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 chart below shows allowable accommodations for STAAR Alternate 2 along with additional guidelines on how some should be applied.

Allowable Accommodations
■ **Color or highlight images or text**
■ **Place color overlays on images or text**
■ **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, manipulatives, or math tools to arrive at response**
• fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, counters
■ **Reread sections of the text**
• Follow the guidelines in the "Presentation Instructions" section of the *Test Administrator Manual* for guidance on repeating presentation instructions and rereading sections of the text.
■ **Provide structured reminders**
• personal timers, token systems, color-coded or handwritten reminders, or visual schedules

In order to access some allowable accommodations, it may be necessary to photocopy secure materials. These allowable accommodations must be documented in the students' IEP. To photocopy secure materials, test administrators are required to follow the photocopying guidelines in the *Test Administrator Manual* in order to maintain the security and integrity of the assessment.

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

During a STAAR Alternate 2 test administration, a student may respond using the appropriate mode of communication 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.

The table below shows examples of verbal, physical, and visual responses.

Verbal Responses
■ **Student may respond by**   - 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.
Physical Responses
■ **Student may respond by**   - 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 calculators, manipulatives, or math tools (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;   - isolating answer choices in a section organizer, such as a calendar box or tub;   - nodding head or gesturing in the direction of the answer; or   - placing a flag on the answer.
Visual Responses
■ **Student may respond by**   gazing, blinking, winking, or fixating on answer choice.