Accommodations for Assessing Students with Visual and Auditory Impairments with STAAR Alternate 2

Texas Association of School Administrators

Texas Assessment Conference

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

AGENDA

▶ General Guidelines
Accommodations & Response Modes

▶ **Students with Visual Impairments**

▶ Students with Auditory Impairments
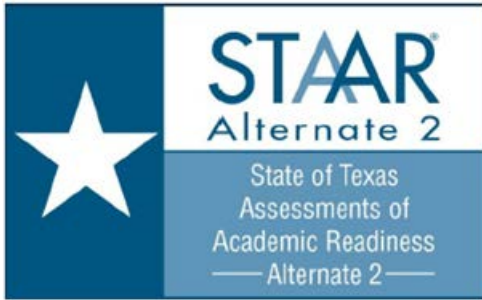
General Guidelines
Accommodations & Response Modes
STAAR Alternate 2

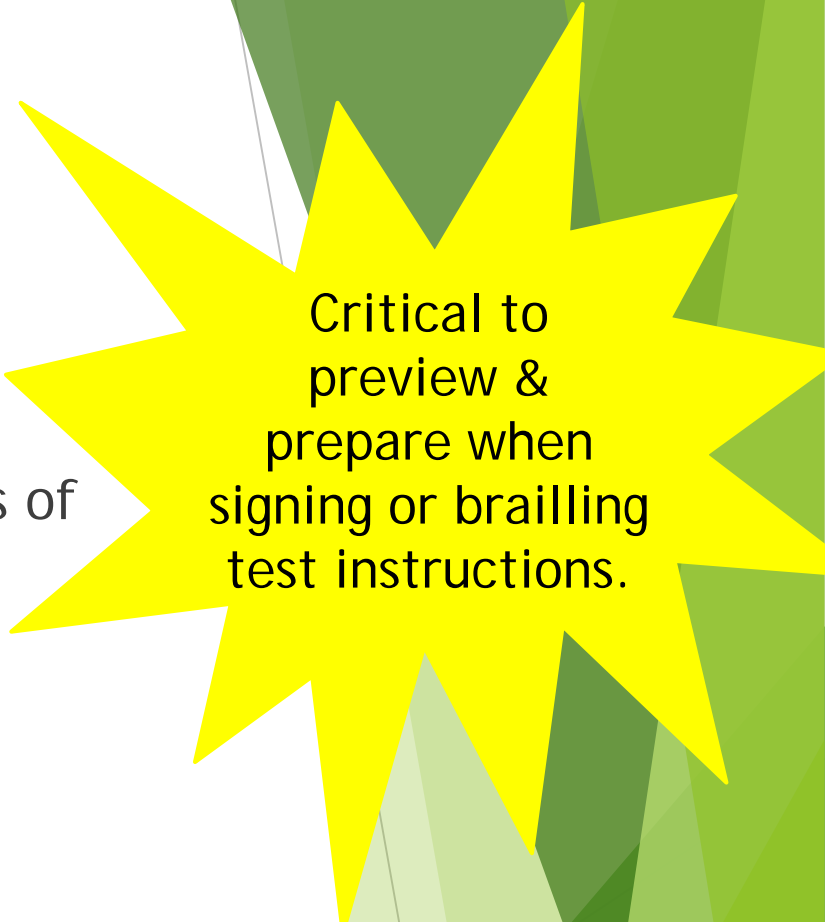# When can preparations for accommodations for students begin?

Test administrators who have been trained on security and confidentiality and have signed an oath of test security may preview materials during the two week period prior to the testing window.

Accommodations must be prepared and completed prior to beginning a test session. (Test Administrator Manual)

STAAR
Alternate 2
State of Texas
Assessments of
Academic Readiness
—Alternate 2—
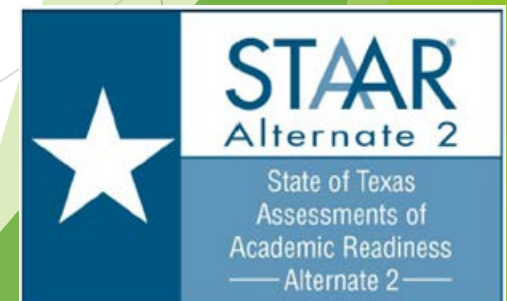
During the preview window, test administrators should use this time to:

► Review the "Presentation Instructions" and "Scoring" sections of the Texas Administrator manual to become familiar with the policy for presenting and scoring questions.

► Practice reading the script and following the presentation instructions for test questions while maintaining the secure contents of the assessments.

► Review the Scoring Instructions for test questions and plan teacher assistance for specific questions.

► **Review the student booklet to plan and prepare accommodations for any student who may need an accommodation according to the guidelines outlined in the "Accommodations" section of the Test Administrator Manual.**

Critical to preview & prepare when signing or brailling test instructions.

Accommodation Preparation
Preview Window

STAAR Alternate 2 test materials are considered secure. Materials should remain in locked storage when not in use and should be checked in at the end of the day to the campus testing coordinator.

Who prepares the accommodations?

- ▶ Test administrators may include

- teachers (including those who hold teaching permits or probationary certificates)

- Counselors

- Librarians

- paraprofessionals (certified and noncertified

- **related service staff** (currently employed by the district and routinely work with students in the classroom)

- substitute teachers

- other professional educators (such as retired teachers)

- **All test administrators and test administrator assistants must be trained in test security and administration procedures prior to preparing accommodations and must have signed the test administrator oath.**

- Refer to District Campus Coordinator Manual for more information

Who prepares the accommodations?

▶ Certified and noncertified paraprofessionals and related service staff who are currently employed by the district and routinely work with students in the classroom may serve as test administrators or test administrator assistants.

▶ The test administrator assistant can provide assistance to the test administrator such as:

  ▶ preparing allowable accommodations,

  ▶ manipulating materials during the testing session,

  ▶ translating or signing information for the student,

  ▶ and providing behavior management.

This may include the role of the intervener.

The intervener is employed by the district and is equipped with specialized skills and training to routinely provide direct support to a student with deafblindness.

Ways to Present a Test Item

Caution – *A presentation should allow a student to access the test question but not provide an answer to the question. Students must intentionally respond to the question in order to receive credit for a correct answer.*

▶ **Attach a tactile representation for the image to the student booklet**

  ▶ REPRESENTATION MUST BE PERTINENT TO THE TASK AND JUST SOMETHING THAT THE STUDENT LIKES

▶ **Pair the images in the student booklet with objects of the images**

  ▶ OBJECTS MUST RESEMBLE THE IMAGES AS MUCH AS POSSIBLE AND BE ORIENTED THE SAME WAY AS IN THE STUDENT BOOKLET

A piece of fur on the dog is an appropriate tactile representation for this question. Shiny pink glitter would not be appropriate because it could be difficult to determine what the student is responding to - the dog as required by the "find" statement or the glitter.

Grade 3 Reading Test – STAAR Alternate Redesign SAMPLE

Presentation Instructions for Question 1

– *Present* Stimulus 1.
– *Direct* the student to Stimulus 1. *Communicate* the title and the text.
– *Communicate:* **Find the dog that does tricks.**

Stimulus 1

Dogs on Stage

This dog was trained to do tricks for a show on a stage in front of many people.
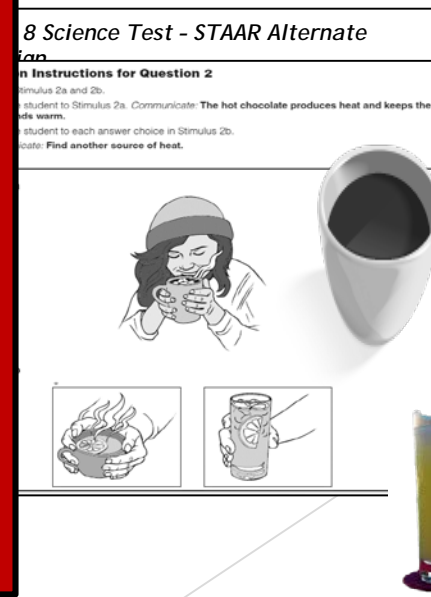
8 Science Test - STAAR Alternate Design

Instructions for Question 2

Stimulus 2a and 2b.
student to Stimulus 2a. *Communicate:* The hot chocolate produces heat and keeps the
ds warm.
student to each answer choice in Stimulus 2b.
Communicate: **Find another source of heat.**

Original presentation September 2014

Ways a Test Admini... to a Student with a...

▶ Describe the images in the stimuli

  ▶ Verbal descriptions must be objective and can only provide information that the teacher sees on the page; no additional information or comments can be provided

Grade 8 Science Test – STAAR Alternate Redesign SAMPLE

Presentation Instructions for Question 3

– *Present* Stimulus 3a and 3b.
– *Direct* the student to Stimulus 3a. *Communicate:* **A campfire produces heat and other kinds of energy.**
– *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
– *Communicate:* **Find another form of energy the campfire produces.**

Stimulus 3a

Stimulus 3b

| mechanical | light | electrical |

"A girl is sitting on a big log outside. It is night time. She has made a campfire by putting rocks in a circle. Inside the circle are some sticks that are on fire. She is rubbing her hands together."

Original presentation September 2014

Review of Previous Training Examples

▶ Gave guidance regarding accommodations that were allowable such as:

- ▶ Putting the tactile object in the student's hand
- ▶ Guide the student's hand to specific places in the stimuli as instructions are given
- ▶ Guiding the student's hand to raised or highlighted images

▶ Gave guidance regarding allowable response modes such as:

- ▶ Pair key words in the instructions with picture icons or objects
- ▶ Use sign language to communicate the questions
- ▶ **Point to, reach for, or touch an answer**

Original presentation September 2014

Student Response Modes

▶ During STAAR Alternate 2 test administration

  ▶ a student may respond using their primary mode of communication or any other mode of communication appropriate at the time of testing.

  ▶ student responses may be verbal, physical, or visual.

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

Reminder:
All accommodations for STAAR Alternate 2 must meet the threshold of <u>5 important criteria</u>:

- ▶ 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 to the student.

General Guidelines
Allowable Accommodations

▶ *Accommodations must be determined and prepared before the test session begins.*

▶ *The test administrator must present accommodations uniformly so that the correct answer is not emphasized over the other answer choices.*

▶ *The student may need different accommodations for different questions within a tested subject.*

▶ *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.*

General Guidelines
Allowable Accommodations

▶ *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.*

▶ Test administrators may use, but are not limited to:

  ▶ Picture communication symbols

  ▶ Study carrels

  ▶ Token boards

  ▶ Sensory items

  ▶ Adaptive furniture

General Guidelines
Allowable Accommodations

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.

- Test administrators may enhance the visual efficiency of the testing environment and reduce visual anxiety including, but no limited to:

    - using task lighting, spotlights or dimmers;

    - positioning the student so that light (natural or artificial) comes from behind the student to reduce glare;

    - presenting test items within the student's visual range and field losses;

    - presenting test items on a tactile bulletin board, easel, slant board or stand; and

    - limiting excess noise and proprioceptive distractions
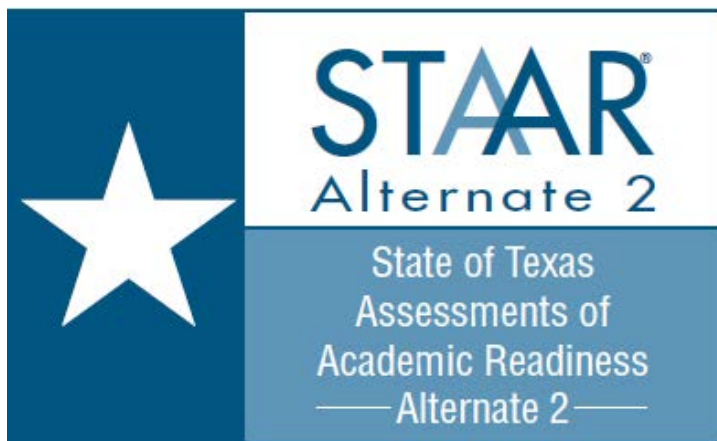
Students with Visual Impairments

STAAR Alternate 2

Color or highlight images or text

Test administrators OR students may draw attention to images or text by:

- ▶ outlining or highlighting images;
- ▶ coloring images (partially or completely);
- ▶ highlighting, underlining and circling text.

3a

An Accidental Chemist

Stephanie Kwolek wanted to be a fashion designer. But she was good in science and math, so her teachers encouraged her to pursue a career in science. Kwolek became a chemist and wanted to become a doctor. She got a job as a researcher at DuPont, a chemical-manufacturing company, to earn money to pay for medical school. She liked the research so much that she decided not to become a doctor. And though she never designed clothes, she chose a career that focused on fibers.

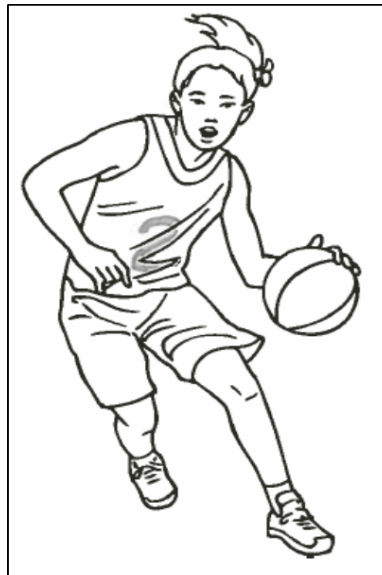# Place color overlays on images or text

Test administrators may create visual contrast in images or text by

- Providing transparent,

  tinted overlays;

- Using high-contract or

  colored backgrounds to present text and images.
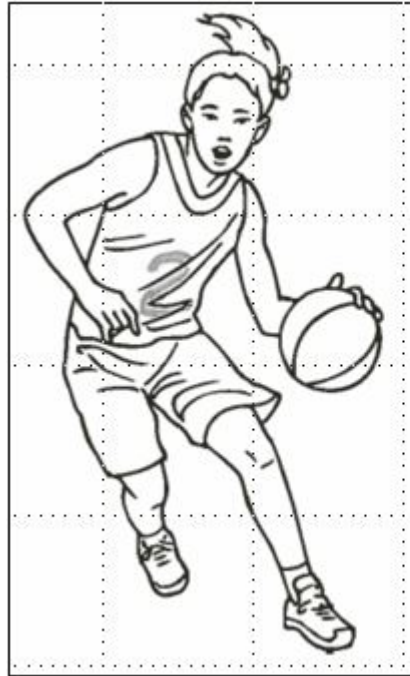
Test may not be scanned

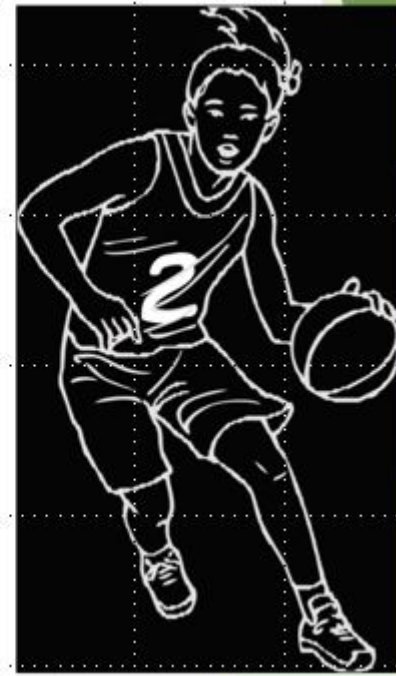

Test Item

Accommodations

Place color overlays on images or text

Test administrators may create visual contrast in images or text by applying negative text effects to backgrounds, images and fonts.
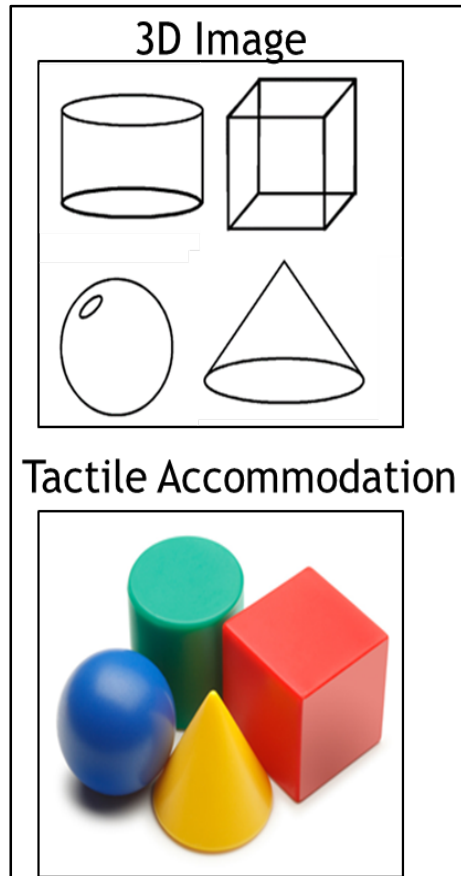
*Test may not be scanned

Test Item   Accommodation

Pair images or text with photographs, picture representations, or real objects of the same content

Test Item

Tactile Accommodation

3D Image

Tactile Accommodation

- Test administrators may use any combination of actual pictures, picture symbols or real objects (partial or complete) to support images or text.
  - Take time for tactile modeling before and during each cluster and test item;
  - Give the student opportunities for individual tactile exploration and mutual tactile exploration with the test administrator before the "find" statement has been given, and during the item presentation;

Pair images or text with photographs, picture representations, or real objects of the same content

Test administrators may use any combination of actual pictures, picture symbols or real objects (partial or complete) to support images or text.

Real Object (story box)

Actual Picture

PCS Accommodation

Pair images or text with photographs, picture representations, or real objects of the same content

Test administrators may use a combination of actual pictures, picture symbols or real objects (partial or complete) to support images or text.

Test Item

Accommodations

Some citizens are unhappy about the litter on the beach. The citizens make a schedule and take turns picking up the trash each week. Eventually the beach is clean from litter.

Attach textured materials to images or text

Test administrators may include various sensory objects with images or text.

Test Items

Accommodations

—Texture

—Smell

Demonstrate concepts or relationships in images or text

Test administrators **or** students may perform or exemplify concepts or relationships presented in images.

An example is to allow students to actively participate in the presentation for example:

- ▶ Tactile modeling – The test administrator models an action or activity while the student is following the action through touch.

Raise or darken the outline in images or text

Test administrators may incorporate tactile graphics in images or text by

- ▶ Increasing the weight of lines in images or text; or
- ▶ Applying texture enhancers such as puff paint, fabric, yarn, etc.

The girl is at the park flying a <u>kit</u>.

Raise or darken the outline in images or text

▶ Test administrators may incorporate tactile graphics in images or text, including but not limited to:

- Collage
- Tooling
- Sculpture
- Embossed braille images
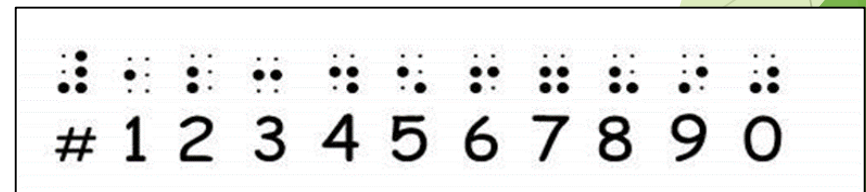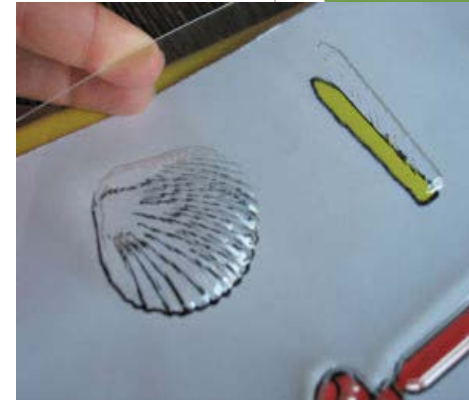
Enlarge image or text

- ▶ Test administrators may enlarge images or text by allowing the student to use high and low tech vision devices, including but not limited to:

- Electronic projection or magnification devices on a screen or computer monitor

- Page magnifiers

- Tracking magnifiers

- Binoculars, monocular, loupes

Read along with Full Page OCR magnified

Enlarge images or text

Test administrators may enlarge images or text by

- photocopying images or text (copier's memory must be erased); or

- eliminating unnecessary elements of the image.

- Accommodation may NOT lead student to the correct answer.

Test Item

Accommodation

Spends money

Spends money

Add braille labels to images or provide text in braille

- May include brief labels of student booklet stimulus.

- Test administrators should use vocabulary appropriate for student's cognitive level and grade level,

- Test administrators should give strong consideration to the student's braille reading ability. This should guide the depth and breadth of braille support.

Braille labels and text should be returned to district testing coordinator with photocopies and other secure materials when returning non-scorable materials.

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.
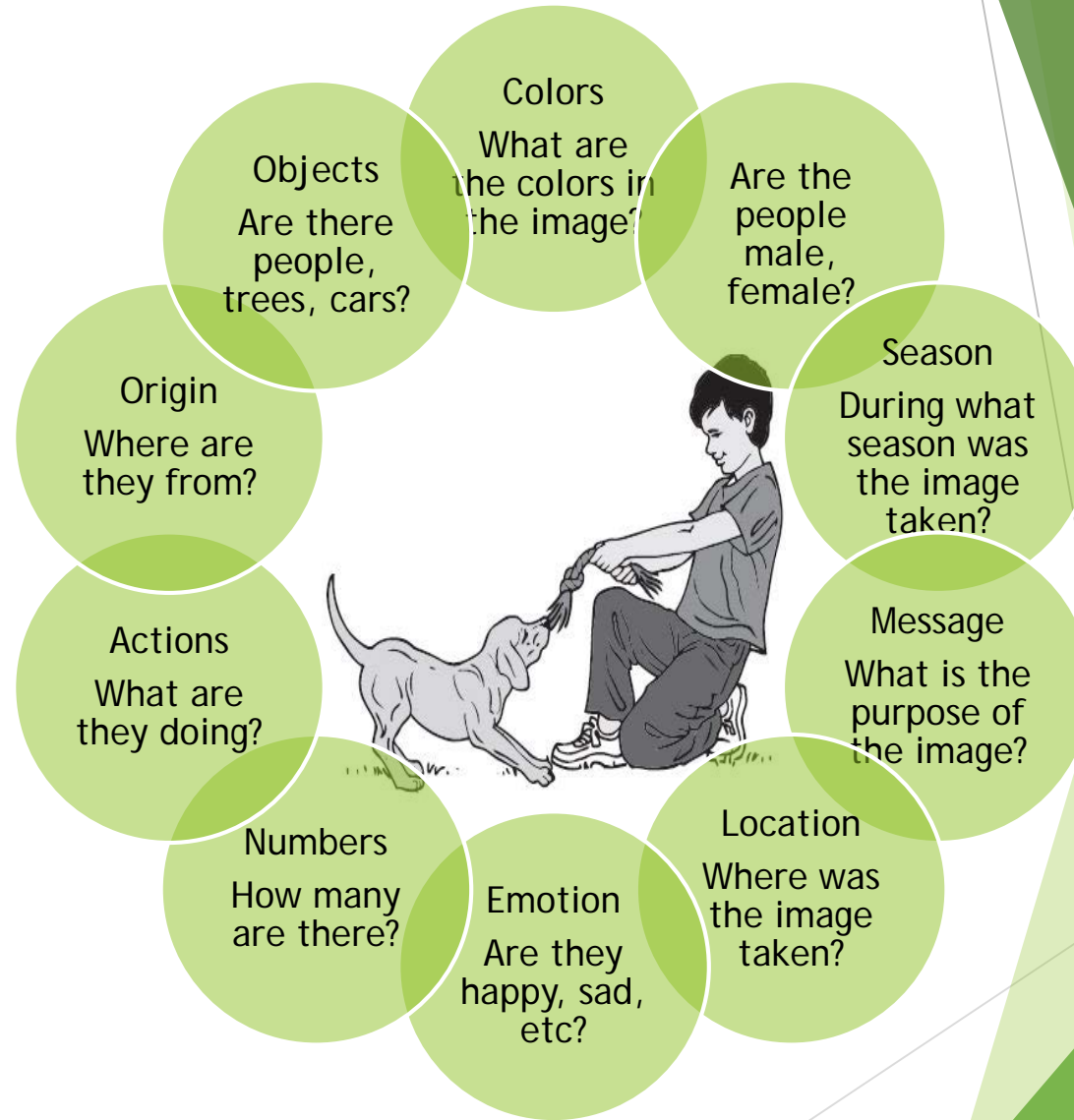
Describe images for students with visual impairments

Special considerations should be made for the cognitive level of the student and their ability to understand language.

Adhere to the five criteria for ALL STAAR Alternate 2 accommodations:

▶ 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 to the student.

Describe images for students with visual impairment

Test item stimuli

Example of image description

"On this page there is a drawing of a park with 4 tall tress. There is a woman standing close to one big tree. She is a tall thin woman. She is holding a big sign over her head that says in big letters, "Save the Trees." She is not smiling. She looks upset. There is a man driving a big bulldozer. He is pushing over one of the trees with the bulldozer."

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.

- ▶ Photocopied pages containing sentences/phrases can be cut into strips to increase spacing between sentences and/or paragraphs.

- ▶ Sections can be pointed to or highlighted as they are mentioned in the instructions

- ▶ Parts of the stimulus can be covered up until explained in the instructions.

Cover or Isolate images or text until addressed

▶ Some examples of this might consist of:

- Provide a word of sentence window

- Use a line guide while the student follows along

- Allow the student to use a slider card
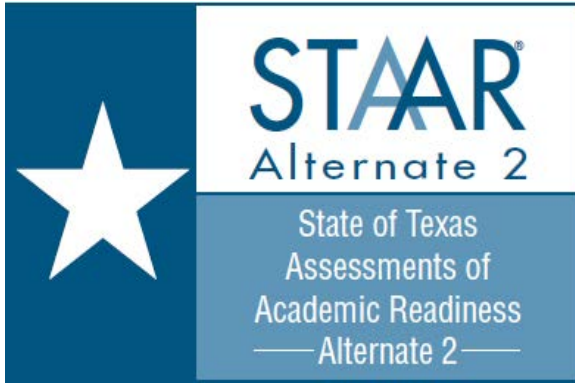
Use calculator to arrive at responses

Test administrator may allow students to use calculation

devices and/or math calculation materials, such as:

Large button calculators

Text-to-speech (talking) calculators

Abacus

Hundreds chart, number line, place value chart

Students with Auditory Impairments

STAAR Alternate 2

General Guidelines
Signing Test Instructions

▶ Sign language used for STAAR Alternate 2 should be consistent with the sign language used during classroom instruction.

▶ When providing a signed administration of STAAR Alternate 2 to a student who is deaf or hard of hearing, the student should receive the same level of access to test items as a student who receives an oral administration.

General Guidelines
Signing Test Instructions

▶ Student should be positioned so that test items are made accessible both in sign and print.

▶ Adjust the sign placement and style to best fit the test item.

▶ Specific test item directions may be further clarified or interpreted as long as the substance of the directions is not changed.

▶ The student may be alerted through sign as to where to look or focus during the "Direct" portion of test instructions.

Signing Test Content

If a sign for a word or phrase exists, the test administrator should use the sign when the word or phrase occurs in print on the test.

Signs that are commonly used in sign language are allowable in the signed administration of state assessments.

▶ For example, if an item asks the student to identify a triangle, a commonly used sign is a pantomimed drawing of a triangle. This may be a commonly accepted sign used in conversation and instruction and therefore could be the sign that is used when the English word "triangle" appears in the test.

Signing Test Content

If a word or phrase has been locally developed and routinely used in instruction, the test administrator may use the sign when the word or phrase occurs in print on the test.

For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction.

Signing Test Content

If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test administrator must determine if the word or phrase IS or IS NOT the concept being assessed. .

Fingerspelling is the least preferred alternative here as it may increase the difficulty beyond what a hearing student would be required to do.

Visual symbols may be a preferred alternative accommodation when sign is not the preferred mode for the student taking the STAAR Alternate 2 assessment.

Demonstrate concepts or relationships in images or text

- Test administrators **or** students may demonstrate or exemplify concepts or relationships presented in images or text.

- Critical aspects of reading to hearing students are style of speech, tone, intensity, voice inflection, intonation and volume to give life to concepts presented

- Critical aspects of reading to deaf students are: signing style and sign placement, physically demonstrating concepts, using real objects connected to text, exaggerating facial expressions and involve the student to give life to the concepts presented in the story.

Provide structured reminders

Test Administrators may provide cues and gestures either for receptive communication or to refocus a student's attention such as:

- ▶ Touch cues – a touch immediately preceding an action or activity

- ▶ Object cues – an object presented to convey a message about a specific activity

- ▶ Auditory cues – taps on a surface to orient the student to the answer choices or to make the student aware of object location
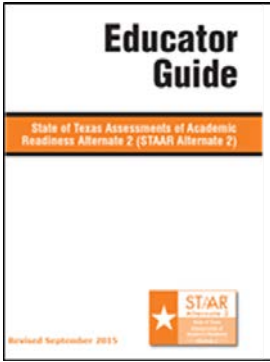
Structured Reminders

Commonly used structured reminders include but are not limited to:

personal timers,
token systems,
color-coded reminders,
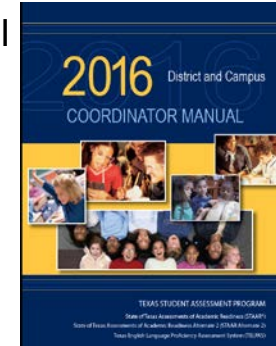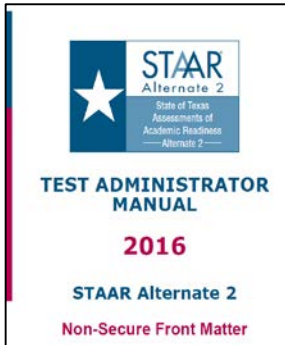handwritten reminders,
visual schedules.
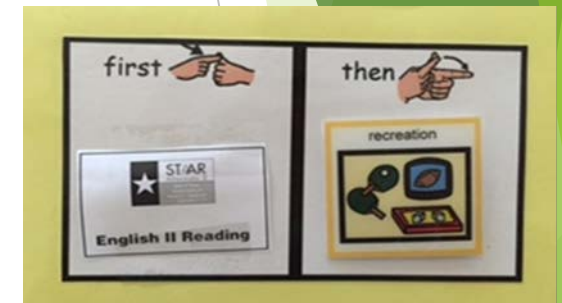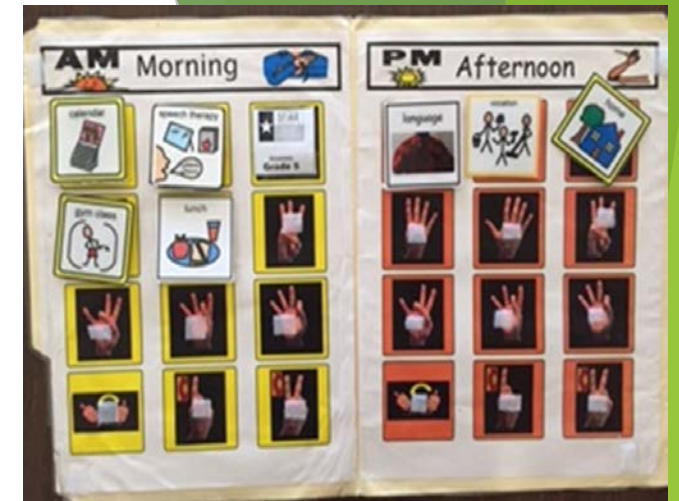
Resources

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)

Unique Requests and Questions and Support

TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing.

When student needs fall outside of the posted allowable accommodations, please contact TEA for specific guidance.

For any other questions or support, please contact TEA for guidance:

<p style="text-align:center; color:red;">Texas Education Agency (TEA)</p>

<p style="text-align:center; color:red;">Phone: (512) 463-9536</p>

<p style="text-align:center; color:red;">Email: staaralt@tea.state.tx.us</p>