



STAAR ALT 2 UPDATE

OVERVIEW of STAAR ALT 2

- ▶ An assessment based on alternate academic achievement standards
- ▶ Designed for students with most significant cognitive deficits.
- ▶ A non-traditional test that requires test administrators to observe students as they respond to standardized, state-developed assessment items that link to the grade-level TEKS through pre-requisite skills.
- ▶ Each question type has a unique set of scoring instructions.
- ▶ Student responses transcribed into the online transcription form.

Subjects and Grades for STAAR ALT 2

GRADE LEVEL	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	Algebra I, English I, English II, Biology, U.S. History

Same
as
STAAR!

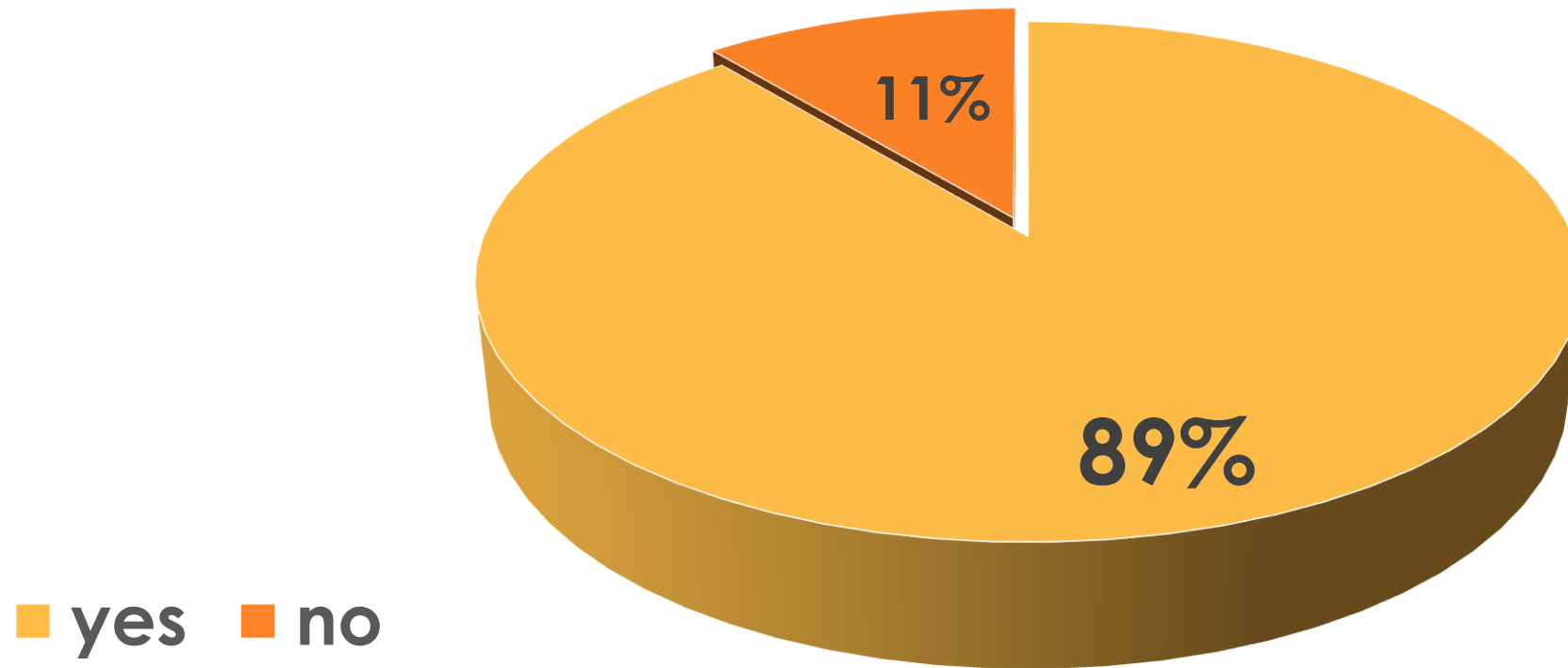


2015 Survey Results

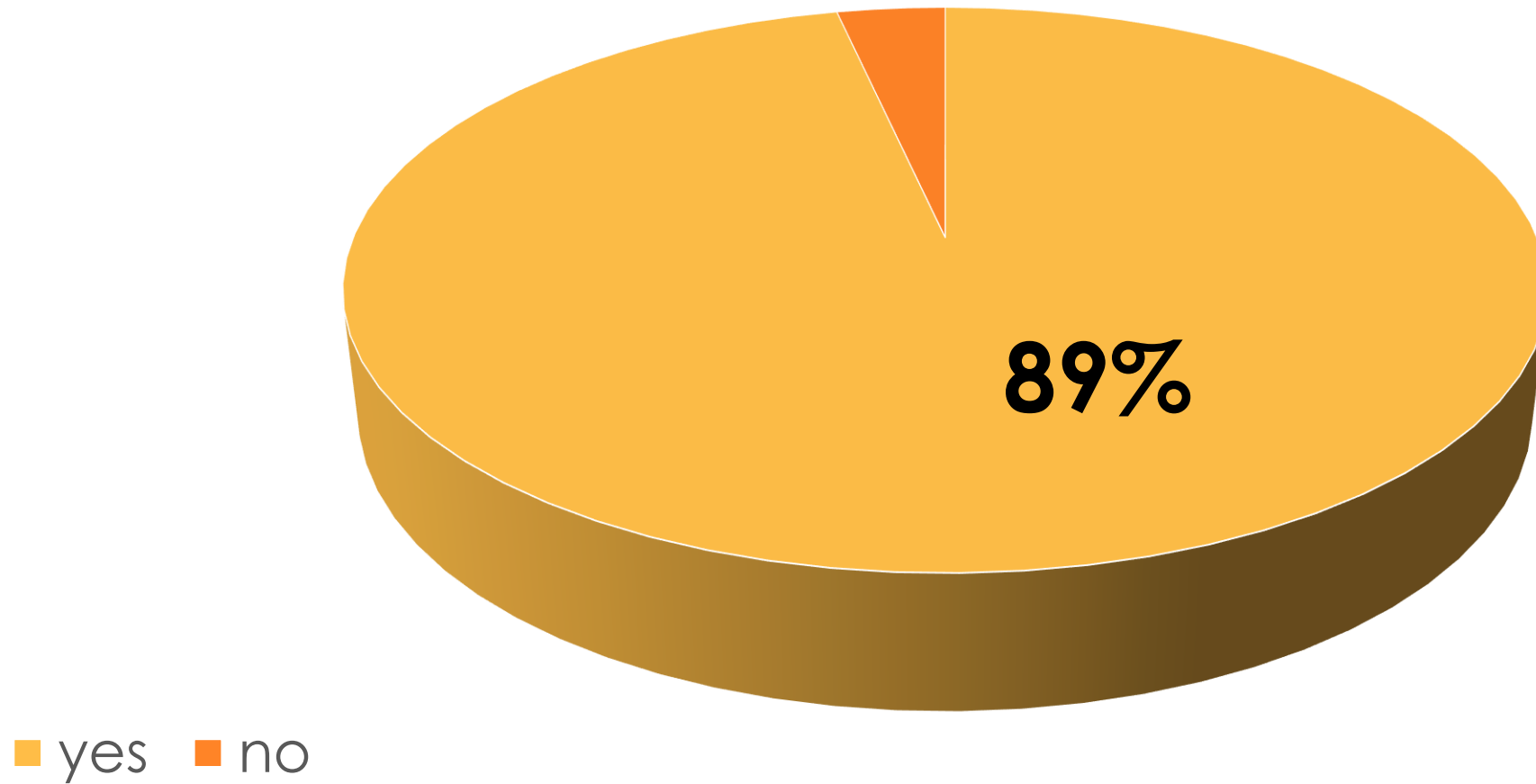
Test Administrator Group

- ▶ February 13 – March 13, 2015
- ▶ Training Resources, Online Activities, Testing Window, Administration Materials, Test Accommodations, and Administration Procedures.
- ▶ 2,552 test administrators responded to the survey.
- ▶ 18 questions

Were the test materials easy to use during testing?



Did the resource materials adequately prepare you to complete your duties regarding the assessment?



Clear instructions?

Were scoring instructions clear?

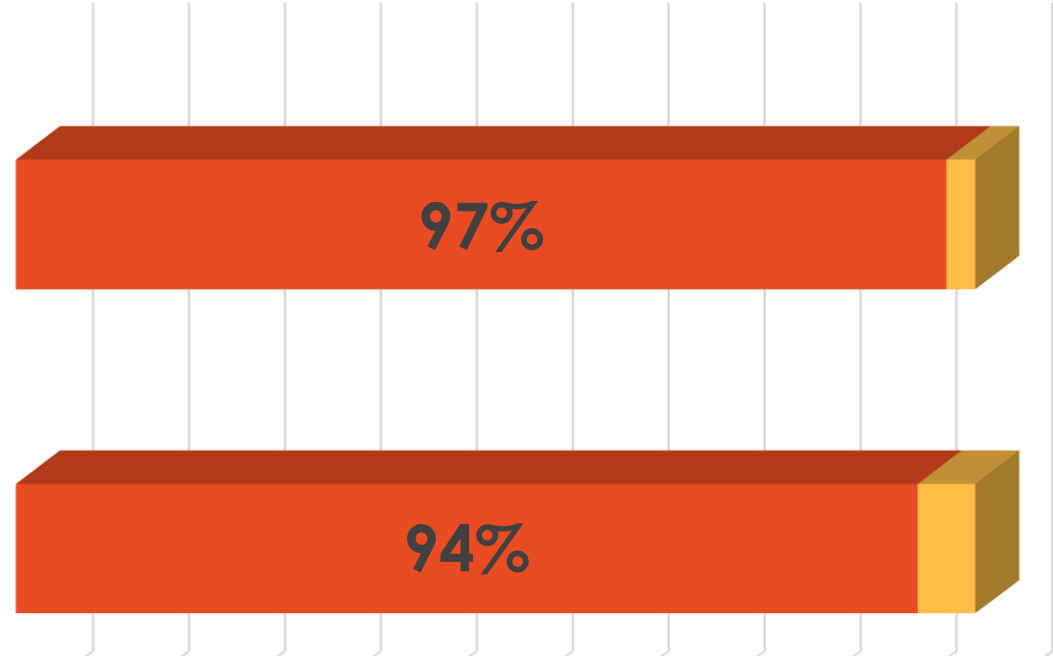
97%

Were presentation instructions clear?

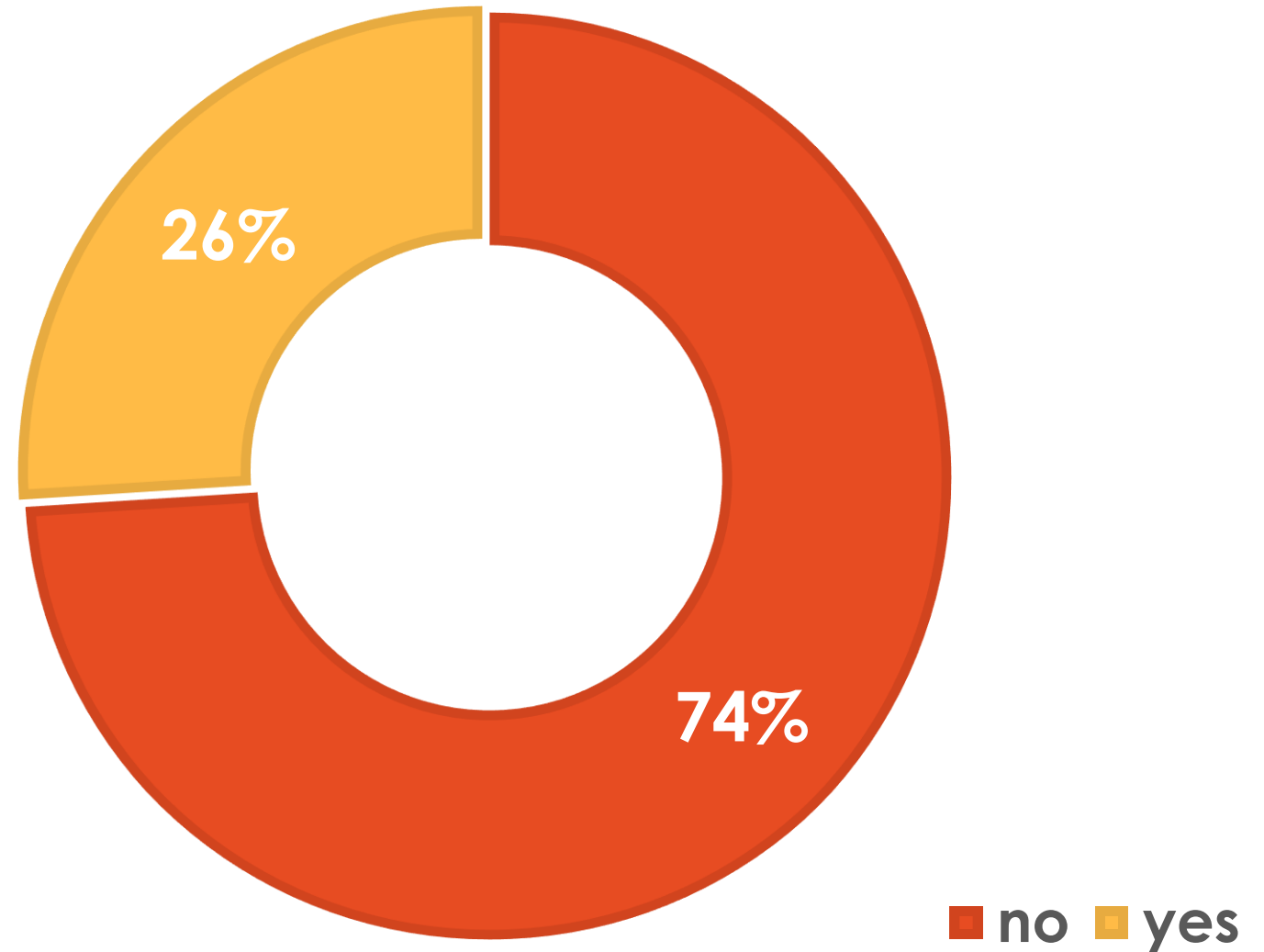
94%

■ yes ■ no

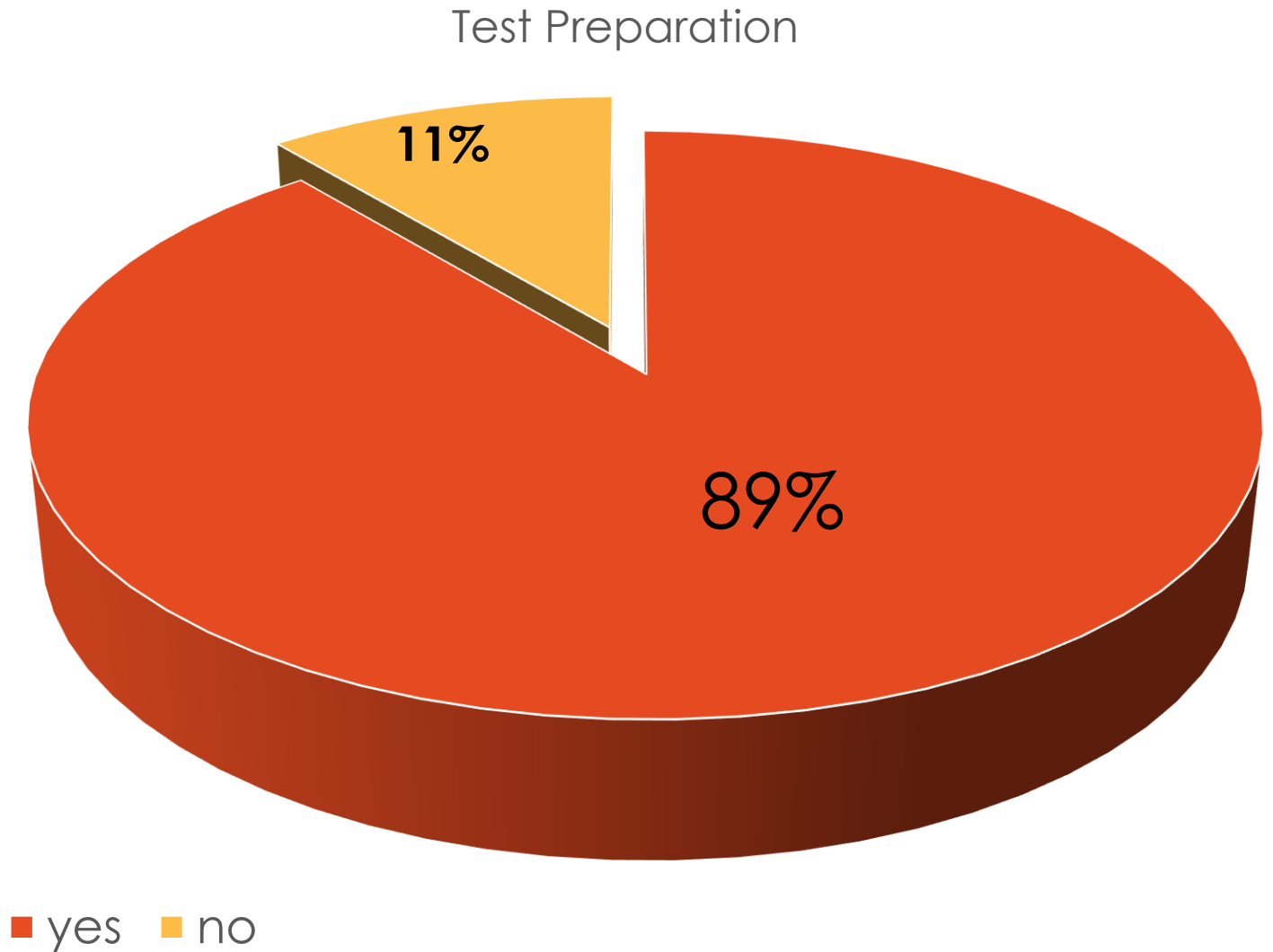
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



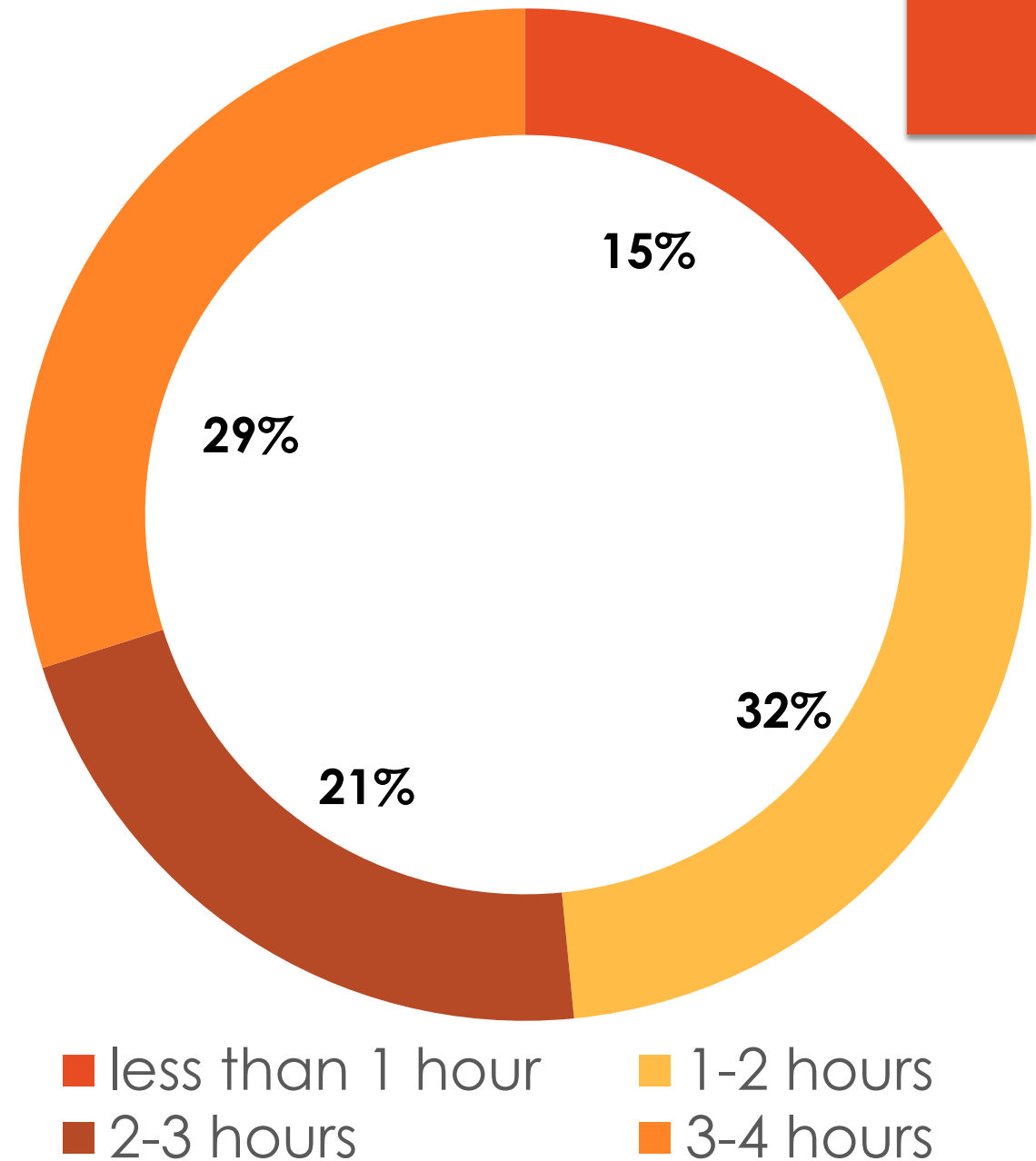
In general, would your students be able to engage in an online version of the items?



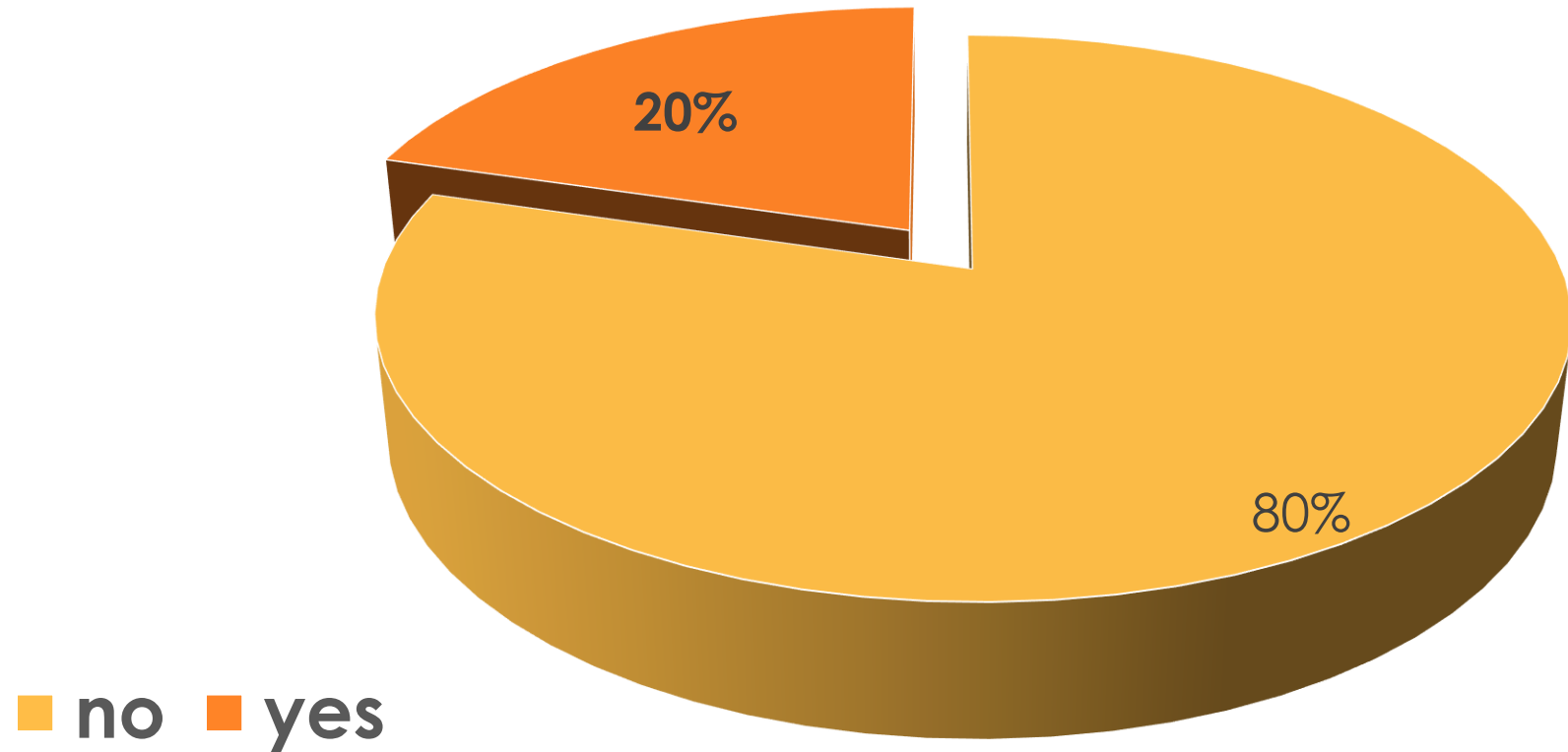
Did test administrators have enough time to review and prepare any necessary accommodations?



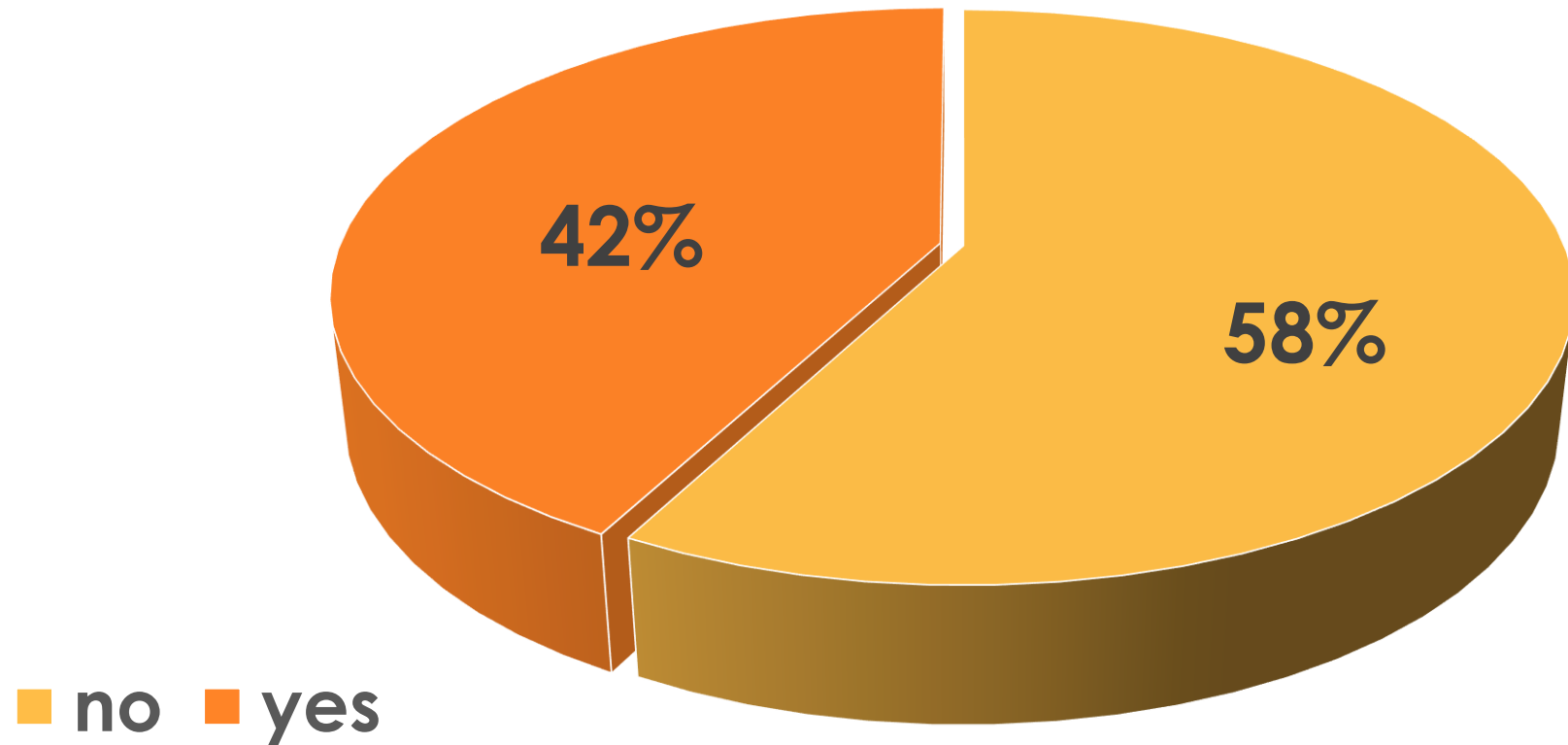
On average,
how much time
did it take to
prepare for the
administration
of each STAAR
Alternate 2
assessment?



Did you spend more than four hours preparing for any single administration of STAAR Alternate 2?

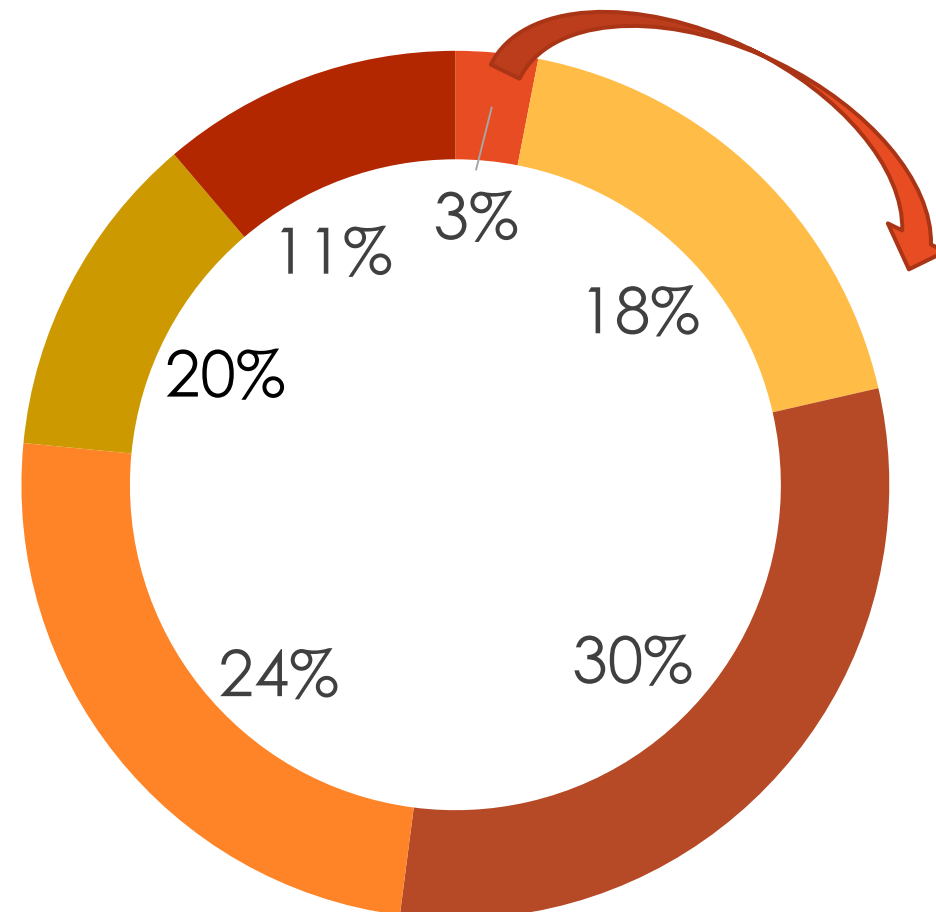


Did you administer each test in multiple sessions to the majority of your students?

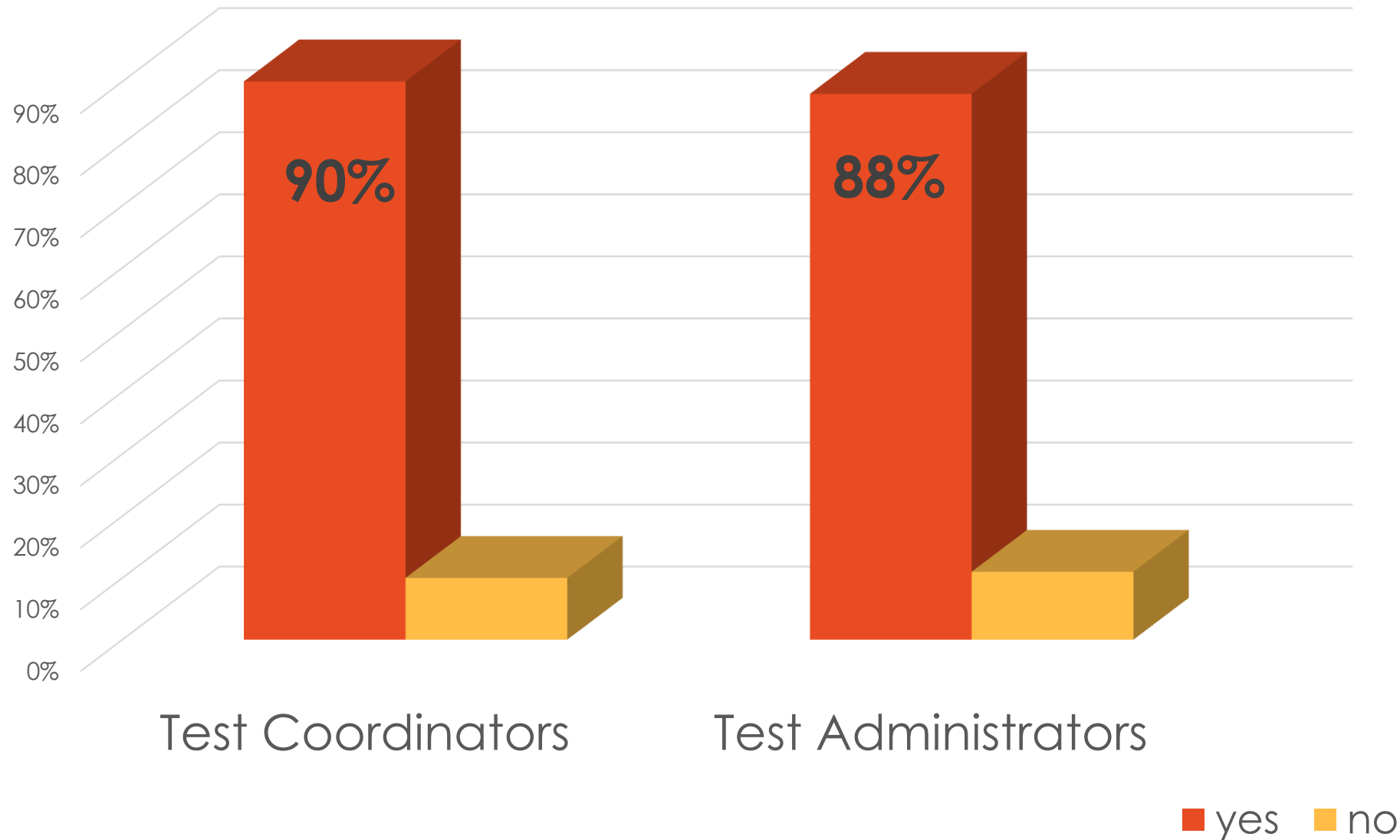


On average, how long did it take for you to administer the entire test (regardless of whether it took multiple sessions)?

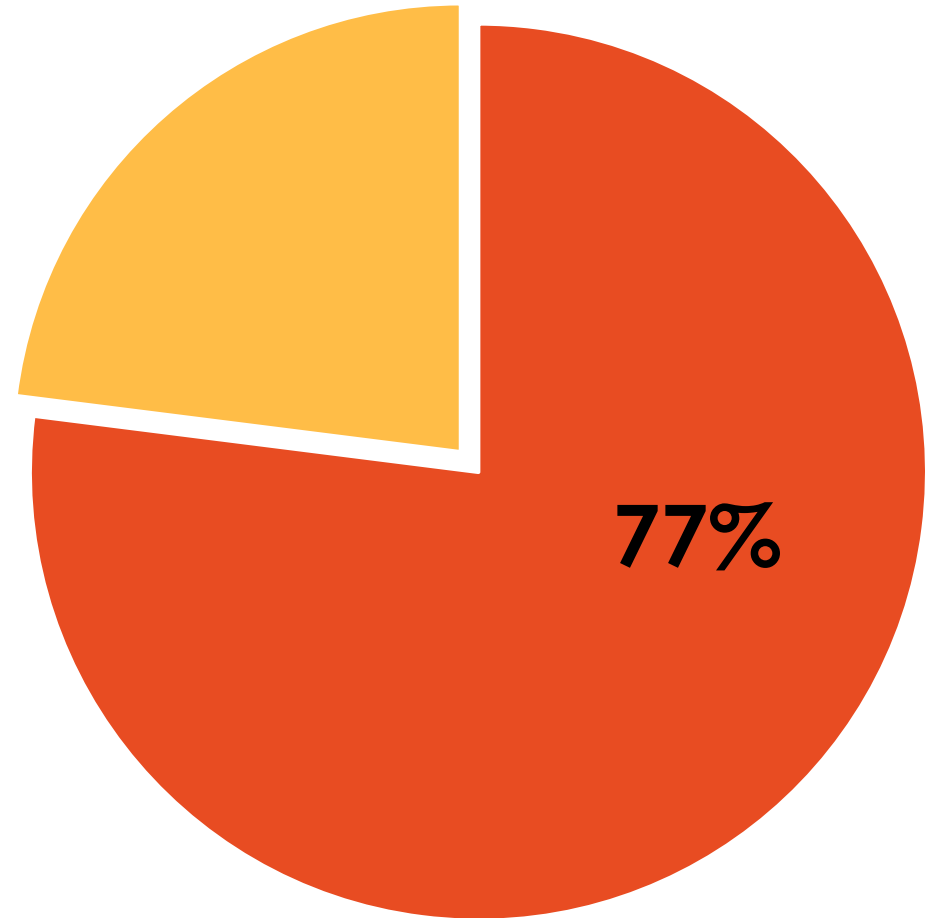
- 30 minutes or less
- 31 - 45 minutes
- 46 - 60 minutes
- 61 - 90 minutes
- 91 - 120 minutes
- more than 2 hours



Three-week testing window adequate?

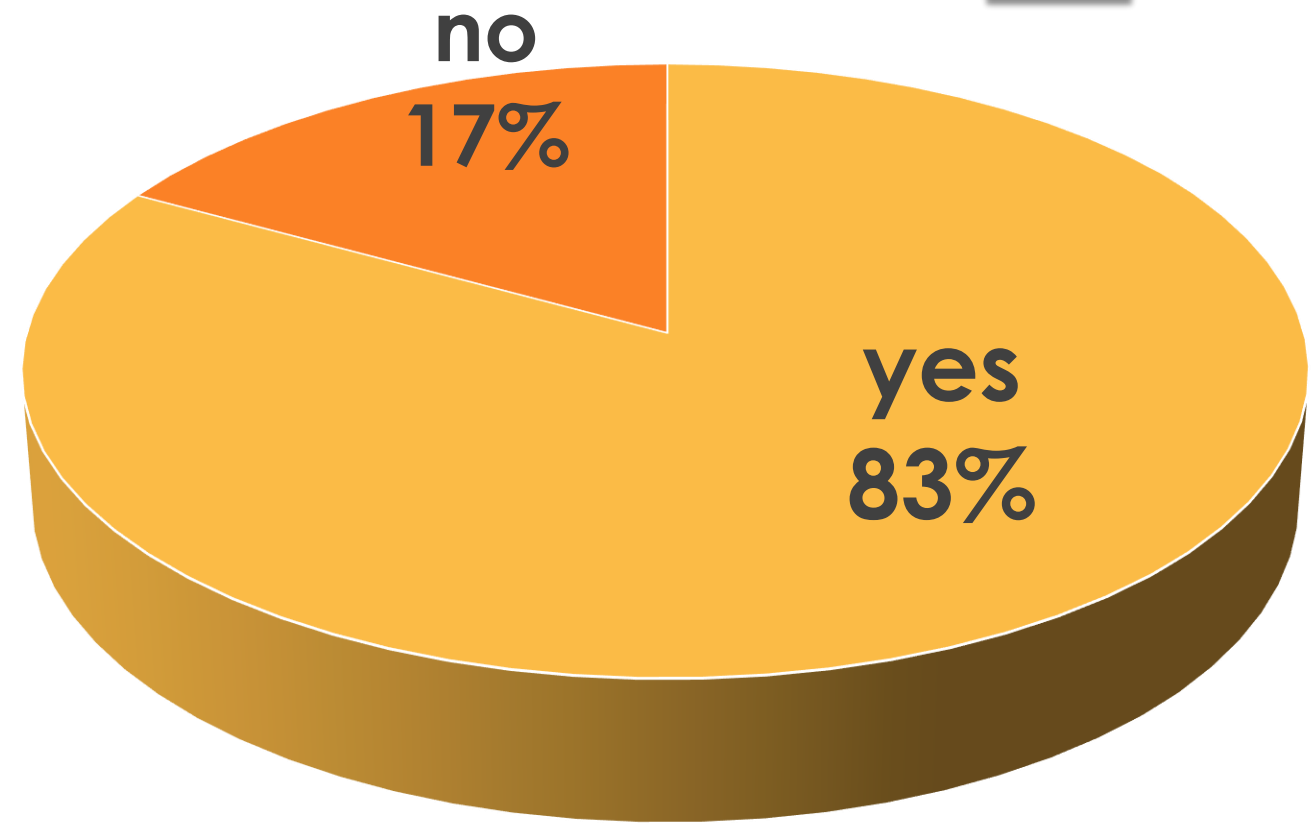


Were the
allowable
accommodations
sufficient to meet
the needs of your
students?

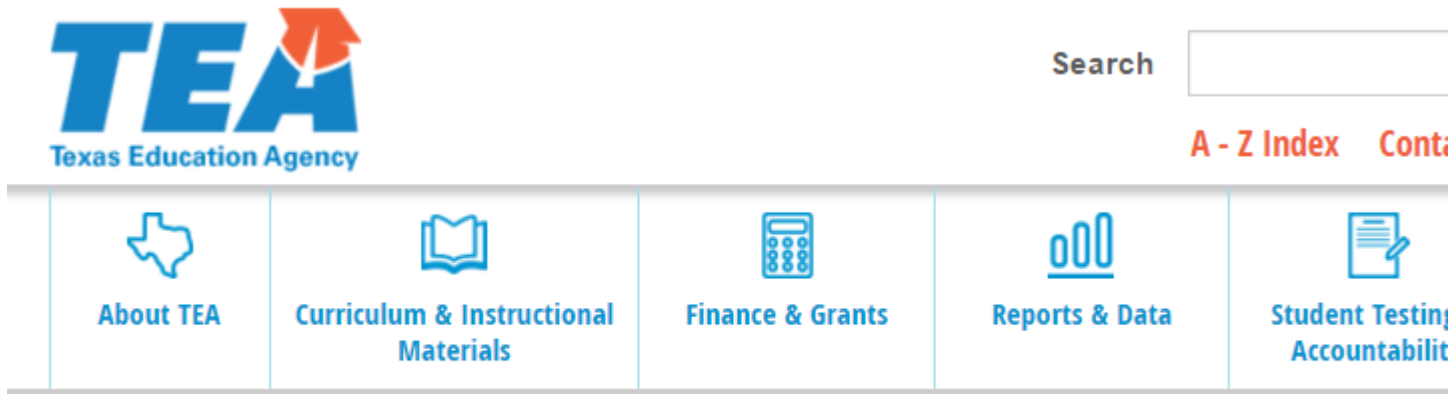


■ yes ■ no

Was the level of detail provided by the accommodations policy sufficient to guide you as you prepared testing accommodations?



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



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

STAAR Alternate 2 Resources

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

TEA has developed the STAAR Alternate 2 assessment to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind. TEA designed the STAAR Alternate 2 to assess students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.



Contents:

- STAAR ALT 2 Information (Educator Guide, CSR info)
- Participation Requirements
- Administrator Manual
- Accommodations
- Medical Exemption
- No Authentic Response Eligibility
- Sample Test Questions
- TETN recordings
- Performance Level Descriptors
- Essence Statements
- TEKS Resources (vertical alignment documents)
- Raw Conversion Tables

Educator Guide

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

Revised September 2015



A MUST READ!!!!

ARD COMMITTEE RESPONSIBILITY: STAAR ALT 2 Participation Requirements

Participation requirements for STAAR Alternate 2:

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

STAAR Alternate 2 Spring 2016

Grade 6 Reading Essence Statements

STAAR Reporting Category 1	STAAR Reporting Category 2	STAAR Reporting Category 3
<p>Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.</p>	<p>Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.</p>	<p>Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.</p>
<p>Knowledge and Skills Statement (6.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. (Readiness Standard)</p> <p>Essence Statement Identifies new vocabulary words in text using a variety of strategies.</p>	<p>Knowledge and Skills Statement (6.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. (Supporting Standard)</p> <p>Essence Statement Identifies themes in a variety of literary texts.</p> <hr/> <p>Knowledge and Skills Statement (6.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. (Supporting Standard)</p> <p>Essence Statement Identifies the structure and elements of drama.</p> <hr/> <p>Knowledge and Skills Statement (6.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (Readiness and Supporting Standard)</p> <p>Essence Statement Recognizes how elements of fiction contribute to plot development.</p> <hr/>	<p>Knowledge and Skills Statement (6.10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. (Readiness and Supporting Standard)</p> <p>Essence Statement Recognizes how organizational patterns impact main idea and details in informational texts.</p> <hr/> <p>Knowledge and Skills Statement (6.11) Reading/Comprehension of Informational Text/Persuasive Texts. Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis. (Supporting Standard)</p> <p>Essence Statement Recognizes the arguments presented in persuasive texts.</p> <hr/> <p>Knowledge and Skills Statement (6.12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. (Supporting Standard)</p> <p>Essence Statement Uses graphic features to understand procedural texts.</p>

TEKS

Identify what Texas students should know and be able to do at every grade in required subjects.



TEKS Vertical Alignment Document

Academic content standards PK-EOC for all required subject



Essence Statement

Summary of STAAR reporting categories, knowledge and skills statements and student expectations for STAAR.



TEKS Curriculum Framework

Links pre-requisite skills to the specific knowledge and skills statements and student expectations for all required subjects

ASSURANCES

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 individualized education program (IEP) indicating why the student cannot participate in the general STAAR assessment with or without allowable accommodations and why STAAR Alternate 2 is appropriate for the student.

ASSURANCES

- 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.

ASSURANCES

- 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.

ASSURANCES

- 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.

Welcome to the Texas Assessment Management System

The Texas Student Assessment Program consists of the following:

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Alternate 2
- Texas English Language Proficiency Assessment System (TELPAS)
- Texas Assessment of Knowledge and Skills (TAKS)

The Texas Assessment Management System provides test administrators, educators, and families with the information and resources needed to prepare for and administer these assessments and to access assessment results and reports.

STAAR Assessments



Access information and online resources for the STAAR grades 3–8 and end-of-course (EOC) assessments including STAAR Spanish, STAAR L, and STAAR A.

- [For Administrators](#)
- [For Educators](#)

STAAR Alternate 2, TELPAS, and TAKS Assessments



Access information and online resources for STAAR Alternate 2, TELPAS, and

Texas Assessment Data Portal

Access assessment results and reports for all assessment programs.

- [Student Portal](#)
- Teacher Portal (available soon)
- Analytic Portal (available soon)

Summary Reports

[2015 District and Campus Reports](#)

Technology Systems and Supports for Administrators

Access technical guides, unified minimum system requirements, and other technology resources related to assessment management systems and online testing for all assessment programs.

Log In for Administrators

- [STAAR Assessment Management System](#)
- [STAAR Alternate 2, TELPAS, and TAKS Assessment Management System](#)

Resources for All Assessment Programs

- [Test Administration Manuals and Materials](#)
- [TEA's Student Assessment Division Website](#)
- [Student Assessment Testing Calendars and Calendar of Events](#)
- [Optional Reports and Services](#)

STAAR Out-of-District (OOD) and Out-of-School (OOS) Registration
OOD/OOS registration for the December

TOMS (ETS)

Pearson Next

TESTING WINDOW: No Change!

▶ PREVIEW WINDOW:

March 21-April 1

▶ ASSESSMENT WINDOW:

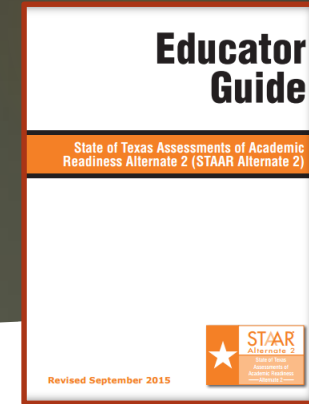
April 4-April 22

3-8/EOC	Subjects Assessed
Grade 3	Mathematics and Reading
Grade 4	Math, Reading, and Writing
Grade 5	Math, Reading, and Science
Grade 6	Math and Reading
Grade 7	Math, Reading , and Writing
Grade 8	Math, Reading, Science, and SS
End of Course	Algebra I, English I, English II, Biology, and US History

Test Design: Same as 2015 Administration

- ▶ Six clusters comprise a test form resulting in 24 scripted questions per test.
- ▶ The test materials will include a test administrator booklet and a student booklet for each subject.
- ▶ The test administrator booklet contains scripted questions and guidelines for how the test will be administered.
- ▶ The student booklet contains stimulus images and text for the presentation of test question and answer options.

SAMPLE TEST ITEMS [pg.10-13]



- ▶ Question 1 = Acknowledge
- ▶ Question 2 = Locate information by matching
- ▶ Question 3 = Integrate multiple pieces of information
- ▶ Question 4 = Multi-step problem solving; make a conclusion

Test Administrator Manual

- ▶ The format of the secure section of the test administrator manual will include.



This symbol prompts test administrator to secure material begins!!

Revision to Security Procedures

During 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 format changes in order to accommodate the revised procedures.
- ▶ Revised procedure only to be performed when accommodating materials!

Accommodations for STAAR Alternate 2,

Information about accommodations for students taking the following assessments can be found in the applicable manuals.

- ▶ **STAAR Alternate 2:** *Educator Guide for STAAR Alternate 2 [pg. 14]* and the test administration manual

STAAR ALT 2

Accommodations

Abilities

- [Individualized Structured Reminders](#)
 - [Amplification Devices](#)
 - [Projection Devices](#)
 - [Manipulating Test Materials](#)
 - [Blank/Signed Administration](#)
 - [Reading Assistance](#)
 - [Manipulatives](#)
- [Large Print Devices](#)
- [Base Transcribing](#)
- [Supplemental Aids](#)
 - [Extra Time](#)
 - [Large Print](#)
 - [Dictionary](#)
 - [Braille](#)
- [Complex Transcribing](#)
 - [Math Scribe](#)
 - [Photocopy](#)
 - [Extra Day](#)

Type 1 Accommodations

Accommodations

STAAR ALT 2 !

January 13, 2016
“Calling All
STAAR-ALT
Administrators”

Session # 101691

Presenters: Linda
Moran/Brenda Lee

Allowable Accommodations

- **Color or highlight images or text**
- **Place color overlays on images or text**
- **Photocopy and cut out images or text**
 - can be affixed to appropriate presentation media
 - answer choices must be placed in the same order as they appear in the test booklet
- **Pair images or text with photographs, picture representations, or real objects of the same content**
 - photographs, pictures, or real objects must be as close to the original as possible
- **Attach textured materials to images or text**
- **Demonstrate concepts or relationships in images or text**
- **Raise or darken the outline in images or text**
- **Enlarge images or text**
 - magnification devices, photocopying, or computer magnification programs can be used
- **Add braille labels to images or provide text in braille**
- **Describe images for students with visual impairments**
 - descriptions of images can only include details of what can be seen in the images without comments about the overall impression of the image
- **Provide images or text on separate paper presented one at a time**
 - images must be presented in the same order or configuration as they appear in the test booklet
- **Cover or isolate images or text until addressed**
- **Use routine picture representations for key words in verbal directions to the student**
 - only what is visually presented, stated in text, or supplied in the test administrator instructions can be provided
- **Use calculator to arrive at response**
- **Reread sections of the text beyond what is included in test administrator instructions**
- **Provide structured reminders**
 - personal timers, token systems, color-coded or handwritten reminders, or visual schedules

EXCEPTIONS

See pg. 15
of Educator
Guide for
ways
student
may
respond!

Effective 2015–2016 School Year

State-Required Form

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

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

ELIGIBILITY CRITERIA

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

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

STAAR ALTERNATE 2 MEDICAL EXCEPTION ELIGIBILITY REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

ELIGIBILITY CRITERIA

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

Specific Medical Condition Eligibility Criteria

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

Getting Ready!!!

- ▶ Read the Educator Guide
- ▶ Access the Released Test [TEA Webpage]
- ▶ Determine your student's best response mode
- ▶ Determine accommodations for student to access printed material.
- ▶ PROVIDE INSTRUCTION based on:
 - ▶ Vertical Alignment Documents
 - ▶ Essence Statements
 - ▶ Curriculum Framework (Instructional Terms)
- ▶ ATTEND TEST ADMINISTRATOR TRAINING IN JANUARY!