alignment

- describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.
- identify the impact of scientific breakthroughs and new technology in computers, patenization, and medical vaccines on various communities.
- explain how science and technology change the ways in which people meet basic needs.
- describe how science and technology change communication, transportation, and recreation.
- describe how technology changes the ways people work.
- describe how technology changes communication, transportation, and recreation.
- describe how technology changes the ways families live.
- describe how technology helps accomplish specific tasks and meet people’s needs.
- identify examples of technology used in the home and school.
- Notable Scientists and Inventors:
  - identify Texas leaders in science and technology such as Wilbur Clark, Michael DeBakey, Denton Cooley, Berry Brooks, Michael Dell, and Howard Hughes Jr.
  - identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.
  - identify famous inventors and scientists such as Gail Swedan, Joseph Glidden, Michael DeBakey, and Millard Hughes-Pall and their contributions.
  - identify scientists and inventors, including Isaac Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as C. M. McCoy, B. Gates, and Louis Pasteur.

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

- 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
- best
- mainly
- correct
- Pair
- describe
- represents

- probably
- stem
- symbol
- beginning
- conclusion
- statement
- missing

- activity
- benefit
- value
- relationship
- true
- graphic
- 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](http://tea.texas.gov/student.assessment/special-ed/staaralt/essence/).

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

<table>
<thead>
<tr>
<th>TEKS Knowledge and Skill Statement</th>
<th>STAAR* Task Student Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3.13) Reading/Comprehension of Informational Text</td>
<td>STAAR* Task Student Expectations</td>
</tr>
<tr>
<td>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. (B) draw conclusions from the facts presented in text and support those conclusions with textual evidence. (C) identify explicit cause and effect relationships among ideas in text. (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</td>
<td></td>
</tr>
</tbody>
</table>

| TEKS Curriculum Framework for STAAR Alternate | Grade 3 |

<table>
<thead>
<tr>
<th>Prerequisite Skills/Links to TEKS Vertical Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.10</strong></td>
</tr>
<tr>
<td>- retell important events in stories in logical order</td>
</tr>
<tr>
<td>- develop paragraphs in logical order by establishing topics, supporting sentences, and concluding paragraphs with evidence from text</td>
</tr>
<tr>
<td>- make inferences about test and use text evidence to support understanding</td>
</tr>
<tr>
<td>- ask literal questions of text</td>
</tr>
<tr>
<td>- retell or retell important events in stories in logical order</td>
</tr>
<tr>
<td>- establish purposes for reading selected texts based upon desired outcome to enhance comprehension</td>
</tr>
<tr>
<td>- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</td>
</tr>
<tr>
<td>- monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, reading a portion aloud)</td>
</tr>
<tr>
<td>- retell or retell important events in stories</td>
</tr>
<tr>
<td>- make inferences based on the title, illustrations, and plot</td>
</tr>
<tr>
<td>- ask questions about text</td>
</tr>
<tr>
<td>- discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, setting purposes, actions, and to enjoy language)</td>
</tr>
</tbody>
</table>

*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.

- Establish purposes for reading
- Answer factual questions about a text
- Make predictions or inferences based on text
- Retell facts or sequence important events
- Prerequisite Skills/Links to TEKS Vertical Alignment
  - 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 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 foreword/summary) to make and confirm predictions.
  - 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)
  - establish purposes for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identify clues, using background knowledge, generating questions or re-reading a portion aloud)
  - ask relevant questions, seek clarification, and locate facts and details about stories and other texts
  - re-exact a story after it is read aloud
  - predict what might happen next in text based on the cover, title, and illustrations

NOTE: Under each reading the prerequisite skills are arranged from the highest grade level to the lowest grade level.
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.
3. Determine the skills that your student already has

<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify fact that are clearly stated in a text</td>
</tr>
<tr>
<td>Identify main ideas in text and distinguish it from the topic</td>
</tr>
<tr>
<td>Identify important facts or details in text, heard or read</td>
</tr>
<tr>
<td>Reretate the main idea, heard or read</td>
</tr>
<tr>
<td>Identify the topic and details in expository text heard or read, referring to the words and/or illustrations</td>
</tr>
<tr>
<td>Ask literal questions of text</td>
</tr>
<tr>
<td>Ask and respond to questions about text</td>
</tr>
<tr>
<td>Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</td>
</tr>
<tr>
<td>Ask relevant questions, seek clarification, and locate facts and details about stories and other texts</td>
</tr>
<tr>
<td>Ask and respond to questions about text: read aloud</td>
</tr>
<tr>
<td>Ask and answer appropriate questions about the book</td>
</tr>
</tbody>
</table>

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

**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 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.

Each student regardless of ability is expected to attempt all questions.
### Question 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>3</th>
<th>Subject</th>
<th>Mathematics</th>
<th>Question</th>
<th>1</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>
<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>
<td></td>
</tr>
<tr>
<td><strong>Essence Statement</strong></td>
<td></td>
<td>Uses attributes to identify geometric figures.</td>
<td></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>
<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.**

Stimulus 1

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;</td>
</tr>
<tr>
<td></td>
<td>• wait at least five seconds; and</td>
</tr>
<tr>
<td></td>
<td>• 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.

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

Stimulus 2a

Stimulus 2b

The asterisk in the test administrator instructions indicates the correct answer.
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</td>
</tr>
<tr>
<td></td>
<td>* “Here is the circle on the house.”; and</td>
</tr>
<tr>
<td></td>
<td>* 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.

Stimulus 3

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>Scoring Instructions</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>
<td>provide one of these allowable teacher assists to the student:</td>
</tr>
<tr>
<td>If the student does not find the triangle,</td>
<td></td>
<td>• Have the student identify the number of sides each shape has. OR</td>
</tr>
<tr>
<td>After the selected teacher assistance, if the student finds the triangle,</td>
<td>mark B for question 3 and move to question 4.</td>
<td>• Trace the outline of each shape. OR</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>
<td>• Highlight the outline of each shape. Replicate the initial presentation instructions.</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.
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
- Triangle
- Square
- Rectangle
- Star
- Triangle
- Rectangle
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 is not emphasized over the other answer choices.</td>
</tr>
<tr>
<td>• Place color overlays on images or text.</td>
<td>• If using cards, the answer choices must be placed in the same order (top/left; middle/middle; bottom/right).</td>
</tr>
<tr>
<td>• Photocopy and cut out stimulus images from the test booklet (can be affixed to appropriate presentation media, e.g., easels, poster board, card stock, etc.).</td>
<td>• All demonstrations must include only what was presented in the stimulus.</td>
</tr>
<tr>
<td>• Pair images or text in the student's booklet with photographs of the same objects, real objects of the same content, or picture representations.</td>
<td>• If photographs or real objects are placed over images, each answer choice must have a comparable photograph or real object.</td>
</tr>
<tr>
<td>• Attach textured materials to images in the student's booklet.</td>
<td>• Any replacements, photographs, or objects must be as close to the original as possible.</td>
</tr>
<tr>
<td>• Demonstrate concepts or relationships in images.</td>
<td>• Descriptions of images can only include details of what can be seen in the images without comments about the overall impression of the image.</td>
</tr>
<tr>
<td>• Raise or darken the outline of drawings in stimulus images.</td>
<td></td>
</tr>
<tr>
<td>• Enlarge images with magnification devices, photocopying, or computer magnification programs.</td>
<td></td>
</tr>
<tr>
<td>• Add braille labels to images or provide text in braille.</td>
<td></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 for a show on a 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 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

U.S. History Test—STAAR Alternate Redesign

Presentation Instructions for Questions 1
- Present Stimulus 3a or 3b.
- Communicate: This is a place with natural resources. People can use them.
- Direct the student to the answer choice if Stimulus 3a, Communication: The natural resource that is available for people is... bread.
- Communicate: The natural resource that is available for people is... bread.

Stimulus 3a

Stimulus 3b

Sample 2 Reading Test—STAAR Alternate Redesign

Presentation Instructions for Questions 4
- Present Stimulus 4a or 4b.
- Communicate: A tourist is in a village in Mexico. The tourist is a foreigner and would like to enjoy some of the local culture. Explain what the tourist is doing in each situation.
- Communicate: Find out where the tourist is doing this.

Stimulus 4a

Stimulus 4b
Contact TEA for guidance if a student needs accommodations that are not listed. Accommodations other than those described must be approved by TEA.
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.

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.

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
Recording Responses

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

Free On-Line Resources - Reading

Rewordify
http://rewordify.com/

ReadWorks
http://www.readworks.org/

Storynory
http://www.readworks.org/

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

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

Readability
https://www.readability.com/

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

Storylineonline
http://www.storylineonline.net/

Tools4Noobs
http://www.tools4noobs.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://kbkonncetted.tumblr.com/post/12928926198/40-

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

● GuestHollow
  http://guesthollow.com/

● Math Tricks
  http://letsplaymath.net/

● Adaptive Minds - $
  http://www.adaptedminds.com/

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

Courtesy of Region 14
Science

- Science Stuff  
  http://sciencestuffbyamy.blogspot.com/

- Guest Hollow  
  http://guesthollow.com/

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

- The Science Penguin  
  http://www.thesciencelpenguin.com/

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

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

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

Courtesy of Region 14