Test Administrator Manual

Grades 3–8 and End-of-Course

STAAR
Alternate 2

State of Texas
Assessments of
Academic Readiness
——Alternate 2——

STAAR Alternate 2

2021–2022

Information about the Texas Assessment Program can be found on TEA's Student Assessment Division website.

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Contact Information and Resources

Contact Information	
For questions about	**Contact**
testing policies, test administration procedures, and accommodations	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 *Help Desk*
accessing online resources, online test administration procedures, online training, or help with technical concerns or issues	Texas Testing Support Phone: 833-601-8821 TexasTestingSupport@cambiumassessment.com Live Chat: Go to https://www.texasassessment.gov/ contact.html and click "Chat Now"

General Information Resources	
For general information related to	**Access**
the student assessment program	http://tea.texas.gov/student.assessment/
STAAR Alternate 2	https://tea.texas.gov/student-assessment/testing/ staar-alternate/staar-alternate-2-resources
online testing (training, administration materials, and technology assistance)	https://www.texasassessment.gov/testing-personnel.html
Testing Calendars	https://tea.texas.gov/student.assessment/calendars/

Resource Materials	
Resources online include	**Located at**
District and Campus Coordinator Resources	www.txetests.com/dccr/
STAAR Alternate 2 Accommodation Resources	https://tea.texas.gov/student-assessment/testing/ staar-alternate/staar-alternate-2-resources
STAAR Alternate 2 Educator Guide	https://tea.texas.gov/student-assessment/testing/ staar-alternate/staar-alternate-2-resources
STAAR Alternate 2 Scoring Document	https://www.texasassessment.gov/resources
STAAR Alternate 2 Vertical Alignment, Curriculum Framework, and Essence Statement Documents	https://tea.texas.gov/student-assessment/testing/ staar-alternate/staar-alternate-2-resources
Test Delivery System (TDS) User Guide	https://www.texasassessment.gov/resources/system-user- guides/test-delivery-system-user-guide
Data Entry Interface (DEI) User Guide	https://www.texasassessment.gov/resources/system-user- guides/dei-user-guide

Key Dates

2021–2022	
Events	**Dates**
Districts submit student registrations	December 13–January 5
Materials List available	December 14
Districts receive shipment of test materials	March 7–March 11
Districts order additional materials (with student registration file)	March 21–March 25
Preview window*	March 14–April 29
Assessment window	March 28–April 29
Districts ship all nonscorable materials	by May 13
Preliminary Student Results Available in Centralized Reporting System (CRS)	May 31
Student results available in family and analytic portals	June 13
Districts receive printed reports	June 13–17
Districts submit score code changes	June 8–10
Updated report cards and data files posted	June 20

*Test administrators must receive training before previewing test materials.

Dates are here for QC: *https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2547985248/STAAR+Alternate+2*

General Information

The State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 fulfills federal requirements of both the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA). ESSA 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 is a standardized, item-based assessment administered individually to each eligible student enrolled in grades 3–8 and specific high school courses. STAAR Alternate 2 is administered to eligible students with significant cognitive disabilities who are receiving special education services in the following grades/subjects and courses:

- grades 3–8 mathematics
- grades 3–8 reading
- grades 5 and 8 science
- grade 8 social studies
- Algebra I, English I, English II, Biology, and U.S. History

The instructions in this manual explain the responsibilities of test administrators for the spring 2022 STAAR Alternate 2 administration. Campus coordinators and other personnel with oversight roles should be familiar with the contents of this manual and the STAAR Alternate 2 information in the current District and Campus Coordinator Resources. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide.

It is recommended that test administrators review the *STAAR Alternate 2 Educator Guide* prior to administering the assessment. The guide contains detailed information regarding the test design, question types, scoring, and available accommodations.

Participation Requirements

Students determined eligible by their admission, review, and dismissal (ARD) committee are required to participate in STAAR Alternate 2. Eligible students are required to participate in STAAR Alternate 2 if they

- move within the district at anytime, including after the first day of the STAAR Alternate 2 testing window, or
- enroll in a new district after the first day of the STAAR Alternate 2 testing window.

If the admission, review, and dismissal (ARD) committee determines that a student in grades 3–12 meets eligibility criteria for STAAR Alternate 2 and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of STAAR Alternate 2.

Test Materials

The STAAR Alternate 2 test materials include one secure test instructions, one student test booklet, one set of image cards, and one scoring document per student. The secure test instructions include the scripted questions and guidelines for how to administer the test and score each question. The student test booklet contains color stimulus images and text needed for the student to select answers. Test administrators record students' scores during the test administration on the scoring document in the back of the secure test instructions.

Each set of image cards accompanies a student test booklet. Images on the cards will match the images found within the student test booklet, but image cards do not include text from the entire test question. The STAAR Alternate 2 test should always be administered by presenting the student test booklet; the assessment cannot be given by presenting image cards only. The image cards are intended to reduce the amount of preparation required of a test administrator for student accommodations such as pairing images with text or photocopying answer choices in order to present them one at a time. Test administrators are not required to use the image cards for students who do not have accommodations that lend themselves to image card use. Test administrators should check the code on the back of the card and make sure it matches the question number to ensure they are using the correct and corresponding materials.

STAAR Alternate 2 is organized by Test Stimulus a and Test Stimulus b. An image card is not always provided for Test Stimulus a. An image card is provided for Test Stimulus a only when the photo or illustration could be useful to the student when provided on a separate card. An image card is always provided for each answer choice in Test Stimulus b. Image cards are coded with item numbers that assist the test administrator with management of card sets.

Timeline and Scheduling

For the 2021–2022 school year, the Texas Education Agency (TEA) will offer a two-week preview window and a five-week test administration window for STAAR Alternate 2. Each district establishes a local schedule to administer the tests during the assessment window indicated on the Student Assessment Testing Calendar. District or campus coordinators will inform you of the schedule to follow.

Preview Window

Test administrators who have been trained on security and confidentiality and have signed a test security oath may preview the STAAR Alternate 2 test materials beginning on March 14, 2022. The test administrator should use this time to complete the following tasks.

- Review the "Presentation Instructions" and "Scoring" sections of this manual to become familiar with the policy for presenting and scoring questions.
- Practice reading the script and following the presentation instructions for test questions in the secure test instructions while maintaining the secure contents of the assessments.
- Review the scoring instructions for test questions, and plan teacher assistance for item 3 in each cluster.
- Review the student test booklet and image cards to plan and prepare accommodations for any student who may need an accommodation according to the guidelines outlined in the "Accommodations" section of this manual.

The STAAR Alternate 2 preview window is **ONLY** to prepare the materials for the assessment. Any presentation of materials or introduction of concepts or topics to a student prior to the administration of the test is considered a serious violation of test security and should be reported to TEA as such. STAAR Alternate 2 test materials are considered secure, and the campus coordinator must check them out to the test administrator using the STAAR Alternate 2 Materials Control Form. Test materials should be checked out during the preview window only when needed by the test administrator to become familiar with the test and prepare for accommodations. At the end of each day, all secure materials, including photocopied pages from the student test booklet, must be returned to the campus coordinator.

Testing Window

All assessments must be administered within the testing window. STAAR Alternate 2 is an untimed assessment, and the test does not have to be given in one session. Some timing options include the following:

- administering the assessment at a time that is most appropriate for a student
- allowing breaks, as necessary
- administering the test over several days, several sessions per day
- administering the test over several days, one session each day

Test questions must be administered in the order they appear in the student test booklet. There are four questions in a cluster that build on one another and assess a targeted essence statement. Questions are best tested with the entire four-question cluster intact, one cluster at a time. However, frequent breaks between questions within a cluster are allowed and necessary for some students. At no time may a student go back to previously answered questions, including after an administration has been stopped and resumed for an emergency.

Make-up Testing

Districts should offer make-up opportunities for STAAR Alternate 2 tests to students who are absent on the campus-scheduled assessment day since there is a five-week test administration window. Districts that offer make-up testing must maintain the security of the assessments. This includes ensuring that the test content remains secure so the assessments administered to students later within the assessment window are still valid.

Students Who Become Sick During a Test

Make-up testing may also be used for a student who becomes sick and leaves campus during the test. If the student has not completed the assessment, the student may complete the test upon returning to school within the scheduled administration dates.

> If a student cannot complete testing within the assessment window due to his or her disability, contact TEA's Student Assessment Division at 512-463-9536 for guidance.

Accommodations

Allowable Accommodations

STAAR Alternate 2 is a standardized assessment that is intended to be appropriate for eligible students in its original form. However, ARD committees and test administrators may elect to provide appropriate accommodations to some students whose disability precludes them from participating meaningfully in a two-dimensional standardized assessment.

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. Accommodations should allow the student to demonstrate what he or she has learned without giving the student an unfair advantage over other students taking the test.

Accommodations may only be used if they are routinely provided in classroom instruction and listed in the student's individualized education program (IEP). Accommodations provided during classroom instruction and testing may differ from accommodations allowed for use on statewide assessments. The following guidelines describe the appropriate use of testing accommodations.

- Accommodations must be determined and prepared before the test session begins.
- The test administrator must present the accommodations uniformly so that the correct answer is not emphasized over the other answer choices. If an accommodation (e.g., color overlays, picture representations) is used on one answer choice, it must be used on all answer choices.
- The student may need different accommodations for different questions within a tested subject.
- 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 that changes the content of the test stimulus.

The chart on the next page shows allowable accommodations for STAAR Alternate 2 with additional guidelines on how some should be applied. Contact TEA for guidance if a student needs accommodations that are not listed. Accommodations other than those described in the chart must be approved by TEA.

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 a response**
  - These include 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 this manual for guidance on repeating presentation instructions and rereading sections of the text.
- **Provide structured reminders**
  - These include personal timers, token systems, color-coded or handwritten reminders, or visual schedules.

> Accommodations must be recorded and entered into the online system as instructed in the "Complete Test Administration Process" section of this manual.

Photocopying Guidelines

In order to access some allowable accommodations, it may be necessary to photocopy secure materials. These allowable accommodations must be documented in the student's IEP.

Many of the techniques used to make images more accessible require methods that might distort the images on the next page of the student test booklet. In these instances, photocopying of the student test booklet may be required. Adhere to these guidelines when photocopying the student test booklet.

- The student test booklet cannot be disassembled.
- The district must maintain test security and confidentiality when photocopying the student test booklet.

- Photocopying must be done within the district by a trained test administrator or test administrator assistant who has signed the appropriate test security oath.
- If a mathematics test is photocopied but not enlarged, the copier must be set to copy at 100 percent and the scaling option set to "no scaling" or "zero" to ensure that graphics retain the intended measurement.
- The memory on the copier must be cleared after photocopying student test booklets.
- All photocopied pages of the student test booklet must be returned with the nonscorable shipment after testing.

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 chart 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;
  - using an 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.

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 the following:

- tablets or computers with Internet access that cannot be disabled
- inputting answer choices into a device that has stored memory that cannot be erased

Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas Assessment Program is critical for ensuring fair and equal testing opportunities for all Texas students. Given the many uses of student performance data and the need to assure educators, parents, students, and the public that test results are meaningful and valid, it is imperative that all individuals participating in the Texas Assessment Program preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in these *District and Campus Coordinator Resources* and the test administrator manuals.

Secure Materials

STAAR Alternate 2 is a secure testing program, and the contents of these tests, including student information used or obtained in their administration, are confidential. This includes

- test booklets,
- completed scoring document,
- online session IDs, and
- STAAR Alternate 2 image cards.

In addition, district coordinators should verify that procedures are in place to collect and promptly destroy any online test tickets and any reference materials, scratch paper, graph paper, or recordings used during the test administration.

All testing personnel who handle test materials should be aware that the materials may contain secure test content and that any viewing, discussing, or recording of this confidential information is strictly prohibited. Test administrators who have permission to view secure content in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that responding to test questions, recording the information they see, scoring a test, or discussing the content of a test at any time is strictly prohibited.

Testing Irregularities

This section describes the different types of irregularities that can occur before, during, and after testing. Testing incidents are categorized as serious violations or procedural irregularities. The section includes examples of both types of irregularities, as well as incidents involving student cheating. It is important for district testing personnel to understand the different types of irregularities so that each type of irregularity may be properly reported and addressed.

Serious Testing Violations

Conduct that violates the security and confidentiality of a test and is considered a serious testing violation includes:

- directly or indirectly assisting students with responses to test questions

- tampering with student responses

- falsifying holistic ratings or student responses

- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals

- discussing or disclosing secure test content or student responses

- scoring student tests, either formally or informally

- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals

- responding to secure test questions

- fraudulently exempting or preventing a student from participating in the administration of a required state assessment

- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality

- failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality

- failing to implement sufficient procedures to prevent student

- failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to TEA's Student Assessment Division as soon as the district testing coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Procedural Testing Irregularities

Procedural testing irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. This section provides examples of specific types of procedural irregularities.

Accommodation Errors

Accommodation errors typically involve providing appropriate accommodations or designated supports to ineligible students or not providing appropriate accommodations or designated supports to eligible students. Many accommodation errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they discover an accommodation error. If the error is not detected until after the assessment is complete, the district must determine if the assessment should be invalidated or submitted for scoring. If the district decides to invalidate a student's test, the district should notify the student's parent or guardian. District coordinators should contact the Student Assessment Division for guidance in resolving accommodation errors.

Examples:

- A student was provided an unallowable accommodation.
- A student, not approved for an accommodation, was provided the accommodation.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.
- The district failed to get the required TEA approval for an accommodation.

Accounting Errors

Improperly accounting for secure materials typically involves late, lost, or missing materials, failure to maintain the security of the materials, or improperly accounting for students' tests, responses, and results. A majority of the situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures (e.g., not reconciling the number of students scheduled to test against the number of answer documents submitted, not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to test administrators at the end of each day, including test booklets, answer documents, test tickets, etc.).

If testing personnel locate any secure materials that were not returned after an administration, contact the Student Assessment Division immediately. District coordinators should always question why materials were returned late or how these materials were discovered in order to determine whether the items were kept secure or if there was a breach in confidentiality.

For all incidents where secure materials were left unattended, districts are required to provide a determination on an online incident report form of whether the secure materials were accessed, and confidentiality was breached.

Examples:

- Testing personnel lost or misplaced test booklet(s), answer document(s), or other secure test materials.

- A test administrator did not return secure test materials following each day's administration.

- Secure test materials were left unattended or secure online assessments were left open and visible.

- Secure test materials were destroyed.

- Secure test materials were not returned to the testing contractor by the published dates.

- Scorable materials were found after test materials had been returned to the testing contractor.

- A student was issued test materials (e.g., test booklet, answer document, or test ticket) belonging to another student.

- A student's responses, holistic ratings, or observable behaviors were submitted incorrectly (e.g., wrong subject or domain or wrong student).

- Students' test results or test performance were improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

Eligibility Errors

Eligibility errors typically involve administering the incorrect test to a student, not testing an eligible student, or testing an ineligible student. Many eligibility errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they suspect a student is being or has been tested incorrectly. District coordinators should contact the Student Assessment Division for guidance in resolving the issue.

Examples:

- A student was administered an incorrect test (e.g., wrong grade level, wrong language, wrong version).

- An eligible student was not administered a test (e.g., English learner (EL) whose parents had waived district English as a Second Language (ESL) services was not administered the assessment).

- An ineligible student was incorrectly administered a test (e.g., a student who has completed only the first part of U.S. History was administered the STAAR U.S. History test).

- The district or campus failed to submit STAAR Alternate 2 student responses, TELPAS holistic ratings, or TELPAS Alternate observable behaviors inventory.

- The district failed to properly account for all eligible testers.

Monitoring Errors

Monitoring errors are some of the most common types of testing incidents but can be limited with appropriate and annual training. Improper monitoring can be detrimental to students. For example, accepting a blank answer document may result in a student not receiving credit for a test that student took. Other monitoring-related errors might lead to breaches in confidentiality that could place students' test scores in question.

Districts should evaluate incidents involving improper student behavior and decide whether testing personnel were or were not actively monitoring. If active monitoring caught the improper student behavior, an online incident report form is not necessary. If improper or inactive monitoring occurred, an online incident report form must be submitted.

For all incidents where students were left unattended and unmonitored, districts are required to provide a determination on an online incident report form of whether the irregularity compromised the validity of the students' assessments and the students' tests were invalidated.

Examples:

- A test administrator
  - left a room unmonitored while students were testing;
  - did not monitor students during a break from testing;
  - reinforced test-taking strategies;
  - did not provide the appropriate ancillary materials (e.g., dictionaries, calculators, or reference materials);
  - did not properly prepare a testing environment or a device for testing;
  - did not use the test administrator manual during testing, did not read the "SAY" directions to students prior to testing, or deviated from the scripted directions;
  - did not properly complete the required seating chart; or
  - did not give students the correct amount of time to complete the test, including allowing students to continue testing another day without proper approval.
- A test administrator did not actively monitor students and did not
  - ensure that students worked independently during testing; or
  - prevent students from using cell phones or any other electronic device to take pictures, share postings, or send messages.

Training Errors

Training errors involve mistakes in training, calibration, or security oaths.

Examples:

- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they had not been properly trained or did not sign the appropriate Oath of Test Security and Confidentiality.

Penalties for Violating Security and Confidentiality of Assessments

Any violation of test security or confidential integrity may result in TEA:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to the following penalties:
  - placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;
  - issuance of an inscribed or non-inscribed reprimand;
  - suspension of a certificate for a set term or issuance of a probated suspension for a set term;
  - revocation or cancellation, which includes accepting the surrender, of a certificate without opportunity for reapplication for a set term or permanently; or
  - imposition of any additional conditions or restrictions upon a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials.
- and lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with TEC, §39.003(d), or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC, §39A.

Specifically, Texas Administrative Code, §249.17(g) indicates that an educator who is found guilty of intentionally manipulating the results or violating the security or confidential integrity of a state assessment may not receive a sanction of less than a one-year suspension.

Administration of STAAR Alternate 2

Test Administrator Actions for Each Question in a Cluster

Each question in a cluster has a unique set of scoring instructions and test administrator actions. The test administrator actions describe how a test administrator will respond to a student's response whether it is correct or incorrect.

First Question in a Cluster: Replicating the Presentation Instructions

- If the student is not able to find the correct answer, the test administrator is directed to remove the stimulus, wait at least five seconds, and then repeat the initial presentation instructions for reduced credit.
    - The test administrator should replicate the initial presentation instructions by repeating the original presentation instructions, *direct* statements, *communicate* statements, and find statements in the same way they initially were presented to the student.
- No other assistance is allowed, because the answer is provided and modeled during the presentation.

Second Question in a Cluster: Modeling the Desired Student Action

- If the student is not able to find the correct answer after the initial presentation, the test administrator is directed to model the desired student action using the most likely way the student might respond, communicate the correct answer as stated in the test administrator action, and repeat the initial presentation instructions.

Third Question in a Cluster: Providing a Teacher Assist

- 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.
- The test administrator may 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.
- Test administrators can only provide an assist that is specifically listed on the individual question. Since each question has options that are unique to the question type, it is important that the teacher read the options carefully.
- The allowable teacher assist will specify if the student must perform the action or if the student or test administrator may perform the assist. If not specifically stated, the action may be performed by the student or the test administrator.

Assists that begin with a verb may be performed by either the student or the test administrator.

- The direction to highlight may be performed by the test administrator or the student. Make sure that the method used to highlight does not interfere with the stimulus information on the back of the page or lead the student to the correct answer.

Fourth Question in a Cluster: Replicating the Presentation Instructions

- 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 is allowed, because the student must apply the information on his or her own to answer the question.

Recording Student Scoring Information

A STAAR Alternate 2 Scoring Document is provided for recording the student's score for each question and applied accommodations for the entire test. TEA requires the use of the document to ensure that the student responses have been captured correctly. As the student answers the question, the test administrator should mark A, B, or C on the scoring document according to the scoring instructions.

The scoring document includes 24 spaces for answers. Once the assessment is completed and information is recorded, the district coordinator, campus coordinator, or other authorized personnel will enter scoring information into the Data Entry Interface (DEI). After the scoring information has been entered, the STAAR Alternate 2 Scoring Document should be returned to the campus coordinator. A copy of the STAAR Alternate 2 Scoring Document is located in the back of the secure test instructions.

Training

❏ Review the Manual

- Read this test administrator manual before the training session and, as requested by your campus testing coordinator, review additional resources found online.
- Bring the manual to the training session.

❏ Attend Training

- Test administrator training on test security and administration procedures is required at least once. Annual test administration training is strongly encouraged, especially for policies and procedures that have changed. Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with the Test Information Distribution Engine (TIDE) and the DEI, if applicable. Topics may include the following:
  - test administrator roles and responsibilities
    - maintaining the security of test materials until returned to the coordinator
    - preparing and distributing test materials in the classroom 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
    - preparing test materials for return to the campus coordinator at the conclusion of test administrations
  - scheduling test administrations
  - preparing for test administrations
  - testing with accessibility features
  - testing with designated supports
  - monitoring test administrations
  - returning materials to the campus coordinators

❏ Access TIDE, if Applicable

- It is not necessary to access TIDE to administer STAAR Alternate 2.
- However, if your campus coordinator has assigned you to enter student responses into DEI or to edit, demographic or accommodation information in TIDE, you will receive a user ID, password, and additional training.

❏ Review and Sign Security Oath

- Understand your obligations concerning test security and confidentiality.
- Sign general test security oath, located in the Security section of the _Coordinator Resources_, following the general training on test security and test administration procedures and before handling secure test materials.
- Individuals authorized to conduct test administration procedures that involve viewing secure state assessments must receive additional training and confirm compliance with state confidentiality requirements by completing the appropriate section of the test security oath.

> Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.

Prepare for Testing

❏ Receive Test Materials from Campus Coordinator

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

- Secure test instructions—secure; provides specific instructions for administering each question. The presentation instructions include directions that must be followed by the test administrator, the images found in the student test booklet, and scoring instructions that describe the student action and the corresponding test administrator action.
- Student test booklet—secure; contains the color images for the questions and answer choices presented to the student.
- Image cards—secure; one set accompanies each standard-sized student test booklet. Images on the cards match the images found within the student test booklet. The image cards are intended to reduce the amount of preparation required of a test administrator for certain student accommodations.
- STAAR Alternate 2 Scoring Document—secure during and after use; a single sheet in the back of the secure test instructions with answer bubbles for recording student responses for later input into the online system. This required document must be returned to the campus coordinator.

❏ Inventory All Secure Materials Issued and Use the Materials Control Form

Secure test instructions, student test booklets, and image cards will be issued to test administrators and recorded on the STAAR Alternate 2 Materials Control Form using the 10-digit serial number printed on the back of each booklet. An example is shown below.

10000 0000 −1

- Secure test instructions, student test booklets, and image cards will be checked out to test administrators each day during the preview and testing windows. You will return all your secure, assigned test materials to your campus coordinator after each test session.
- After you have verified that you have received the exact number of secure materials issued to you on the forms, add the time in the TIME OUT box and your initials in the appropriate cell of the "TEST ADMINISTRATOR INITIALS" column. Your initials signify that you have received the materials assigned to you, as recorded on the Materials Control Form, and that you have signed your test security oath.
- You are responsible for maintaining the security of the secure test materials you have checked out until you return them and check them back in.

❏ Prepare the Testing Environment

Test administrators must prepare the environment for the administration of STAAR Alternate 2. STAAR Alternate 2 is administered to students in a one-on-one setting. Test sessions must be conducted under the best possible conditions with minimal distractions and in a setting that is arranged in the most appropriate way for individual students. Some options include

- administering the test in a separate location,
- providing adaptive or special furniture, and
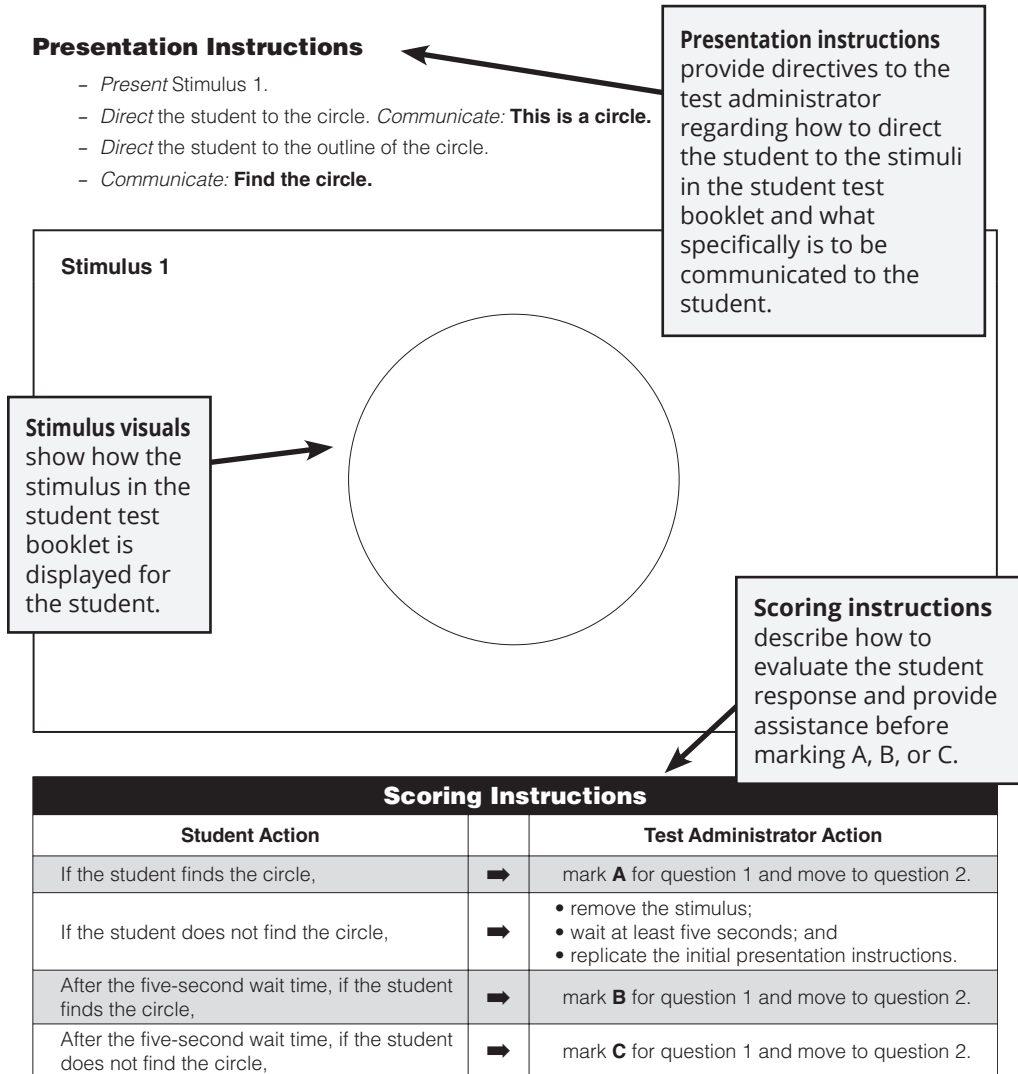- providing special acoustics.

To support test security and standard assessment practices, STAAR Alternate 2 administrations require that

- no element of the testing room environment should hinder any student's performance,
- a "Testing—Do Not Disturb" sign should be posted outside the testing room,
- an instructional environment should be maintained during testing windows (It is not necessary to conceal or remove instructional or reference materials in the testing area, classrooms, or hallways unless they could provide a direct source of answers for the subject-area assessment being administered.),
- all desks used for testing must be cleared of books and other materials not required for the test, and
- test administrators must prevent students who are not part of the current testing session from hearing or viewing another student's test administration.

The test administrator will determine the most appropriate seating arrangement based on individual student needs.

Understanding Test Question Presentation

During a STAAR Alternate 2 test session, each test question is presented to the student using instructions outlined in the secure test instructions. These instructions are standardized and must be adhered to as written to ensure a valid assessment. The instructions are divided into three sections: presentation instructions, stimulus visuals, and scoring instructions.

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.**

Presentation instructions provide directives to the test administrator regarding how to direct the student to the stimuli in the student test booklet and what specifically is to be communicated to the student.

Stimulus 1

Stimulus visuals show how the stimulus in the student test booklet is displayed for the student.

Scoring instructions describe how to evaluate the student response and provide assistance before marking A, B, or C.

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,	➡	• 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.

Presentation Instructions

Presentation instructions provide information about how to direct the student to the stimuli in the student test booklet and what should be presented and communicated to the student.

The **boldfaced** statements in all question types are to be communicated to the student as written. The boldfaced statements can be signed, translated into a language other than English, provided in written form, or paired with tactile or picture symbols. The boldfaced statements should be communicated to the student in the language and format the student requires in daily instruction. Text that is not printed in bold type should not be communicated to the student. Information about how to *present, direct,* and *communicate* with students to provide for the most meaningful communication during the testing session can be found in the "Presentation Instructions" section of this manual.

Stimulus Visuals

Stimulus visuals show how the stimulus in the student test booklet is displayed for the student. Information about how the stimulus visuals can be accommodated is described in the "Accommodations" section of this manual.

Scoring Instructions

Scoring instructions describe how the test administrator is to evaluate and mark the student's score using A, B, or C. If the student does not correctly answer a question the first time it is presented, the scoring instructions explain what assistance is allowed. Further information is described in the "Scoring" section of this manual.

Presentation Instructions

During a STAAR Alternate 2 testing session, each test question is presented to the student using instructions that are outlined in the "Presentation Instructions" section of the secure test instructions. These instructions are standardized and must be followed to ensure a valid assessment; however, the instructions can be adapted and the images and text can be accommodated for students with specific needs.

The presentation instructions tell the test administrator what to say and do during the administration. The italicized words *present*, *direct*, and *communicate* provide specific instructions for the test administrator. The test administrator is given directions to *present* the question, specifically what to *direct* the student to, and what to *communicate* to the student. The sample question below shows the presentation instructions and stimulus image.

Presentation Instructions for Question 13

– *Present* Stimulus 13.
– *Direct* the student to Stimulus 13. *Communicate:* **This rabbit is an animal. It can run and move on its own. It needs food and water to live. This rabbit is a living organism.**
– *Communicate:* **Find the living organism.**

Stimulus 13

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the rabbit,	➡	mark **A** for question 13 and move to question 14.
If the student does not find the rabbit,	➡	• 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 rabbit,	➡	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the rabbit,	➡	mark **C** for question 13 and move to question 14.

Present

Present indicates which stimulus images or text will be shown to the student. The presentation of the test question and the testing materials when first introduced should be based on methods that have been successful during instruction and are documented in the student's IEP. Different ways to present the test materials are described in the "Accommodations" section of this manual. Accommodations must be provided uniformly across answer choices so that a correct answer is not emphasized.

Direct

Direct indicates an action for the test administrator. For example, the test administrator may need to bring certain parts of the stimulus image to the student's attention. This can be done in a variety of ways depending on a student's needs.

- The student can be alerted orally or through sign language as to where to look or focus.
- The student's hand can be guided to specific places in the stimuli, or the stimuli can be paired with items and placed in the student's hand.
- 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 to focus attention and avoid over stimulation.
- Answer choices can be color-coded, numbered, or labeled with letters to direct the student to a specific place as long as the format is equally applied to all answer choices.
- Equal time and treatment must be provided for each answer choice so that a correct answer is not emphasized.

Communicate

Communicate indicates bold text that must be shared with the student exactly as written. A test administrator can communicate with a student in many ways depending on a student's needs. The bolded information in the presentation instructions can be stated, signed, translated into any other language routinely used with the student in instruction, provided in written form, or paired with tactile or picture symbols. The information in reading passages and text of Stimulus "a" and "b" cannot be paraphrased, simplified, translated, or shortened. The administrator can ask the student to repeat information if needed to make sure that the information was received. Administrators can ask students to point to, touch, or outline images as they are described to make sure that the student has focused on all the details.

"Find" Statement

The last bullet in the presentation instructions is the "find" statement. This statement communicates to the student what is required to answer the question. The word "find" for the last bullet in the test administrator instructions can be replaced with "show me," "point to," "touch," or "tell me," depending on the needs of a student. The "find" statement can also be reconstructed into a question, but the same words have to be used. For example, "Find the circle" can become "Where is the circle?"

Repeating Presentation Instructions

Test administrators may repeat some sections of the presentation instructions if these guidelines are followed.

Any Time During the Administration
- Students can be directed back to the stimulus within the cluster any time if the student loses focus.
- Students can be provided verbal encouragement to stay focused.
- Students can request to have information repeated.

Before the "Find" Statement is Given
- If the student is distracted during the presentation, the test administrator can repeat sections of the presentation instructions without a student request up until the answer choices and "find" statement are given.
- Reading passages can be reread as needed before the answer choices and "find" statement have been given.

> The test administrator may choose to read the "find" statement prior to the answer choice. The test administrator may reverse the order from that in the presentation instructions based on each individual student's need.

After the "Find" Statement is Given
- Once the answer choices and "find" statement are given, the test administrator must wait for the student to respond without repeating any part of the instructions or gesturing back to any stimulus images.
- If no response is given after a reasonable wait time, the answer choices and "find" statement can be repeated *once*.
- If a student responds incorrectly, the teacher assistance has been applied, and the initial presentation is being replicated, the order in which the answer choices and "find" statement are communicated to the student can be switched from the order provided in the initial presentation.

Repeating Reading Passages

Test administrators have the option of starting a reading passage over and repeating the text from earlier questions in a cluster if they feel that the student needs to hear the previous sections of the passage before finding what is requested. To accomplish this, the test administrator may

- turn back to previous questions in the cluster and read the sections for the student from the secure test instructions or
- photocopy previous sections of the text to combine with the next section of the passage as the student proceeds through the cluster.

Returning to Previous Questions

Although the reading passages can be read or photocopied to be used in presenting other questions in the cluster, no other information from previous questions may be used during the test administration. Students cannot request to go back to previous test questions in the student test booklet and change their answer after the question has been scored and the student has moved on to the next question.

Scoring

Scoring Instructions

The test administrator must refer to the scoring instructions for each question to determine how to proceed once the student has responded to the "find" statement. Each question has a unique set of scoring instructions. Test administrators should preview the scoring instructions for each question before the test is administered to become familiar with what is expected from the student and what assistance is available if the student does not indicate the correct answer.

An asterisk (*) next to a section on the stimulus image or a boxed answer choice indicates the correct answer. The asterisk only appears in the secure test instructions. The test administrator should not place the secure test instructions in the student's line of sight during testing because the correct answer is indicated. Additionally, other students in the room during testing cannot be exposed to the content of the test questions.

The scoring instructions are divided into two parts—the **Student Action** and the **Test Administrator Action**.

Student Action describes how the student responds to the question.

Test Administrator Action describes how to provide assistance before marking A, B, or C.

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,	➡	• 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.

Complete Test Administration Process

Two types of information are submitted through TIDE System.

- **Student data consisting of student identification, demographic, and program information**

  This includes the student's Public Education Information Management System (PEIMS) student-ID, Texas Student Data System (TSDS) identification number, name, date of birth, ethnicity/race, etc. Instructions for entering and verifying demographic and program information in the online system are not found in this manual. If you are needed to assist in this process, your campus coordinator will give you instructions.

- **STAAR Alternate 2 assessment information**

  This includes students' scoring information for the assessments, any test accommodations provided, and any reasons why a student could not be assessed.

❏ Enter Responses Online

- Students taking STAAR Alternate 2 communicate answers directly to the test administrator. The test administrator records the student's response on the STAAR Alternate 2 Scoring Document based on scoring information provided for each question. The students' responses are then entered into DEI. Students must be registered for the STAAR Alternate 2 administration and made eligible for a test in the system before their answers can be entered. For step-by-step instructions about how to enter student responses, refer to the *DEI User Guide*.

Score Codes

- Tests in "submitted" or "inactive" status at the close of the testing window will default to score code "S." If a student does not participate in the test, or if a different score code is applicable, it is necessary to assign the appropriate score code in TIDE.
- Use the instructions found in the *TIDE User Guide* to update Score Codes.

A = Absent

The student is absent throughout the testing window. A student score code should not be set to absent if the student was absent on the testing days but also fits one of the score designations below.

M = Medical Exception

The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student's medical condition, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. Students who 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 treatment due to a medical emergency or serious injury.
- The student is unable to interact with peers or staff without risk of infection or contamination to him/herself or others.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.

N = No Authentic Academic Response (NAAR)

The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student's disability, resulting in the inability to make an authentic academic response to stimuli presented in the test booklet, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. 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 is unable to demonstrate a meaningful, observable reaction to a specific stimulus.
- 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 environment around him or her.

O = Other: Test Not to Be Scored

The student experiences a test administration irregularity or illness during testing.

❏ Indicating Translated Student Content

Select **Yes** or **No** to indicate whether the bolded information in the presentation instructions was translated into a language other than English including sign language. The information in reading passages and text of Stimulus "a" and "b" cannot be paraphrased, simplified, translated, or shortened.

❏ Enter Accommodations Information if Necessary

If a student was provided accommodations, the information must be indicated when entering student responses. For step-by-step instructions on entering accommodations information, refer to the _Test Information Distribution Engine (TIDE) User Guide_. The following accommodations are allowable for STAAR Alternate 2.

- 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 a response
  - These include 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 this manual for guidance on repeating presentation instructions and rereading sections of the text.
- Provide structured reminders
  - These include personal timers, token systems, color-coded or handwritten reminders, or visual schedules.

Contact your campus coordinator if you have questions about entering scoring or accommodations information. If necessary, contact Texas Testing Support at 833-601-8821.

## ❏ Return Test Materials to the Campus Coordinator

- After each test session, the test administrator must return all test materials to the campus coordinator. As appropriate, test materials will be redistributed before the next test session.

- Return the following materials to your campus coordinator:
  - used and unused secure test instructions
  - used and unused student test booklets, including large-print test booklets
  - used and unused image cards
  - STAAR Alternate 2 Scoring Documents
  - photocopies or any other type of reproduction of secure test materials, if used

  Any accompanying pictures, objects, textured materials, or instructional tools do not need to be returned.

- Your campus coordinator will verify that you have returned all secure test materials assigned to you, as recorded on the STAAR Alternate 2 Materials Control Form, and will then complete the TIME IN box and initial the appropriate cell of the "CAMPUS COORDINATOR INITIALS" column.

Appendix A

STAAR Alternate 2 Scoring Document
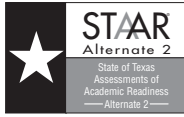
STATE OF TEXAS ASSESSMENTS OF
ACADEMIC READINESS (STAAR®) ALTERNATE 2
Scoring Document

Student Name: _____

Grade: _____ Subject: _____ Form Number: _____

Assessment Year: _____   Translated Student Materials: ❏ Yes   ❏ No

Accommodations

Mark the accommodation(s) used during this test administration.

	Color or Highlight Images		Describe Images
	Color Overlays		Provide Images or Text Separately
	Photographs or Objects Paired with Text		Cover or Isolate Images
	Textured Materials		Picture Representations
	Demonstrate Concepts		Calculator, Manipulatives, Math Tools
	Raise or Darken Outline		Reread Text (Prior to "Find" Statement)
	Enlarge Images or Text		Provide Structured Reminders
	Braille		

Scoring

Mark the student's score for each question.

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

TE★AS ASSESSMENT

Change Log

Location	Change	Date
Enter Accommodations Information if Necessary (page 34)	Reference to the *DEI User Guide* was changed to *Test Information Distribution Engine (TIDE) User Guide*.	2/4/22