

# STAAR Alternate 2: Spring 2016

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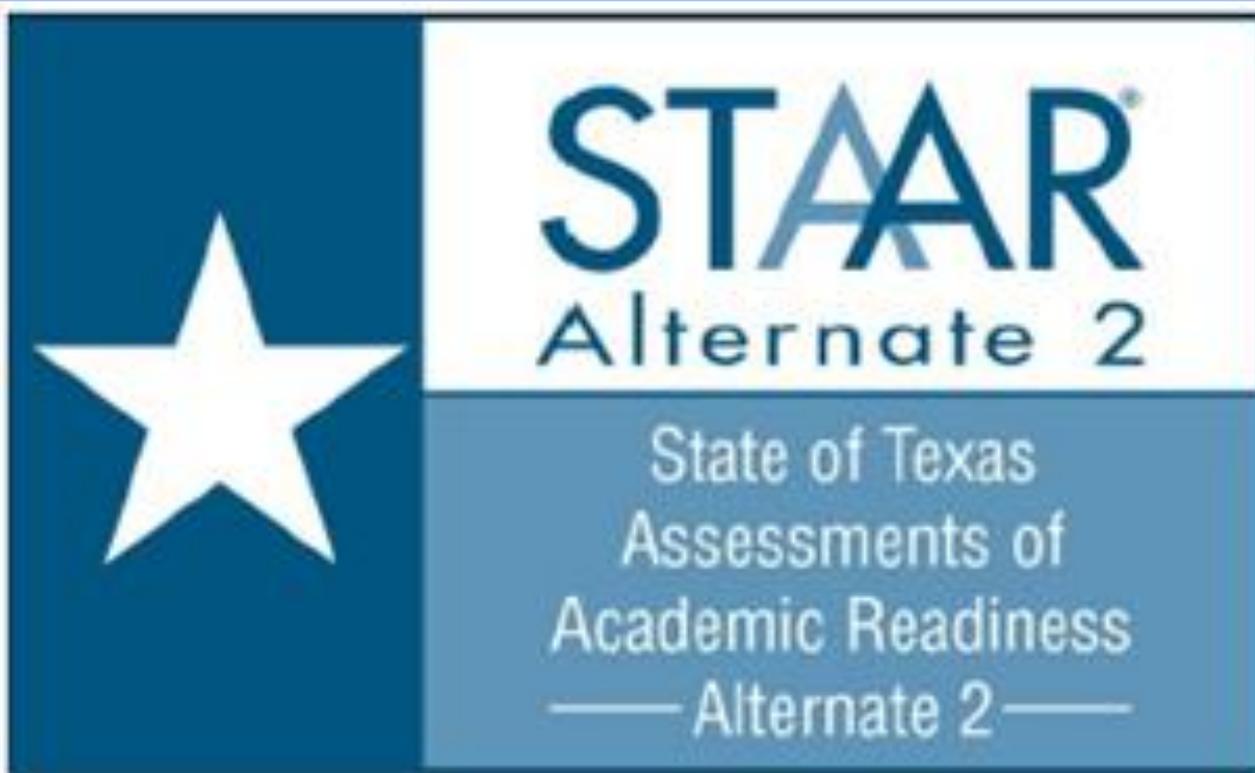
February 12, 2016 TETN

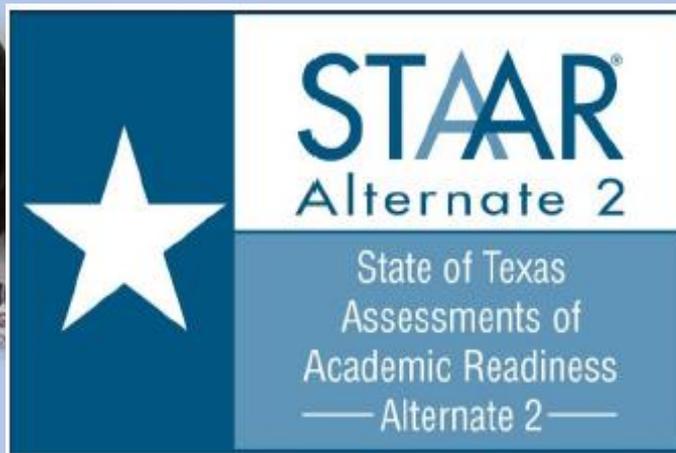
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# Disclaimer

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- This training in no way takes the place of reviewing required manuals and additional information on the TEA website.

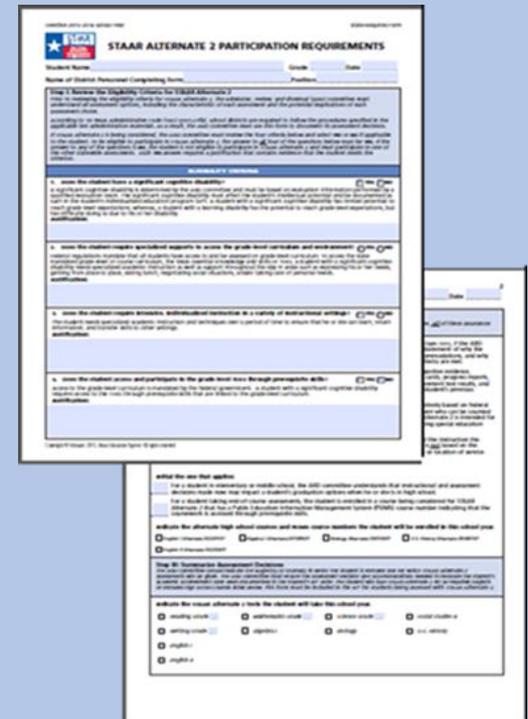
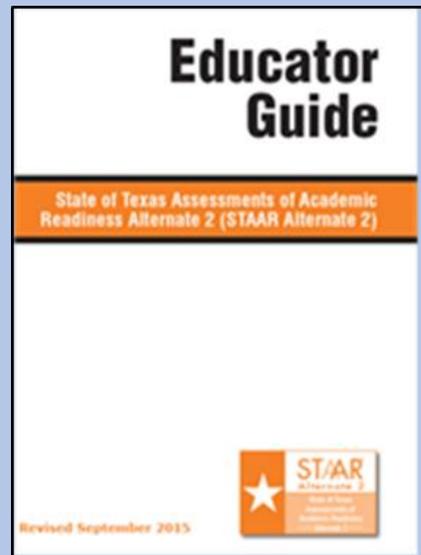
# Updates to STAAR Alternate 2 assessment for Spring 2016





## State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 is:

- an assessment based on alternate academic standards designed for students with significant cognitive disabilities receiving special education services.
- a standardized paper-based assessment (redesigned based on state legislation) administered individually to each eligible student.
- an assessment with individual student responses transcribed into the online transcription form.



- The admissions, review, and dismissal (ARD) committee determines whether a student with a significant cognitive disability is eligible to take STAAR Alternate 2.
- The decision to administer the STAAR Alternate 2 is based on multiple sources of measurable, objective evidence.

The decision to administer the STAAR Alternate 2 is based on the student's educational need.

It is not based solely on the student's:

- disability category
- racial or economic background
- excessive or extended absences
- the amount of time or location of service delivery

The image shows a form titled "STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS". It includes fields for Student Name, Grade, Date, and Name of District Personnel (including Title and Position). The form is divided into several sections:

- Step 1: Review the Eligibility Criteria for STAAR Alternate 2** - This section explains that the form is used to determine if a student is eligible for STAAR Alternate 2 based on their educational need. It lists four criteria: 1. Significant cognitive disability, 2. Significant cognitive disability with a learning disability, 3. Significant cognitive disability with a specific learning disability, and 4. Significant cognitive disability with a specific learning disability and a specific learning disability.
- Step 2: Determine Assessment Options** - This section provides information on how to determine if a student is eligible for STAAR Alternate 2 based on their educational need. It lists four options: 1. Significant cognitive disability, 2. Significant cognitive disability with a learning disability, 3. Significant cognitive disability with a specific learning disability, and 4. Significant cognitive disability with a specific learning disability and a specific learning disability.
- Step 3: Determine Assessment Practices** - This section provides information on how to determine if a student is eligible for STAAR Alternate 2 based on their educational need. It lists four options: 1. Significant cognitive disability, 2. Significant cognitive disability with a learning disability, 3. Significant cognitive disability with a specific learning disability, and 4. Significant cognitive disability with a specific learning disability and a specific learning disability.

# Assessment Decisions:

## Participation Requirements for STAAR Alternate 2

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

Effective 2015–2016 School Year State-Required Form

**STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**Step I: Review the Eligibility Criteria for STAAR Alternate 2**  
Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand the assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

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

Under 34 Code of Federal Regulations (CFR) §300.320(a)(3) and 19 Texas Administrative Code (TAC)§89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

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

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

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

**Initial the one that applies:**  
For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.  
For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Alternate 2 that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills.

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

English I Alternate 03220107  Algebra I Alternate 03100507  Biology Alternate 03010207  U.S. History Alternate 03240107  English II Alternate 03240207

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

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

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

**Step IV: Review the Eligibility Criteria for STAAR Alternate 2**  
The four criteria below and select Yes or No. If Yes, the answer to all four of the questions below must be to participate in STAAR Alternate 2 and must require a justification that contains evidence that the student meets the criteria.

**Criterion 1: Test Information**  
The student's test information performance is based on evaluation information performance or sufficient test material and is documented as such in the student's IEP. The student has limited potential to reach grade level expectations, but has difficulty doing so due to his or her cognitive disability.

**Criterion 2: Curriculum and Environment**  
The student's curriculum and environment is not a significant cognitive disability needs special academic services, getting from place to place, eating, sleeping, negotiating.

**Criterion 3: Instructional Settings**  
The student has a variety of instructional settings that ensure that he or she can learn, retain information.

**Criterion 4: Prerequisite Skills**  
The student has prerequisite skills that a significant cognitive disability requires access.

Yes  No

Yes  No

Yes  No

Yes  No

# Medical Exception

Students who are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception if the student is:

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

Effective: 2015-2016 School Year State-Required Form

**STAAR ALTERNATE 2 MEDICAL EXCEPTION ELIGIBILITY REQUIREMENTS**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Name \_\_\_\_\_  
of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**ELIGIBILITY CRITERIA**

If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for STAAR Alternate 2 and the student is being considered for a medical exception designation, the ARD committee must discuss the eligibility criteria below. At least one of the specific medical conditions listed below should describe the medical condition of the student. Additionally, the ARD committee must discuss the three assurances. All of these assurances must be 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.

**Discuss and Initial Assurances**

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

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

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

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

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# No Authentic Academic Response (NAAR)

Students who are unable to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception if the student:

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

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 initiated 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.	<input type="radio"/> Yes / <input type="radio"/> No
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"><li>The student is unable to demonstrate any observable reaction to a specific stimulus.</li><li>The student exhibits only startle responses.</li><li>The student tracks or fixates on objects at random and not for a purpose.</li><li>The student moves or responds only to internal stimuli.</li><li>The student vocalizes intermittently regardless of changes in environment around him/her.</li></ul>	<input type="radio"/> Yes / <input type="radio"/> No

**Discuss and Initial Assurances**

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

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

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

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# Assessment Window and Tested Subjects

The STAAR Alternate 2 testing window is **April 4 – 22, 2016**. Districts may choose when to administer each subject and grade-level test within the window.

The test will be administered in the following grades and subjects:

<b>3–8/EOC</b>	<b>Subjects Assessed</b>
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

# Enrollment Updates

- Students who are eligible for STAAR Alternate 2 and enroll in the district on April 5, 2016 or later may be exempted from testing.
- Districts will need to submit their own student data files. Pearson **will not** load previous year STAAR Alternate 2 students.
- The End-of-Course (EOC) Code field (CSV location AI) is mandatory for STAAR Alternate 2 grades 9–12.

# Key STAAR Alternate 2 Dates

Activity	Date
Enrollment Collection	October 12, 2015– November 13, 2015
Student Data File Upload (Student Registration) Begins	January 18, 2016
Districts Receive Materials List (posted online only)	February 26, 2016
Materials Due in District	February 29, 2016– March 4, 2016
Last Date for Campus Coordinator Training	March 4, 2016
Test Session Setup Begins for Online Transcription Forms	March 7, 2016
Deadline for Security Training	March 11, 2016
*Last Date for Test Administrator Training	*March 18, 2016
STAAR Alternate 2 Preview Window	March 21, 2016– April 1, 2016
Proctor Caching Available for Online Transcription Forms	March 21, 2016
STAAR Alternate 2 Assessment Window	April 4, 2016– April 22, 2016
*Transfer date: students entering the district April 5 or later do not have to be assessed	*April 5, 2016
Districts Ship All STAAR Alternate 2 Materials	April 29, 2016

*\*Test Administrators must receive training before previewing test materials.*

# STAAR Alternate 2 Test Administrator Training

Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific tests. Test administrators must be trained prior to beginning preview activities.

# STAAR Alternate 2 Test Administrator training by March 4

## Test administrator responsibilities include

- maintaining security of test materials until returned to the coordinator,
- preparing test materials for each administration,
- implementing the test administration processes and procedures stated in the manuals,
- monitoring and maintaining test security,
- reporting any suspected violation of test security to the campus coordinator,
- transcribing student responses into an online transcription form, and
- preparing test materials for return to the campus coordinator at the conclusion of test administrations.

## Test security

- test security procedures and oaths
- STAAR Alternate 2 Materials Control Form
- response to testing irregularities
- consequences of cheating

## Scheduling test administrations

- testing window
- administering individual tests in more than one session
- setting up testing across grades and subjects

## Preparing for test administrations

- identifying eligible students
- receiving and storing test materials
- preparing for administrations in alternative education settings

## Testing with accommodations

- understanding allowable test administration procedures and materials
- understanding accommodation policies
- ensuring that testing personnel have a current list of each student's testing accommodations
- reviewing secure materials during the preview period and preparing accommodations for eligible students
- collecting materials and preparing test accommodations
- preparing testing locations for students who need certain accommodations or allowable procedures

# STAAR Alternate 2 Test Administrator Training

Group training must include only the non-secure front matter from the *STAAR Alternate 2 Test Administrator Manual* located on the TEA's Coordinator Manual Resources webpage. The test instructions located in the back of each test administrator manual are considered secure and may be viewed only by the test administrator during the preview and testing window.

# Test Administrator Training Resources

Campus coordinators will use the front matter of the STAAR Alternate 2 Test Administrator manual (Non-Secure Front Matter) manuals in training sessions.

## Other Resources:

- UPDATED STAAR Alternate 2 Test Administration TETN
- District Campus Coordinator Manual 2016
- 2016 STAAR Alternate 2 Educator Guide

# Test Administrator Qualifications



The STAAR Alternate 2 test administrator:

- must have a high level of familiarity with the student so that testing accommodations can be prepared appropriately and the student's typical response modes can be understood.
- must receive training as defined in campus test coordinator's responsibilities on test security and general testing procedures before handling secure test materials
- must initial and sign the test administrator oath

# Test Administrators

Test administrators may include:

- teachers (including those who hold teaching permits or probationary certificates)
- counselors
- librarians
- paraprofessionals (certified and noncertified)
- substitute teachers
- other professional educators (such as retired teachers)
- **related service staff** (currently employed by the district and routinely work with students in the classroom)

# Paraprofessionals

Certified and noncertified paraprofessionals and **related service staff** may serve as test administrators or test administrator assistants if they:

- are currently employed by the district, and
- routinely work with students in the classroom.

\*Paraprofessionals must be supervised by a certified professional on the same campus throughout the test administration, receive training, and sign the test administrator oath.

# Test Administrator Assistants

Test administrator assistants can provide assistance including:

- preparing allowable accommodations as directed,
- manipulating materials during the testing session,
- translating or signing information for the student, and
- managing student behavior.

# Test Administrator Responsibilities

All test administrators are required to receive annual training in test security, general testing procedures and the STAAR Alternate 2 Assessment Management System. Campus coordinators will schedule and conduct training sessions before testing. Topics will include the following:

- maintaining security of test materials while in their possession until returned to the coordinator,
- preparing test materials for each administration including accommodations,
- implementing the test administration processes and procedures stated in the manuals,

# Test Administrator Responsibilities

- reporting any suspected violation of test security to the campus coordinator,
- transcribing student responses into the online transcription form, and
- preparing test materials for return to the campus coordinator at the conclusion of test administrations.

# Test Administration Process

## Receive Test Materials

STAAR Alternate 2 test administrators will be provided with the following materials:

STAAR Alternate 2  
Test Administrator  
Manual—secure;

Provides a guide to administering the test, as well as specific instructions for administering each question.

Student booklet—  
secure;

Contains the images and text for the questions and answer choices presented to the student.

STAAR Alternate 2  
Scoring Document—  
secure during and  
after use;

A single sheet with answer bubbles **arranged in clusters of four items** for recording student responses for later input into the online transcription form. This required document must be returned to the campus coordinator.

# Preview Test Materials

Test administrators and test administrator assistants need to preview the STAAR Alternate 2 materials to become familiar with the test and to prepare any necessary accommodations.

Test administrators and test administrator assistants should use the preview period to:

- prepare accommodations up until the test administrator begins to administer the assessment according to the guidelines outlined in the “Accommodations” section of the manual.
- practice reading the script and following the “Presentation Instructions and “Scoring Instructions” for each item.

# Preview Test Materials

## Revised Security Procedures

- Test materials must be kept in locked, secure storage throughout the day when not in use.
- Test materials (including photocopied pages from the student booklet) must be returned to the campus coordinator at the end of each day.



# Plan and Prepare Accommodations

Reformatted allowable accommodations chart is in both *The Educator Guide for STAAR Alternate 2* and the *STAAR Alternate 2 Test Administrator Manual* with the addition of “provide structured reminders”

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.

Allowable Accommodations
▪ Color or highlight images or text
▪ Place color overlays on images or text
▪ Photocopy and cut out images or text <ul style="list-style-type: none"><li>• can be affixed to appropriate presentation media</li><li>• answer choices must be placed in the same order as they appear in the test booklet</li></ul>
▪ Pair images or text with photographs, picture representations, or real objects of the same content <ul style="list-style-type: none"><li>• photographs, pictures, or real objects must be as close to the original as possible</li></ul>
▪ 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 <ul style="list-style-type: none"><li>• magnification devices, photocopying, or computer magnification programs can be used</li></ul>
▪ Add braille labels to images or provide text in braille
▪ Describe images for students with visual impairments <ul style="list-style-type: none"><li>• descriptions of images can only include details of what can be seen in the images without comments about the overall impression of the image</li></ul>
▪ Provide images or text on separate paper presented one at a time <ul style="list-style-type: none"><li>• images must be presented in the same order or configuration as they appear in the test booklet</li></ul>
▪ Cover or isolate images or text until addressed
▪ Use routine picture representations for key words in verbal directions to the student <ul style="list-style-type: none"><li>• only what is visually presented, stated in text, or supplied in the test administrator instructions can be provided</li></ul>
▪ Use calculator to arrive at response
▪ Reread sections of the text beyond what is included in test administrator instructions
▪ Provide structured reminders <ul style="list-style-type: none"><li>• personal timers, token systems, color-coded or handwritten reminders, or visual schedules</li></ul>

# Plan and Prepare Accommodations

- The test administrator must present the accommodations uniformly so that the correct answer is not emphasized over the other answer choices.
- Routinely used accommodations for positioning and behavioral supports can be provided for any student to ensure that the student can physically access the stimuli provided and maintain focus throughout the testing session.
- It is appropriate to add language that encourages the student to stay on task.
- It is not appropriate to add language about the content of the question.

Allowable Accommodations
▪ Color or highlight images or text
▪ Place color overlays on images or text
▪ Photocopy and cut out images or text <ul style="list-style-type: none"><li>• can be affixed to appropriate presentation media</li><li>• answer choices must be placed in the same order as they appear in the test booklet</li></ul>
▪ Pair images or text with photographs, picture representations, or real objects of the same content <ul style="list-style-type: none"><li>• photographs, pictures, or real objects must be as close to the original as possible</li></ul>
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▪ Provide images or text on separate paper presented one at a time <ul style="list-style-type: none"><li>• images must be presented in the same order or configuration as they appear in the test booklet</li></ul>
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▪ Use calculator to arrive at response
▪ Reread sections of the text beyond what is included in test administrator instructions
▪ Provide structured reminders <ul style="list-style-type: none"><li>• personal timers, token systems, color-coded or handwritten reminders, or visual schedules</li></ul>

# Administer the Assessment

The STAAR Alternate 2 Presentation Instructions are standardized and must be followed to ensure a valid assessment.

- Test items must be administered in the order they appear in the student booklet.
- The test administrator is given directions to *present* the item, specifically what to *direct* the student to, and what to *communicate* to the student.
- Students can be alerted back to the task or materials or be encouraged to stay focused at any time during testing.
- At no time may a student go back to previously answered items, including after an administration has been stopped and resumed for an emergency.
- Students can request to have information repeated.

# Administer the Assessment

## Repeating Presentation Instructions

Before the “find” statement is given

- The test administrator can repeat sections of the presentation instructions without a student request if the student is distracted during the presentation, up until the answer choices and the “find” statement are given.
- Passages can be reread as needed before the answer choices and the “find” statement are given.

# Administer the Assessment

## Repeating Presentation Instructions

After the “find” statement is given

- Once the answer choices and “find” statement are given, the test administrator must wait at least 5 seconds for the student to respond.
- If no response is given, after a reasonable wait time, the answer choices and “find” statement can be repeated **once**.
- The order in which the bullets for the answer choices and “find” statement in the presentation instructions are communicated can be reversed from the order listed in the instructions.
- Once a student gives an answer, the test administrator must follow the scoring instructions to determine how to proceed.

# Administer the Assessment

## Assistive Technology

Assistive technology that is documented in the student's IEP and is used routinely in instruction may be used to provide the student access to the assessment.



- The use of technology should be used primarily for communicating an answer by the student or presenting answer choices by the test administrator.
- Because the assessment is secure, the use of some devices is not allowable. Instances when a device or procedure would not be allowed include:
  - tablets or computers with Internet access that cannot be turned off
  - inputting answer choices into a device that has stored memory that cannot be erased

# Administer the Assessment

## Incomplete assessments

- Every attempt must be made to complete the assessment during the window.
- If the assessment cannot be completed within the window, enter the score for the portion of the testing the student was able to complete into the online transcription form.
- If a student cannot complete testing within the window due to his or her disability or other administration obstacles, contact TEA for guidance.

# Transcribe Student Responses

- After student tickets have been printed, student responses can be entered into the on-line transcription form.
- Testing personnel will log into the online transcription form using the student's authorization ticket and transcribe student responses.
- Scoring documents can be found in the back of STAAR Alt 2 Test Administrator Manuals or in the resources section at [assessmentmanagementsystem.com](http://assessmentmanagementsystem.com) under Support > Documentation



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

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Form Number: \_\_\_\_\_

**Accommodations**  
Mark the accommodations used during this test administration.

	Color or Highlight		Braille
	Color Overlays		Describe Images
	Photocopy or Cut Out		Presentation
	Photographs or Objects		Isolate Images
	Textured Materials		Picture Representations
	Demonstrate		Calculator
	Raise or Darken Outline		Reread Text
	Enlarge		Provide Structured Reminders

**Scoring**  
Mark the student's score for each question.

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

# Return Test Materials to the Campus Coordinator

Return nonscorable materials:

- STAAR Alternate 2 Scoring Document
- test booklets grouped by grade for grades 3–8
- student test booklets grouped by course for EOC assessments
- secure Alternate 2 test administrator manuals
- photocopies of secure test materials, if used

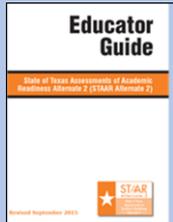
Pack STAAR Alternate 2 materials either by campus or by district. If packing by campus, be sure that all the materials for a single campus are grouped together and packed in the box before adding materials from another campus.

Do not mix STAAR Alternate 2 materials with STAAR or TELPAS materials in the same shipment.

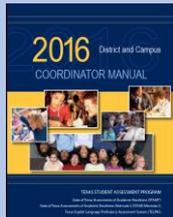
# Info for 2017 Administration of STAAR Alt 2

- NEW essence statements will be posted in Fall 2016
- Review and development of test construction for Spring 2017 has begun!
- Future TETNs will be posted on TETN schedule page

# Resources



*Educator Guide State of Texas Assessment of Academic Readiness Alternate 2 (STAAR Alternate 2)—Revised September 2015*



*2016 District and Campus Coordinator Manual*



*Test Administrator Manual 2016 STAAR Alternate 2 (Non-Secure Front Matter)*



[Assessments for Students with Disabilities 2015 Fall Update TETN](#) (PPT posted 09/17/15)



UPDATED STAAR Alternate 2 Test Administration TETN (PPT)

# Questions or Technical Support?

## Contact:

### **Texas Education Agency (TEA)**

Phone: (512) 463-9536

Email: [staaralt@tea.state.tx.us](mailto:staaralt@tea.state.tx.us)

### **Pearson's Austin Operations Center**

Phone: (800) 627-0225

Email: [TXPearsonAccess@support.pearson.com](mailto:TXPearsonAccess@support.pearson.com)