

Educator Guide

State of Texas Assessments of
Academic Readiness A (STAAR A)

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

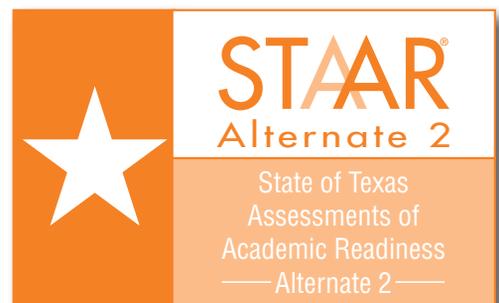
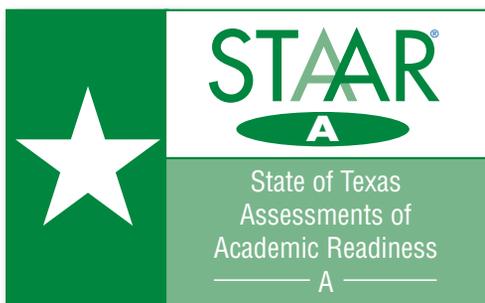


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Resources

General Information Resources	
For general information related to	Access
student assessment program	http://www.tea.state.tx.us/student.assessment
STAAR A resources (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
STAAR Alternate 2 resources (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
online testing technology information	http://www.TexasAssessment.com/techinfo
master index of assessment resources	http://www.TexasAssessment.com/masterindex
Online Resource Materials	
Resource materials available online	Located at
Coordinator Manual Resources	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Dyslexia Resources (located on the TEA Curriculum website)	http://www.tea.state.tx.us/index2.aspx?id=25769814312
<i>2015 STAAR Alternate 2 Test Administrator Manual</i> (non-secure front matter—located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
<i>Interpreting Assessment Reports</i>	http://www.tea.state.tx.us/student.assessment/interpguide
Introduction to the STAAR A Assessment: A Guide for Parents (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
STAAR A Accommodation Guidelines (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
STAAR A Eligibility Requirements (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
STAAR A Online Student Tutorial Administration Directions (located on the TEA Student Assessment website)	http://www.TexasAssessment.com/STAARA-tutorials
STAAR Alternate 2 Medical Exception Eligibility Requirements (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
STAAR Alternate 2 No Authentic Academic Response (NAAR) Eligibility Requirements (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
STAAR Alternate 2 Participation Requirements (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
STAAR Alternate 2 Sample Test Questions (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
STAAR Alternate 2 Vertical Alignment, Curriculum Framework, and Essence Statement Documents (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
STAAR Assessed Curriculum (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
<i>Technical Digest for the Academic Year 2012–2013</i>	http://www.tea.state.tx.us/student.assessment/techdigest
Texas Education Code	http://www.statutes.legis.state.tx.us/?link=ED
Training Demonstration for STAAR A Test Administrators (located on the TEA Student Assessment website)	http://www.tea.state.tx.us/student.assessment
<i>Understanding the Confidential Student Report</i>	http://www.tea.state.tx.us/student.assessment/explainresults

How to Use the Educator Guide for STAAR A and STAAR Alternate 2 Assessments

This guide provides information for the accommodated version of the State of Texas Assessments of Academic Readiness (STAAR®), known as STAAR A. It also provides information for the assessment based on alternate academic standards, STAAR Alternate 2. Both STAAR A and STAAR Alternate 2 will be administered for the first time in 2015. Features of this guide include links to the variety of online resource materials in the NOTES column.

Icons

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



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



STAAR A
Resources

STAAR
Alternate 2
Resources

General Information

This guide is provided to familiarize educators with the STAAR A and STAAR Alternate 2 assessments, which are available for students with disabilities who meet specific eligibility or participation requirements.

STAAR A, a general assessment administered online with accommodations integrated into the online system, is designed for students with disabilities who meet the eligibility requirements.

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

Students must meet specific requirements to take either assessment. Both assessments are available for the same grades and subjects assessed in the general STAAR program.

3–8/EOC	Subjects Assessed
Grade 3	mathematics and reading
Grade 4	mathematics, reading, and writing
Grade 5	mathematics, reading, and science
Grade 6	mathematics and reading
Grade 7	mathematics, reading, and writing
Grade 8	mathematics, reading, science, and social studies
end-of-course (EOC)	Algebra I, English I, English II, biology, and U.S. history

This guide includes test development information, eligibility and participation guidelines, accommodations information, and sample test questions for both the STAAR A and STAAR Alternate 2 assessments.

STAAR A

Introduction to STAAR A

The STAAR A assessment is the accommodated version of the general STAAR assessment. The STAAR performance standards will apply to students taking both STAAR and STAAR A beginning in spring 2015.

STAAR A will be administered online and will include online tools, accessibility features, and embedded accommodations to test selections and questions. The table below specifies the features available to students taking STAAR A.

Online Tools	Accessibility Features	Embedded Accommodations
Answer Eliminator	Text-to-Speech	Pop-ups
Highlighter	Zoom	Rollovers
Eraser	Color and Contrast	Blank Graphic Organizers
Pencil	Place Marker	Writing Checklists
Notepad		
Dot Tool*		
Line Tool*		
Ruler*		
Calculator(s)*		
Reference Materials		

*These tools are subject-specific and only appear in subject tests where they are relevant.

Eligibility Requirements

STAAR A is available to students who meet the STAAR A Eligibility Requirements. These requirements, which can be accessed online through the link in the NOTES column, are intended to align the needs of students with disabilities with the appropriate assessment. While the tools in STAAR A (e.g., highlighter, notepad) are available in other STAAR tests administered in an online format, other accommodations and accessibility features (e.g., graphic organizer, zoom) are only available on STAAR A.

STAAR A is intended for students with disabilities receiving special education services and students with dyslexia and related disorders* being served under Section 504 of the Rehabilitation Act of 1973. In addition, the admission, review, and dismissal (ARD) committee or Section 504 committee must use the state-required documentation form (available in English and Spanish) to determine if a student is eligible to take STAAR A, based on the accommodations he or she is receiving in the classroom. A student may take STAAR in some subjects and STAAR A in other subjects, depending on eligibility.

* Dyslexia and related disorders is defined in Texas Education Code §38.003



STAAR A Eligibility Requirements

Dyslexia Resources

State-Required Documentation Form

STAAR A Eligibility Requirements

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

STAAR A is an online version of STAAR that contains certain embedded accommodations such as pop-ups, rollovers, and oral administration (i.e., text-to-speech). Both STAAR and STAAR A are considered the general assessment; however, STAAR with approved or allowable accommodations (as outlined in the Accommodations Triangle) should be the first consideration when determining which assessment is most appropriate for a student. The decision to administer STAAR A should not be based solely on the student's disability category, disabling condition, placement setting, or the student's previous performance on a state assessment. Admission, review, and dismissal (ARD) and Section 504 committees should ensure the following when making assessment decisions.

_____ The decision to administer STAAR A is based on the determination that STAAR with or without approved or allowed accommodations does not best meet the student's needs.

_____ The decision to administer STAAR A is based on the accommodations the student routinely receives in the classroom and that are documented in the student's individualized education program (IEP) or individualized accommodation plan (IAP).

_____ The decision to administer STAAR A is based on the eligibility criteria outlined in Step I and Step II of this documentation form. According to 19 Texas Administrative Code (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. **As a result, the ARD or Section 504 committee (in conjunction with the language proficiency assessment committee (LPAC) if the student is an English language learner (ELL)) must include this form in the student's IEP or IAP to document eligibility for STAAR A.**

Step I: Indicate Eligible Services Indicate the service the student is receiving. If a student is not receiving either of these services, the student is not eligible to participate in STAAR A and must take one of the other state assessments.

The student has an identified disability and is receiving special education services.

The student is identified with dyslexia or a related disorder as defined in Texas Education Code (TEC) §38.003, and is receiving Section 504 services.

	<input type="checkbox"/> Direct student attention to specific information (e.g., selection, parts of a graphic, parts of an answer choice)				
	<input type="checkbox"/> Direct student attention to specific information (e.g., selection, parts of an answer choice)	<input type="checkbox"/> Use of writing process checklist	<input type="checkbox"/> Reading Support (i.e., revising passages and questions)		
	<input type="checkbox"/> Direct student attention to specific information (e.g., selection, parts of an answer choice)	<input type="checkbox"/> Scaffold understanding of open-ended questions about tests (i.e., short answer questions)	<input type="checkbox"/> Use of writing process checklist	<input type="checkbox"/> Reading Support (i.e., revising passages and questions)	
	<input type="checkbox"/> Scaffold steps in a process (i.e., bullet each step, space out each step)	<input type="checkbox"/> Use of generic and question-specific graphic organizers	<input type="checkbox"/> Identification of formula(s) to use with specific questions		
	<input type="checkbox"/> Scaffold steps in a process (i.e., bullet each step, space out each step)	<input type="checkbox"/> Use of generic and question-specific graphic organizers	<input type="checkbox"/> Identification of formula(s) to use with specific questions		

Step III: Summarize Assessment Decision The ARD or Section 504 committee (in conjunction with the LPAC if the student is an ELL) should indicate the STAAR A test(s) the student will take for the school year under consideration. **This form must be included in the student's IEP or IAP to serve as the required documentation of the state academic achievement decision.** Additional testing accommodations may be allowed and must be documented in the student's paperwork as well. Refer to the Accommodation Triangle on the TEA Student Assessment website for more information.

Indicate the STAAR A tests the student will take for the school year under consideration.

Reading Grade _____ English II _____ Science Grade _____ U.S. History _____

Writing Grade _____ Mathematics Grade _____ Biology _____

English I _____ Algebra I _____ Social Studies Grade 8 _____

Test Development Process

TEA developed STAAR A with input from teachers, administrators, parents, and students. During the STAAR A design process, TEA convened a focus group and gathered feedback on a number of topics, including the most appropriate ways to provide access to the tested content for students with disabilities; the most appropriate ways to deliver a standardized assessment with online tools, accessibility features, and embedded accommodations; and the practical constraints of administering an online assessment. Various stakeholder groups were represented and are listed below.

- Education Service Center specialists (e.g., curriculum, deaf education, dyslexia, access to the general curriculum)
- general education teachers
- district curriculum directors
- English as a Second Language (ESL) teachers
- special education teachers
- district and region special education coordinators
- principals
- district testing coordinators
- advocacy groups

Content experts and specialists in assessment, special education, and research created STAAR A Accommodation Guidelines based on feedback from stakeholders, research, and surveys of best practices. These guidelines are applied to STAAR selections and test questions to develop appropriate accommodations for students who are eligible to participate in STAAR A. They specify how to accommodate STAAR selections and test questions while preserving the integrity of the knowledge and skill being assessed.

After the accommodation guidelines were created, prototypes were developed as models for accommodations for different question types. The accommodated prototype questions were reviewed by content and special education experts and then were constructed in the online system to show how the questions and accommodations might appear online and how the accessibility panel features might be used with the questions. Using the accommodation guidelines and the prototypes, cognitive lab questions were developed and then built into the online system.

A cognitive lab was conducted in May 2014 with Texas students being served by special education services. The purpose was to evaluate the usability and usefulness of accommodations provided on STAAR A. More specific questions of whether the accommodations provided the types of support students needed and how students used various tools were also explored during cognitive lab observations and through student and teacher interviews. The results of the cognitive lab were reviewed by the focus group and helped inform accommodation guidelines and decisions about the functionality of the accommodations provided in the online system.

Some of the results of the cognitive lab included the following.



STAAR A
Accommodation
Guidelines

- The majority of students indicated a preference for taking tests on a computer. Students reported being interested and engaged in taking tests online.
- Despite students' unfamiliarity with the online test and accommodations, most students reported that the tools and accommodations were easy to use and they were able to navigate and use the tools proficiently after a brief tutorial.
- Students indicated that the information in the pop-ups and rollovers helped them to access the content of the questions; however, in many cases, their responses to the questions and the dialogue between students and observers indicated that students were unfamiliar with the concepts being assessed.
- Teachers indicated that students would need practice using the online tools and accommodations. However, they also reported that the tools and accommodations provided in STAAR A aligned with accommodations used during instruction and would be helpful for their students.

Using the feedback from the focus group and the cognitive lab, the STAAR A test development process started by selecting STAAR selections and test questions that had already undergone a rigorous 20-step test construction process that includes input from Texas educators, special education experts, and TEA curriculum and assessment experts (refer to Chapter 2 of the *Technical Digest for the Academic Year 2012–2013* for more information on STAAR test question and test development). STAAR A Accommodation Guidelines were then applied to these STAAR selections and test questions in order to appropriately accommodate STAAR A in a standardized manner, while maintaining the integrity of the knowledge and skill being assessed. Furthermore, accommodated selections and test questions were reviewed by special education and content specialists for accuracy and alignment.

Alignment with State Curriculum

Alignment of STAAR assessments, including STAAR A, with the Texas Essential Knowledge and Skills (TEKS) is central to the validity of the assessment system. The components of alignment for STAAR include demonstrating that every test question matches one or more content standards and that the test reflects the full depth and breadth of the assessed curriculum, including the appropriate degree of cognitive complexity. Therefore, STAAR A selections and test questions, which originated as STAAR selections and test questions, are aligned as well. The test development process includes several steps to maintain close alignment of tests to the grade-level content standards:

1. Content experts for specific grades and content areas participate in an initial review of test questions for content accuracy.
2. TEA staff from the Curriculum and Student Assessment divisions, who are content experts in specific grades and subjects, review and verify alignment of the test questions to the TEKS, as well as grade appropriateness.
3. Educator item-review committees composed of Texas classroom teachers are convened to confirm the match of each test question to the reporting category and student expectation.
4. Committee members judge each test question for alignment by indicating if the test question measures what it is meant to assess.



*Technical Digest
for the Academic Year
2012–2013*

STAAR A
Accommodation
Guidelines

STAAR
Assessed
Curriculum

Embedded Accommodations and Accessibility Features

The accommodations and accessibility features embedded in STAAR A are available to all students taking STAAR A who need them. They are intended to reduce or eliminate the effects of disability-related barriers to testing and are not intended to reduce learning expectations for students with disabilities. The delivery of an online assessment for students offers an opportunity to provide accommodations and accessibility features in a standardized way to the students who are eligible for them.

STAAR A includes these accommodations and accessibility features in addition to the tools provided in all online STAAR assessments. Some accessibility features, like zoom, are provided for the entire test. However, pop-up and rollover accommodations are only applied to particular selections and test questions based on expert judgments about which accommodations are likely to make a question more accessible to students with disabilities.

Pop-ups provide definitions, synonyms, pictures, graphic organizers, formulas, and animations for non-content relevant words and concepts.

Figure 1.1. Dotted Underline Indicating an Accommodation is Available in a Pop-up



Training
Demonstration
for STAAR A Test
Administrators

The blue dots under a word or phrase alert the student to click on the word or phrase. A pop-up box will appear and provide a definition, synonym, picture, graphic organizer, formula, or animation.

A balance and a graduated cylinder are used to determine the density of a mineral sample. The sample has a mass of 14.7 g and a volume of 2.2 cm³. What is the density of the mineral sample?

- A 0.15 g/cm³
- B 32 g/cm³
- C 13 g/cm³
- D 6.7 g/cm³

Figure 1.2. Accommodation Provided in a Pop-up

A balance and a graduated cylinder are used to determine the density of a mineral sample. The sample has a mass of 14.7 g and a volume of 2.2 cm³. What is the density of the mineral sample?

- A 0.15 g/cm³
- B 32 g/cm³
- C 13 g/cm³
- D 6.7 g/cm³

Density = $\frac{\text{mass}}{\text{volume}}$ X

The pop-up will appear either above or below the blue dots. Clicking on the "X" will close the pop-up.

Rollovers reword or clarify larger portions of text or provide bulleted steps in a process.

Figure 1.3. Icon Indicating an Accommodation is Available in a Rollover

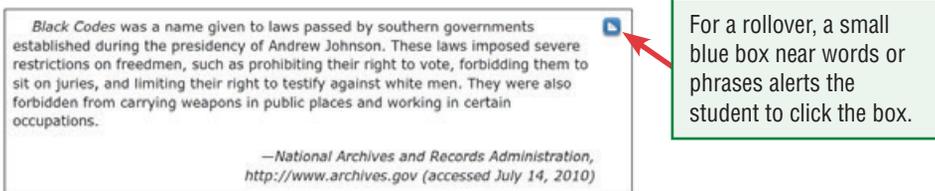
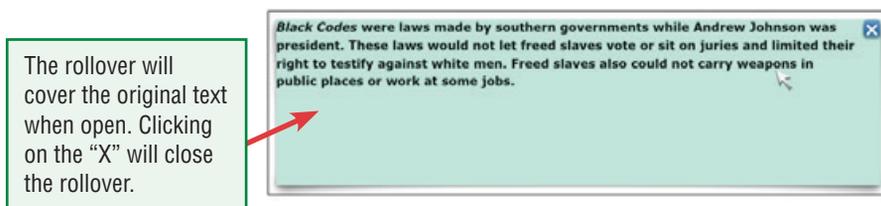


Figure 1.4. Accommodation Provided in a Rollover



The accessibility features include text-to-speech, zoom, color and contrast, and a place marker.

- Audio for certain selections and test questions is generated through a system called text-to-speech (TTS), which provides computer-generated read aloud functionality. It enables students to select from three modes of audio play—**Continuous Read**, **Click to Hear**, and **Words Only**.

Figure 1.5. Accessibility Panel

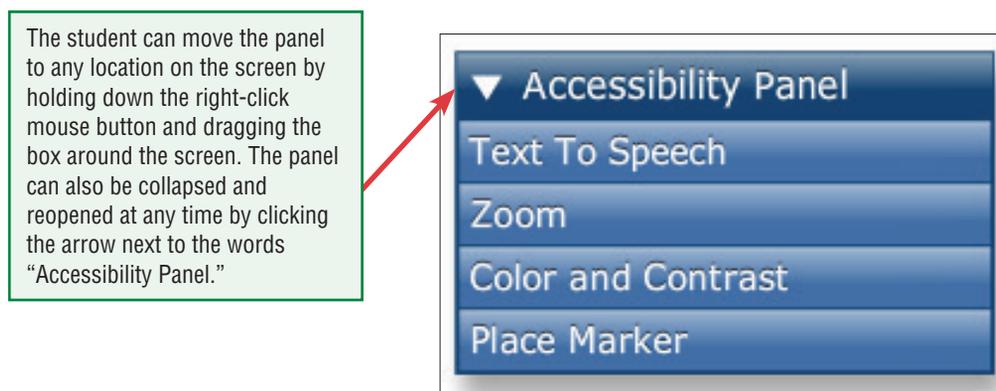


Figure 1.6. Accessibility Panel: Text-to-Speech

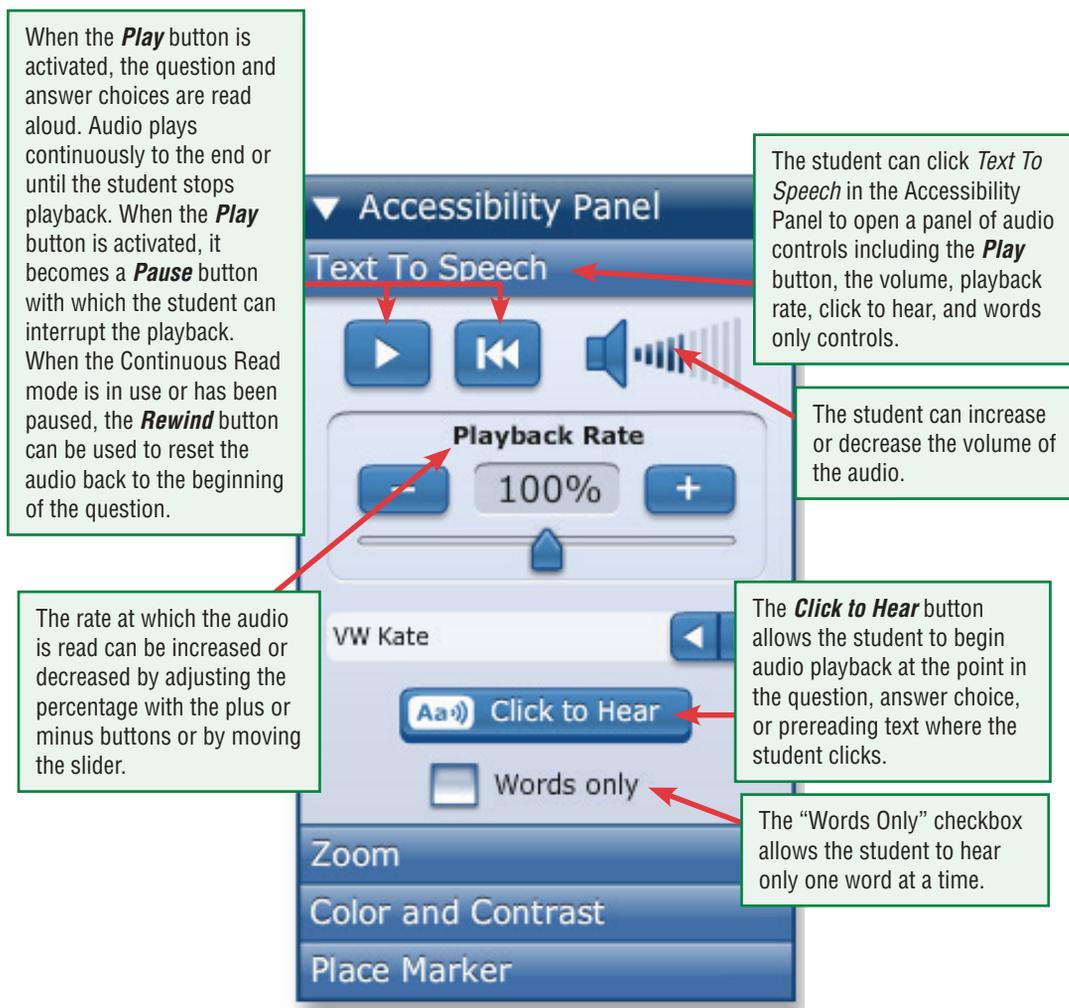


Figure 1.7. Text-to-Speech Highlighting

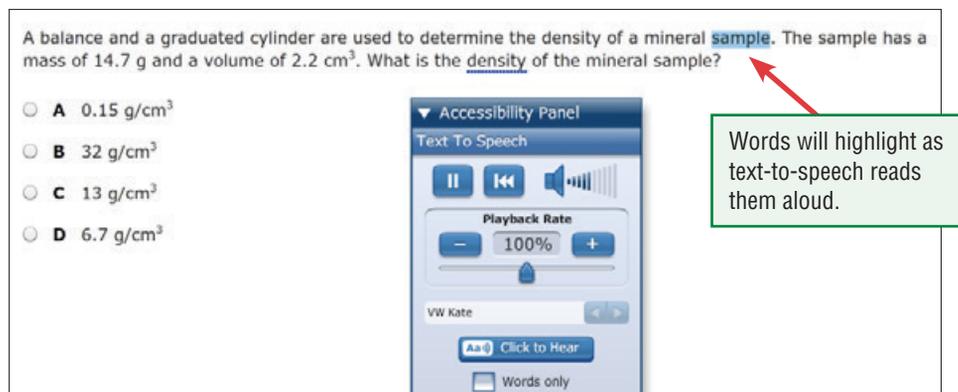


Figure 1.8. Prereading Text Prior to Selections

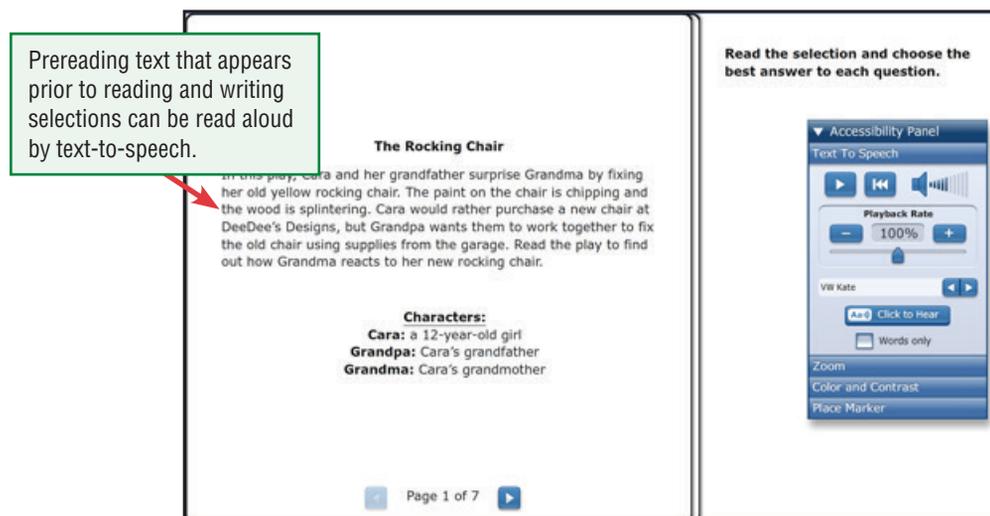


Figure 1.9. "Do Not Read" Icon

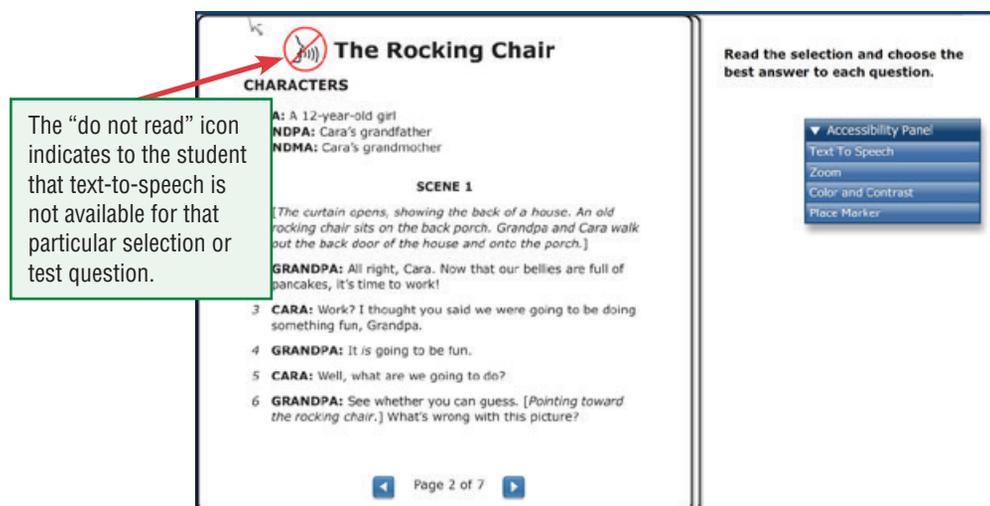


Figure 1.10. Accessibility Panel: Zoom

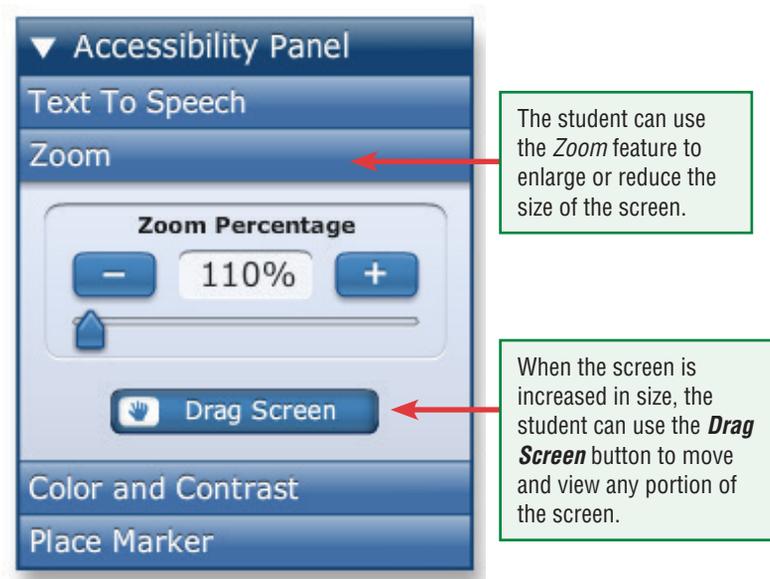


Figure 1.11. Using the *Drag Screen* Button

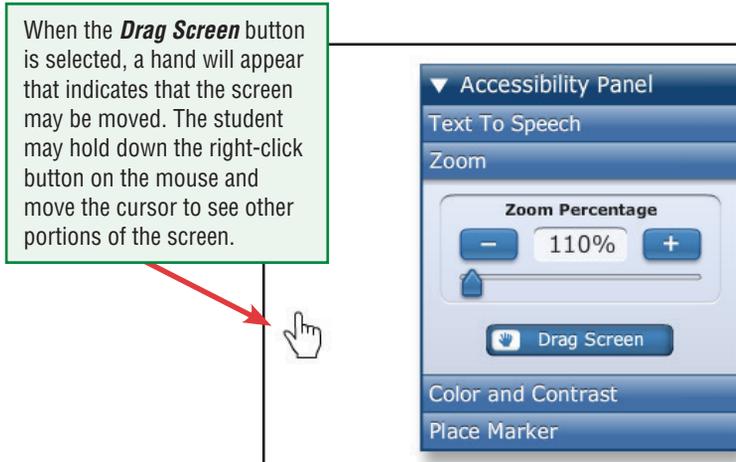


Figure 1.12. Accessibility Panel: Color and Contrast

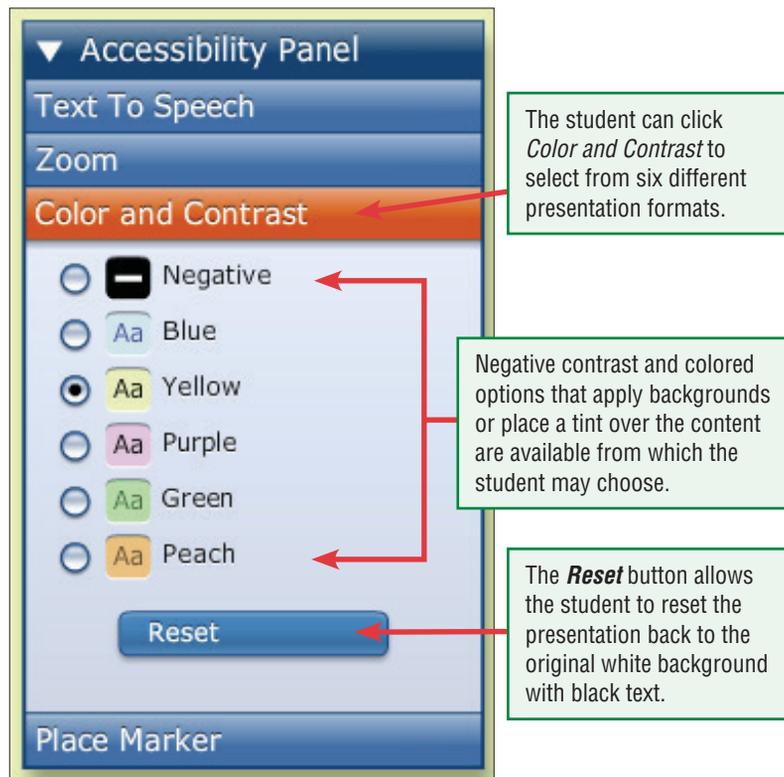


Figure 1.13. Using the Color and Contrast Feature

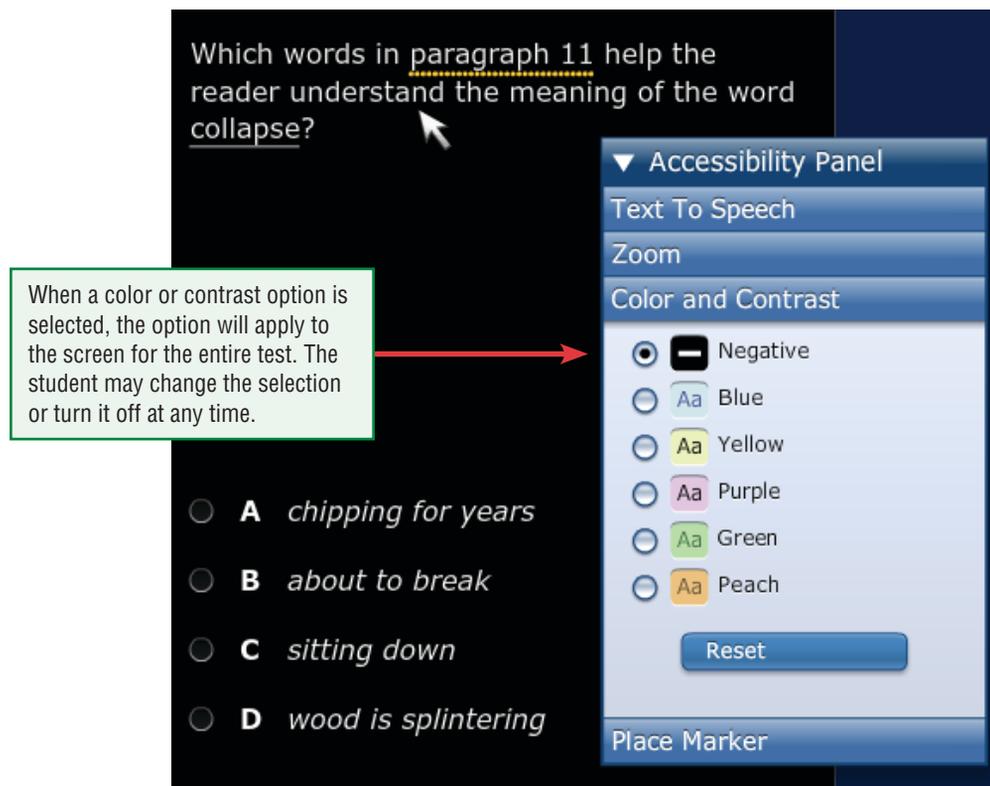


Figure 1.14. Accessibility Panel: Place Marker

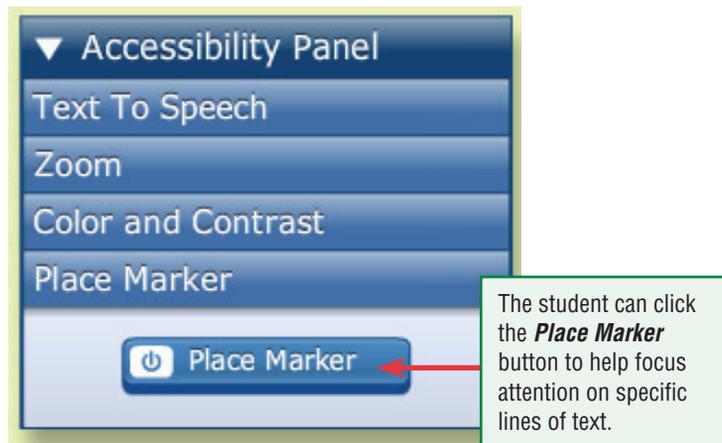
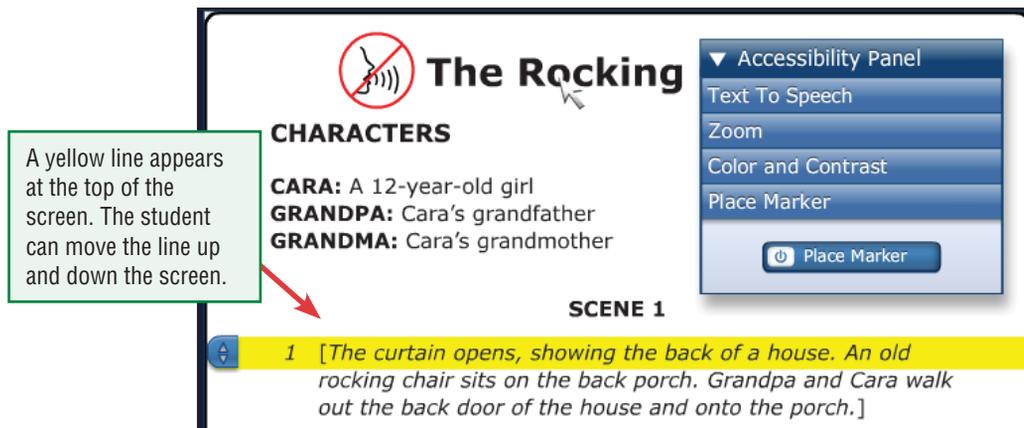


Figure 1.15. Using the Place Marker





STAAR A
Accommodation
Guidelines

Accommodation Guidelines

The STAAR A Accommodation Guidelines specify how STAAR selections and test questions were accommodated for STAAR A in a standardized manner while maintaining the integrity of the knowledge and skills being assessed.

Mathematics, Science, and Social Studies

Pop-ups

- define or clarify construct-irrelevant words and phrases using plain language, synonyms, definitions, examples, and consistent language
- provide a visual representation of the question or answer choices by adding graphics, photographs, or animations
- isolate specific information in a question that corresponds to each answer choice
- isolate specific information in a graphic or list that is referenced in the question
- apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed
- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map

Rollovers

- reword complex questions or answer choices to condense text
- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)
- paraphrase historical excerpts

Exhibit Window

- commonly used blank graphic organizers

Text-to-Speech

- all questions and answer choices read aloud via computer-generated read aloud functionality

Reading and Writing*

Pop-ups

- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, and consistent language
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations
- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- provide scaffolded instructions for responding to short answer questions (English I and II only)

Rollovers

- reword complex questions, answer choices, or boxed text in a selection

Exhibit Window

- writing checklists for the writing prompts

Text-to-Speech

- prereading text, revising selections, and reading and revising test questions and answer choices read aloud via computer-generated read aloud functionality

* For English I and II assessments, review the Reading and Writing section in the STAAR A Accommodation Guidelines.

Classroom Accommodations and the Link to STAAR A

Accommodations are changes to the materials, procedures, or techniques that allow a student with a disability to participate more meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student, thus allowing each student to maximize his or her academic potential. Accommodations used on STAAR A offer new opportunities for students with disabilities to meaningfully access the required state assessment.

TEA accommodation policies and STAAR A Eligibility Requirements indicate that accommodations documented for use during a statewide assessment should

- be made on an individual basis,
- consider the needs of the student, and
- be routinely used during classroom instruction and testing.



STAAR A
Resources

STAAR A
Eligibility
Requirements

Although students likely will not routinely use the computer-based STAAR A accommodations during classroom instruction, they may use variations of the accommodations as illustrated in Figure 1.16. This list is not exhaustive; it includes examples of classroom accommodations that may correspond to the embedded accommodations in STAAR A. In addition, educators may use this list to show how classroom accommodations might correspond to specific STAAR A eligibility criteria, as these are listed in the right column of Figure 1.16 as well.

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing might differ from accommodations allowed for use on state assessments. Instruction comes first and can be customized to meet the needs of each student. Unlike instruction, state assessments are standardized to provide a reliable comparison of outcomes across all test takers. Certain accommodations used in the classroom would invalidate the content being assessed or compromise the security and integrity of the state assessment. For this reason, not all accommodations suitable for instruction are allowed during the state assessments. However, the policies for accommodation use on state assessments do not limit an educator’s ability to develop individualized materials and techniques to facilitate student learning.

Figure 1.16. Comparison of Classroom and STAAR A Accommodations

Classroom Accommodation		Embedded STAAR A Accommodation
The teacher introduces a new book to a struggling reader prior to reading it aloud or independent reading. The topics discussed might include major concepts, difficult words, setting, characters, or prior knowledge of the subject.	➔	Prereading Text: Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading
Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word. The teacher provides visual aids (e.g., demonstrations, photographs, art) to define vocabulary, identify people and places, and/or illustrate concepts. During classroom discussions, the teacher clarifies or rewords complex text or questions.	➔	Pop-ups and Rollovers: Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.
The teacher isolates specific information to focus the student on the core concept being taught. The teacher directs the student (e.g., highlight, bold, point to, flag the information) to the specific part(s) of the selection, diagram, map, or figure that is being discussed.	➔	Pop-ups: Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)
The teacher asks guiding questions, prompting the student to go back to the text to justify his or her understanding of plot, conflict resolution, character development, etc.	➔	Pop-ups: Scaffold understanding of open-ended questions about texts (i.e., short answer questions)
The teacher reformats complex word problems by bulleting or spacing out each step required to solve the problem. The teacher presents parts of a complex concept one at a time.	➔	Rollovers: Scaffold steps in a process (i.e., bullet each step, space out each step)
The teacher provides the student with a specific supplemental aid (e.g., chart, table, graph, checklist, map, timeline) applicable to the question being posed, the assignment, or the task.	➔	Pop-ups and Exhibit Window: Use of generic and question-specific graphic organizers and checklists
The student receives reading support.	➔	Text-to-Speech: Reading Support (i.e., revising passages and questions)
The teacher provides the formula(s) that is needed to solve a problem.	➔	Pop-ups: Identification of formula(s) to use with specific questions

NOTES



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Special Situations

Because STAAR A contains embedded accommodations and accessibility features presented in an online format, replicating these features in a paper or braille version is not always possible. Technology-based accommodations enable most students to test online; however, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student's particular disability, a special request may be made to TEA for approval to administer a paper test booklet. The paper administration request document can be found on the Coordinator Manual Resources webpage.

Braille versions of STAAR A will not be made available. For students who are eligible for STAAR A but who require a braille version of the assessment, contact TEA's Student Assessment Division at 512-463-9536 to discuss student options.

STAAR A will only be offered in English. For students in grades 3–5 who are eligible for STAAR A but need a Spanish version of the assessment, contact TEA's Student Assessment Division at 512-463-9536 to discuss student options.

Lastly, for students who are eligible for STAAR A but who are deaf or hard-of-hearing and cannot access the text-to-speech function, a signed administration is allowed for those parts of the test that can be read aloud. Since text-to-speech is an embedded accessibility feature in STAAR A, a student does not have to be eligible for an Oral Administration to receive a signed administration of STAAR A. If conducting a signed administration to students who are deaf or hard of hearing, test administrators should also read the specific guidelines for signing test content included in the document titled "General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing," located on the Accommodation for Students With Disabilities webpage.

Test Results

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

For students taking assessments in grades 3–8, brochures that explain STAAR A results to parents are produced in English and Spanish and sent to districts with students' test results. These brochures, called *Understanding the Confidential Student Report*, can also be accessed online. For students taking a STAAR A EOC assessment, the explanation of results is included in the student's Confidential Student Report (CSR).

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

STAAR A results may be used in the following ways:

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

Resources

STAAR A provides a variety of accommodations to selections and test questions and accessibility features for students with disabilities. Prior to participating in the STAAR A online operational assessment, students and teachers should become familiar with the accommodation types, tools, and accessibility features that are provided in the online tests.

There are several resources for STAAR A that can be accessed online at the STAAR A Resources page. These include

- student tutorials with practice selections and test questions,
- student tutorial administration directions,
- demonstration video for teachers and test administrators, and
- sample selections and test questions.

TEA recommends that teachers use these resources to become familiar with STAAR A and to help guide students through practice test selections and test questions until they are comfortable with the STAAR A online testing interface and accommodations.



STAAR A
Resources



STAAR Alternate 2

Introduction to STAAR Alternate 2

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

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

To meet requirements of the legislation and maintain an appropriate assessment for students with significant cognitive disabilities, a question-based approach to the assessment has been implemented for the redesign of STAAR Alternate. The assessment will consist of 24 scripted questions. The test materials will include a test administrator booklet with the scripted questions and guidelines for how the test will be administered. A student booklet will be provided that contains stimulus images and text needed for the student to select answers. This design allows for standardization of the assessment and eliminates the need for teachers to prepare tasks or materials.

Test Development Process

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

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

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

ARD Committee Responsibilities

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

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

1. Does the student have a significant cognitive disability?
2. Does the student require specialized supports to access the grade-level curriculum and environment?
3. Does the student require intensive, individualized instruction in a variety of instructional settings?
4. Does the student access and participate in the grade-level TEKS through prerequisite skills?



STAAR Alternate 2
Participation
Requirements

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STAAR Alternate 2
Participation
Requirements

Texas Education
Code

STAAR Alternate 2
Medical Exception
Eligibility
Requirements

STAAR Alternate 2
No Authentic
Academic Response
(NAAR) Eligibility
Requirements

After the four questions have been answered “yes,” the ARD committee must discuss and initial the following assurances.

- A statement must be provided in the student’s IEP indicating why the student cannot participate in the general STAAR assessment with or without allowable accommodations and why STAAR Alternate 2 is appropriate for the student.
- The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including (but not limited to) current IEP Present Level of Academic Achievement and Functional Performance (PLAAFP) statements; goals or objectives; progress reports; work samples; teacher observations; Full and Individual Evaluation (FIE); standardized achievement test results; and classroom, district, and state assessment results. This decision is not based solely on the student’s previous performance on a state assessment.
- The decision to administer STAAR Alternate 2 is made by the ARD committee. Although STAAR Alternate 2 is intended for a small number of students, the proficiency cap for federal accountability calculations does not limit the number of students receiving special education services who may take the alternate assessment.
- The decision to administer STAAR Alternate 2 is based on the student’s educational need and the instruction the student is receiving. This decision is not based solely on the student’s disability category and is not based on the student’s racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

The English and Spanish versions of the STAAR Alternate 2 Participation Requirements can be accessed online.

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

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

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 him/herself or others.
- The student is receiving non-academic homebound services due to medical issues and does not receive academic instruction.

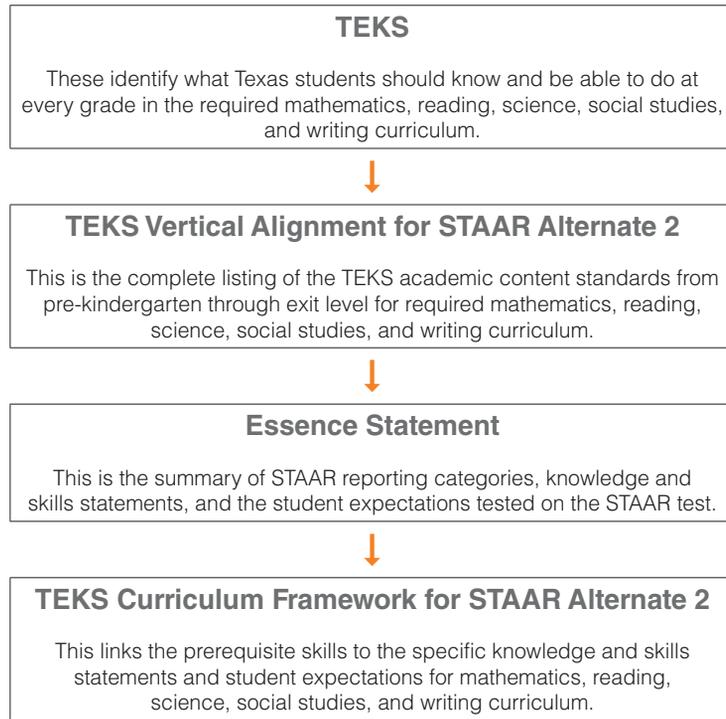
Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception for the following circumstances.

- The student does not show any observable reaction to a specific stimuli.
- The student exhibits only startle responses.
- The student tracks or fixates on objects at random and not for a purpose.
- The student moves or responds only to internal stimuli.
- The student vocalizes intermittently regardless of changes in the environment around them.
- The student with multiple impairments is unable to receive any visual, auditory, or tactile information during the assessment.

Alignment with State Curriculum

Alignment with the state curriculum through federal and state laws is a critical requirement for STAAR Alternate 2. The No Child Left Behind Act (NCLB, 2001) mandates that alternate assessments must be aligned with the state’s challenging academic content standards and challenging academic achievement standards. The Texas Education Code (TEC), Chapter 39 .023, Subsection A lists the subject areas and grades to be tested in the statewide student assessment program. Considering the elements of federal and state law, TEA developed vertical alignment and curriculum framework documents to help students with significant cognitive disabilities access the grade-level TEKS curriculum. The two alignment resource documents help ensure that all students eligible to take an alternate assessment based on alternate achievement standards are instructed and assessed on curriculum that is linked to grade-level content. Through the processes illustrated in Figure 2.1 and described below, TEA aligned the STAAR Alternate 2 assessment to the grade-level TEKS curriculum.

Figure 2.1. Access to the Grade-Level TEKS Academic Content Standards for Students with Significant Cognitive Disabilities



TEKS Vertical Alignment for STAAR Alternate 2

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

Essence Statement

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

TEKS Curriculum Framework for STAAR Alternate 2

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

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

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

The vertical alignment and the curriculum framework documents served as the foundation for developing questions for each grade and subject and were reviewed and approved by educator committees. The vertical alignment, curriculum framework, and essence statement documents can be accessed online.

Test Design

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

- The range of abilities of students taking the assessment is factored in across all questions within a cluster.
- The four questions are scaffolded based on the grade level of the prerequisite skill, the difficulty of the skill, and what the student is being asked to do.
- Each of the question types within a cluster vary in difficulty from question to question and essence statement to essence statement.
- The first question is always the easiest of the four questions in a cluster, moving to the last and most cognitively complex question.
- The cluster design requires the student to make six concept transitions throughout the test.



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

NOTES

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

Example of Question 1 in a Cluster

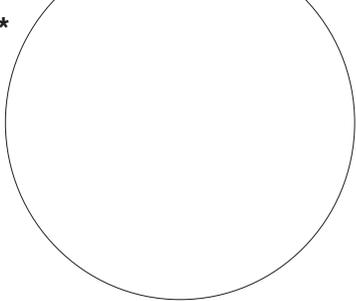
Presentation Instructions

- 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.

Stimulus 1

*



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?”

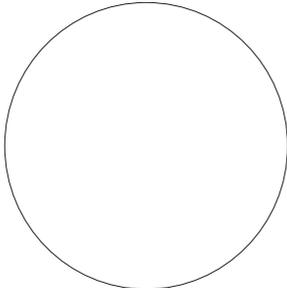
- The student is presented one or more images in a method that is appropriate for the student.
- Each pertinent component of the images is identified for the student.
- The answer is provided to the student during the presentation and modeled by the teacher.
- The student’s correct response shows that he or she has followed the explanation and can locate what is requested from what was just presented.
- The student may be asked to locate an answer from one boxed image or from multiple images where other details must be eliminated in order to find what is requested.
- The difficulty of Question 1 varies from cluster to cluster depending on the amount of detail in the images.
- The first question establishes the context for the skill or concept that will be continued throughout the cluster.

Example of Question 2 in a Cluster

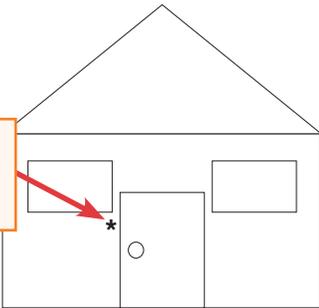
Presentation Instructions

- 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



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.

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

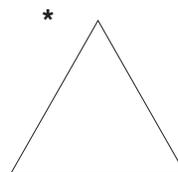
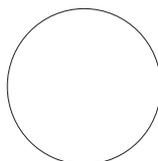
- The student is presented Stimulus “a,” which is an exact or similar image or concept to that provided in Question 1.
- Each important component of the images is identified for the student.
- The answer choices provided in Stimulus “b” are read or identified in most cases before the “find” statement is given.
- The student’s correct response shows that he or she is able to locate what is requested by matching something in Stimulus “a” to something in Stimulus “b.”
- The difficulty of Question 2 varies from cluster to cluster and depends on how similar the two items are that are being matched.

Example of Question 3 in a Cluster

Presentation Instructions

- Present Stimulus 3.
- Direct the student to each shape.
- Communicate: **Square. Circle. Triangle.**
- 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.

- The student is presented Stimulus “a,” which continues the skill presented in Question 1 and 2, but is a new image or more sections of text.
- Contextual information may be provided, but details of the stimuli are not provided.
- The answer choices are usually provided in Stimulus “b” and are read or identified in most cases before the “find” statement is given.
- The student’s correct response shows that he or she is able to locate the correct answer from three choices by understanding what is being presented in Stimulus “a” or requested in the “find” statement.
- The student may be asked to integrate multiple pieces of information.
- The difficulty of Question 3 varies from cluster to cluster and depends on how close the relationship is between Stimulus “a” and the answer choice.

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

and

*and

and

- The student is presented Stimulus “a,” which continues the skill presented in Questions 1, 2, and 3, but extends the concept with new information.
- Contextual information may be provided, but details of the stimuli are not provided.
- The answer choices are usually provided in Stimulus “b” and are read or identified in most cases before the “find” statement is given.
- The student’s correct response shows that he or she is able to locate the correct answer from answer choices by understanding what is being presented in Stimulus “a” and applying knowledge to locate what is requested in the “find” statement.
- Some items require the student to do multi-step problem solving.
- The difficulty of Question 4 varies from cluster to cluster and depends on whether the student is being asked to compare information, evaluate a detailed stimulus, make an inference, or draw a conclusion.

NOTES



Accommodation
Resources

Accommodations

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

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

Accommodations may be used only if they meet the criteria above and are listed in the student’s IEP. The following accommodations are allowed on STAAR Alternate 2.

Accommodations to the Two-Dimensional Stimulus Images	
Allowable Accommodation	Guidelines
<ul style="list-style-type: none"> • Color or highlight stimulus images or answer choices. • Place color overlays on images or text. • 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.). • Pair images or text in the student’s booklet with photographs of the same objects, real objects of the same content, or picture representations. • Attach textured materials to images in the student’s booklet. • Demonstrate concepts or relationships in images. • Raise or darken the outline of drawings in stimulus images. • Enlarge images with magnification devices, photocopying, or computer magnification programs. • Add braille labels to images or provide text in braille. • Describe images for students with visual impairments. 	<ul style="list-style-type: none"> • The accommodation must be presented uniformly so that the correct answer is not emphasized over the other answer choices. • If using cards, the answer choices must be placed in the same order (top/left; middle/middle; bottom/right). • All demonstrations must include only what was presented in the stimulus. • If photographs or real objects are placed over images, each answer choice must have a comparable photograph or real object. • Any replacements, photographs, or objects must be as close to the original as possible. • Descriptions of images can only include details of what can be seen in the images without comments about the overall impression of the image.
Accommodations to Limit Number of Images Shown at One Time	
Allowable Accommodation	Guidelines
<ul style="list-style-type: none"> • Provide the stimulus on separate paper presented one at a time. • Cover or isolate each image until it is addressed. 	<ul style="list-style-type: none"> • All images must be presented in the same order or configuration as shown in the test booklet. • All cover-up techniques must be uniformly applied to all images within an item.
Accommodations to Language Used in the Test Administration Instructions	
Allowable Accommodation	Guidelines
<ul style="list-style-type: none"> • Use routine picture representations for key words in verbal directions to the student. • Reread sections of the text as requested by the student. 	<ul style="list-style-type: none"> • 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.

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

Student Response Modes

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 are

- 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 are

- 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 are

- gazing, blinking, winking, fixating on; or
- isolating answer choices in a section organizer, such as a calendar box or tabs.

Scoring

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

Scoring Instructions for Question 1

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

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

Scoring Instructions for Question 2

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the circle in the house in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the circle in the house in Stimulus 2b,	➡	<ul style="list-style-type: none"> model the desired student action by finding the circle in Stimulus 2b and communicate “Here is the circle on the house.”; and replicate the initial presentation instructions.
After teacher modeling, if the student finds the circle in the house in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the circle in the house in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must model the desired student action, 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.

Scoring Instructions for Question 3

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the triangle,	➡	mark A for question 3 and move to question 4.
If the student does not find the triangle,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify the number of sides each shape has. OR • Trace the outline of each shape. OR • Highlight the outline of each shape. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the triangle,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the triangle,	➡	mark C for question 3 and move to question 4.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must select one of the 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.

Scoring Instructions for Question 4

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

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

NOTES



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Resources

Test Results

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

Brochures that explain STAAR Alternate 2 results to parents are produced in English and Spanish and sent to districts with students' test results. These brochures, called *Understanding the Confidential Student Report*, can be accessed online.

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

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

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

Resources

Additional resources for STAAR Alternate 2 are available online.