Test Administrator Manual

STAAR® ALTERNATE 2

State of Texas Assessments of Academic Readiness

STAAR Alternate 2

2024–2025

Information about the Texas Assessment Program can be found on the Student Assessment website.

Texas Educator Committees

The Texas Education Agency encourages highly qualified educators to apply to participate in educator committees for the Texas Assessment Program. Click the link or scan the QR code for more information.

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General Information

About This Manual

The instructions in this manual explain the responsibilities of test administrators for the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 administration. Test administrators must carefully read this manual prior to administering any STAAR Alternate 2 assessments. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide. Test administrators are required to have this manual with them during the test administration.

It is recommended that test administrators review the *STAAR Alternate 2 Educator Guide*, available on the STAAR Alternate 2 Resources webpage, prior to administering the assessment.

The STAAR Alternate 2 Program

STAAR Alternate 2 is a standardized alternate academic achievement assessment based on alternate academic achievement standards. It is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills in the Texas Essential Knowledge and Skills (TEKS). STAAR Alternate 2 is administered individually to students with the most significant cognitive disabilities who meet the participation requirements. STAAR Alternate 2 fulfills 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 careers, whereas IDEA requires that students with disabilities have access to the same standards as their nondisabled peers and that they be included in statewide assessments.

STAAR Alternate 2 includes:

- grades 3–8 mathematics,
- grades 3–8 reading language arts (RLA),
- grades 5 and 8 science,
- grade 8 social studies, and
- end-of-course (EOC) assessments for:
  - Algebra I,
  - English I,
  - English II,
  - Biology, and
  - U.S. History.

STAAR Alternate 2 is administered once a year, in the spring, and retest opportunities are not offered.

Policies and Procedures

STAAR Alternate 2 Participation Requirements

All students enrolled in Texas public schools and open-enrollment charter schools, including virtual schools, who are receiving special education services are required by federal and state law to participate in the Texas Assessment Program by taking academic achievement assessments in specific grades and subjects. A student's admission, review, and dismissal (ARD) committee must determine if the student has the most significant cognitive disabilities and meets the participation requirements for STAAR Alternate 2 available on the STAAR Alternate 2 Resources webpage. The ARD committee must review and determine, for each school year, whether a student participates in STAAR or STAAR Alternate 2.

The following grade-level guidelines apply to students who take STAAR Alternate 2:

- Students in grades 3–8 who meet all participation requirements will take all applicable STAAR Alternate 2 subject assessments at their enrolled grade level. Students who take STAAR Alternate 2 should not take above-grade-level assessments.

- Students in grades 9–12 who meet all participation requirements will take STAAR Alternate 2 EOC assessments—Algebra I, English I, English II, Biology, and U.S. History. Students who are completing the corresponding course during this school year (August through July) should participate in the spring administration of STAAR Alternate 2. For example, a student who completes a course in December 2024 that has a corresponding EOC assessment should take that EOC assessment in spring 2025.

- If students do not meet all participation requirements for STAAR Alternate 2, they must take STAAR.

In rare circumstances a student's ARD committee may determine, prior to the administration of the assessment, that the student will not participate in STAAR Alternate 2 because the student meets the eligibility criteria for a medical exception or no authentic academic response. Refer to the eligibility criteria on the STAAR Alternate 2 Resources webpage for more information.

Scheduling Test Administrations

STAAR Alternate 2 is administered on paper, and student responses must be submitted through the Data Entry Interface (DEI). For the 2024–2025 school year, the five-week test administration window for STAAR Alternate 2 is March 17–April 18, 2025. Each district should establish a local schedule to administer STAAR Alternate 2 during the testing window. District personnel should plan to test students during the first four weeks of the testing window and reserve the last week to submit data in DEI, enter score codes and non-embedded supports in the Test Information Distribution Engine (TIDE), and verify that all students have been accounted for by 11:59 p.m. (CT) on April 18.

STAAR Alternate 2 is administered individually in a one-on-one setting. District personnel should determine the appropriate number of days to test an individual student to accommodate the student's needs. No more than the equivalent of one assessment should be

administered per day to an individual student taking STAAR Alternate 2. If a student completes an assessment in one day, the student should not start another assessment that same day.

Make-up Testing

Since STAAR Alternate 2 assessments are administered during a five-week window, districts should offer make-up opportunities to students who were absent on their scheduled assessment day. For students who are absent to observe a religious holy day, districts must offer a make-up testing opportunity. District testing personnel must maintain the security of the assessments during make-up testing to ensure that the test content remains valid throughout the testing window.

Students Who Become Sick During an Assessment

A student who becomes sick and leaves campus during the assessment may complete the assessment, as needed, on a different day within the scheduled testing window.

Released Tests

The Texas Education Agency (TEA) releases previously administered STAAR Alternate 2 assessments as printable PDFs on the STAAR Alternate 2 Released Test Questions webpage. The released tests are designed to familiarize students with the testing format and the various types of test questions. The released tests also provide educators with an opportunity to observe how students interact with the test prior to the administration.

Test Security and Confidentiality

Maintaining the security and confidentiality of all components 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 the *District and Campus Coordinator Resources* and the test administration materials.

Training on test security and administration procedures should be provided annually to ensure a standardized test administration and the best testing experience for Texas students. Annual training is especially important for understanding and implementing new or updated policies and procedures. Lack of annual training typically results in testing incidents that may impact students' test scores, campus and district accountability ratings, and, ultimately, an educator's teaching certificate.

Secure Materials

STAAR Alternate 2 assessments are secure assessment instruments. The contents of these assessments, including student information used or obtained in their administration, are confidential. Secure materials include all test booklets, secure test instructions, and image cards. Scoring documents become secure once student information or responses are recorded on them. Test security involves accounting for all secure materials before, during, and after each test administration.

Testing Incidents

There are two types of testing incidents that might result from district testing personnel actions taken before, during, and after testing—procedural testing irregularities and serious testing violations. Testing personnel should understand the distinctions between different types of testing incidents so that any that occur may be properly reported and addressed.

Procedural Testing Irregularities

Procedural testing irregularities are less severe and more common than serious testing violations and typically occur when district testing personnel deviate from specified testing procedures. Annual training on test security and administration procedures and administration-specific training are the best ways for district personnel to avoid procedural irregularities. Examples of specific types of procedural testing irregularities follow.

Accommodation Errors

Accommodation errors typically involve providing appropriate accommodations to ineligible students or not providing appropriate accommodations 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

testing coordinator if they discover an accommodation error. If the error is not detected until after the assessment is complete, the district coordinator should submit the assessment for scoring unless the lack of the specific accommodation has a significant effect on the student's ability to accurately demonstrate his or her knowledge and skills. In that case, the assessment should be invalidated. If the district coordinator decides to invalidate a student's assessment, campus personnel should notify the student's parent or guardian. District coordinators should contact the TEA Student Assessment Division for guidance in resolving accommodation errors.

Examples:

- A student was provided an unallowable accommodation.
- A student was provided an accommodation for which he or she was not approved.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.

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. Most situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures.

Testing personnel who locate any secure materials that were not returned after an administration must contact the TEA 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 there was a breach in security or confidentiality.

For all incidents where secure materials were left unattended, district coordinators are required to submit a testing incident form indicating if there was a breach in security or confidentiality.

Examples:

- Testing personnel lost or misplaced secure test materials (e.g., secure test instructions, test booklets, image cards).
- Secure test materials were left unattended.
- A student was issued test materials belonging to another student.
- A student's responses were submitted incorrectly (e.g., wrong subject, wrong student).
- Secure test materials that were required to be returned to the testing contractor were destroyed.
- Secure test materials were not returned to the testing contractor by the published dates.
- 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 assessment 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 tested or has been tested incorrectly. District coordinators should contact the TEA Student Assessment Division for guidance in resolving the issue.

Examples:

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

- An eligible student was not administered an assessment.

- An ineligible student was incorrectly administered an assessment.

- District personnel failed to submit student responses in DEI prior to the close of the testing window; as a result, there are no test scores for those students.

- District personnel failed to properly account for all eligible testers.

Monitoring Errors

Monitoring errors are some of the most common types of testing incidents, but the occurrence of monitoring errors can be reduced with annual training. Disruptions to testing that should have been avoided are considered monitoring errors (e.g., planned fire drills).

Improper monitoring can be detrimental to students. For example, providing a student with access to materials not allowed during an assessment may result in the student not receiving a score for that assessment. Other monitoring errors might lead to breaches in confidentiality that could place students' test scores in question.

For all incidents where students were left unattended and unmonitored during testing, district coordinators are required to submit a testing incident form and indicate if the validity of the students' assessments was compromised and the students' assessments were invalidated.

Examples:

- A test administrator:
  - left a room unmonitored while students were testing;
  - reinforced test-taking strategies;
  - did not properly prepare a testing environment for testing; or
  - did not use the test administrator manual during testing, did not use the secure test instructions, or deviated from the scripted directions.

- 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 capture images or recordings, share postings, or send messages.

Training Errors

Training errors involve mistakes in training or test security oaths. For example, personnel were permitted to administer assessments, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they were not properly trained or did not sign a test security oath.

Serious Testing Violations

Incidents caused by district testing personnel that violate the security and confidentiality of an assessment are considered serious violations. District coordinators must report serious testing violations to the TEA Student Assessment Division as soon as they are made aware of such incidents. District personnel should contact TEA when they are unclear what constitutes a serious violation or whether a testing incident has occurred. Serious testing violations, as outlined in Texas Administrative Code (TAC) §101.3031, are listed in the following table.

Violation	Explanation or Example
Directly or indirectly assisting students with responses to test questions	District personnel must **NOT** provide answers, assistance, suggestions, hints, or affirmations to students regarding responses to test questions.
Tampering with student responses	District personnel must **NOT** add, change, modify, or complete student responses in an online assessment, in a paper test booklet, on a scoring document, or while entering responses in DEI.
Falsifying holistic ratings or student responses	District personnel must **NOT** fabricate or misrepresent students' holistic ratings or 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 materials	District personnel must **NOT** look at test questions or student responses in online assessments or paper test booklets, whether to aid a student or for their own interest.
Discussing or disclosing secure test content or student responses	District personnel must **NOT** talk about, write about, distribute, email, or post or chat on social media about test questions or student responses, whether to aid a student or for their own interest.

Violation	Explanation or Example
Duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration materials	District personnel must **NOT** take pictures or screenshots or make photocopies or recordings of test questions or student responses, whether to aid a student or for their own interest.
Responding to secure test questions	District personnel must **NOT** provide answers to or assistance with test questions and must **NOT** falsify or tamper with student responses in an online assessment, in a paper test booklet, on a scoring document, or while entering responses in DEI.
Fraudulently exempting or preventing a student from participating in the administration of a required state assessment	District personnel must **NOT** falsify or misrepresent students' personal information, demographic information, or eligibility status.
Encouraging or assisting an individual to engage in the conduct described above or in any other serious violation of security and confidentiality	District personnel must **NOT** encourage others to participate or aid others in participating in serious testing violations.
Failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described above or in any other serious violation of security and confidentiality	District personnel must report any potential serious testing violations.
Failing to implement sufficient procedures to prevent student cheating	District and campus testing coordinators must ensure local procedures have been established, including procedures regarding student use of personal electronic devices during testing.
Failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student	District and campus testing coordinators must ensure local procedures have been established, including procedures regarding additional training for special administrations and for submitting responses and ratings in DEI.

Penalties for Violating Security and Confidentiality of Assessments

TAC §101.3031 states that any violation of test security or confidential integrity may result in TEA taking the following actions:

- invalidating student test results;

- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC §247, Educators' Code of Ethics, and TAC §249, Disciplinary Proceedings, Sanctions, and Contested Cases; 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 Texas Education Code (TEC) §39.003 or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC Chapter 39A.

In addition, TAC §249.15 stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any assessment required by TEC Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC §12.115.

As indicated in TAC §249.15, 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 of a certificate, 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 on 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.

Specifically, TAC §249.17 indicates a mandatory minimum sanction of a one-year suspension of the certificate for an educator who is found guilty of intentionally manipulating the results or violating the security or confidentiality of any statewide assessment.

As stated in TEC §39.0303, Secure Assessment Instruments, Criminal Penalty, a person commits an offense if:

- the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any question in the assessment instrument; and

- the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

Accommodations

TEA defines accommodations as changes to materials or procedures that enable students 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. Accommodations may be used only if they meet the criteria below and are listed in the student's individualized education program (IEP). The accommodations must:

- maintain the integrity of the assessment,

- avoid leading to or providing the student with 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.

The chart below shows allowable accommodations for STAAR Alternate 2 and the code that should be entered in the *STAAR Alternate 2 Non-Embedded Supports* field in TIDE after the administration if the accommodation is used by a student.

Allowable Accommodations	TIDE Code
Color or highlight images or text.	Color Or Highlight Images
Place color overlays on images or text.	Color Overlays
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.	Photographs Or Objects Paired With Text
Attach textured materials to images or text.	Textured Materials
Demonstrate concepts or relationships in images or text.	Demonstrate Concepts
Raise or darken the outline in images or text.	Raise Or Darken Outline
Enlarge images or text. Magnification devices, photocopying, or computer magnification programs may be used.	Enlarge Images Or Text
Add braille labels to images or provide text in braille.	Braille
Describe images for students with visual impairments. Descriptions of images may include only details of what can be seen in the images without comments about the overall impression of the image.	Describe Images
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.	Provide Images Or Text Separately
Cover or isolate images or text until addressed.	Cover Or Isolate Images
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 may be provided.	Picture Representations
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, and counters.	Calculator, Manipulatives, Math Tools
Reread sections of the text. Follow the guidelines in the Presentation Instructions section of the STAAR Alternate 2 Test Administrator Manual for guidance on repeating presentation instructions and rereading sections of the text.	Reread Text (Prior To "Find" Statement)
Provide structured reminders. These include personal timers, token systems, color-coded or handwritten reminders, or visual schedules.	Provide Structured Reminders
Translate presentation instructions. Note that only presentation instructions may be translated. Test content must not be translated.	Translated Student Material

Prior to the opening of the STAAR Alternate 2 testing window, there is a two-week preview window during which district testing personnel may preview the assessment. A test administrator may also preview the assessment during the testing window as long as testing has not begun for a particular student. Test administrators may **NOT** administer the assessment during the preview window.

The STAAR Alternate 2 preview window, which opens March 3, 2025, is available **ONLY** to prepare the materials for the assessment. Any presentation of materials or introduction of concepts or topics to a student after previewing secure test materials and prior to the administration of the test is considered a serious testing violation and must be reported. STAAR Alternate 2 test materials must be checked out from the campus coordinator using the Materials Control Form. Test materials should be checked out only when needed by the test administrator to 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.

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. Testing personnel must adhere to the following guidelines when photocopying the student test booklet:

- District testing personnel must maintain test security and confidentiality when photocopying the student test booklet. All standard test security policies and procedures must be followed.

- The test booklet may not be be taken apart for photocopying.

- Photocopying must be done within the district by a trained test administrator who has signed a test security oath. Information about this requirement and about test security oaths is available in the [Test Security](#) section of the *Coordinator Resources*.

- The memory on the copier must be cleared after photocopying secure test booklets.

- All photocopies must be returned with the secure shipment.

Some students may need double-sided test materials photocopied into single-sided sheets:

- because they have a physical disability that prevents them from effectively manipulating test materials printed on both sides of the paper,

- because they have a disability that requires test materials to be presented in a printed format other than a test booklet, or

- to prevent behavioral outbursts or other severe behaviors that could interfere with completion of the test.

Assistive Technology

Technology may **NOT** be used during a state test if its functionality creates a security concern that cannot be addressed. 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. 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, or

- recording answer choices in a device that has stored memory that cannot be erased.

Training

Test administrators and other campus personnel participating in STAAR Alternate 2 administrations are required to be trained on test security and administration procedures. Training should be provided annually to ensure a standardized test administration and the best testing experience for Texas students. Annual training is especially important for understanding and implementing new or updated policies and procedures. It is imperative that all individuals participating in STAAR Alternate 2 administrations preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in this manual. Lack of annual training typically results in testing incidents that may impact students' test scores, campus and district accountability ratings, and, ultimately, an educator's teaching certificate.

❏ Understand Test Administrator Responsibilities

Test administrators must understand their responsibilities, which include, but are not limited to, the following:

- implementing the test administration processes and procedures stated in this manual and other test administration materials
- ensuring that students have the required materials and allowed accommodations for the assessments
- actively monitoring test sessions to maintain test security
- maintaining the security of test materials until they are returned to the campus coordinator
- reporting any suspected violation of test security to the campus coordinator

❏ Review the Applicable Test Administration Materials

Test administrators should review and become familiar with the following resources:

- this test administrator manual
- secure test instructions that may be viewed only by the assigned test administrator during the appropriate window
- the following training modules in the Learning Management System (LMS):
  o Test Security for the Texas Assessment Program
  o Managing Secure Materials for the Texas Assessment Program
  o STAAR Alternate 2 Overview and Eligibility
- *DEI User Guide*, as applicable

❏ Attend Training

- All test administrators and other campus personnel participating in the STAAR Alternate 2 administration are required to receive annual training on test security and

administration procedures, as well as training in procedures unique to specific accommodations.

- Test administrators who administer STAAR Alternate 2 must be provided additional training in specific security protocols regarding viewing secure test content. Responding to test questions, recording secure test content, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.

- Test administrators or other campus personnel who are responsible for submitting student responses in DEI must be provided with additional training in specific security protocol regarding transferring student responses. Tampering with or changing student responses is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.

- Campus coordinators will schedule and conduct training sessions before testing begins. Required topics for test administrator training include:
  - Test security
    - test security procedures and test security oaths
    - Materials Control Form
    - reporting testing incidents
    - handling testing incidents
    - consequences for adult and student cheating
  - Scheduling test administrations
    - district- and campus-assigned testing dates
    - one-on-one test administrations
    - administering individual tests in more than one session
    - make-up testing
  - Preparing for test administrations
    - identifying eligible students
    - setting up testing environment
    - receiving and storing test materials
    - reviewing technology, including technology-based accommodations, to be sure the technology meets the guidelines for use during the assessment
  - Testing with accommodations
    - understanding allowable test administration procedures and materials
    - understanding accommodations policies
    - ensuring that students have allowed accommodations

- reviewing secure materials during the preview period for necessary accommodations
- preparing testing locations for students who need certain accommodations or allowable procedures

- During test administrations
  - proper testing procedures
  - using scoring documents
- Entering and verifying student data in TIDE, as applicable
  - score codes
  - accommodations
- Submitting student responses in DEI, as applicable
- Returning materials to the campus coordinator

❏ Review and Sign an Oath of Test Security and Confidentiality

- Test administrators and other campus personnel participating in the STAAR Alternate 2 administration must complete an Oath of Test Security and Confidentiality after training and before handling secure test materials and content.

- Test administrators and other campus personnel must initial each item on the test security oath, as applicable.

- Test administrators and other campus personnel who are responsible for submitting responses in DEI must confirm compliance with security requirements by completing specific sections of the test security oath.

- A copy of the completed test security oath (electronic or paper) must be submitted to the campus coordinator.

> The campus coordinator is the contact person for all assessment-related matters on campus. Any questions that arise before, during, or after test administration should be directed to the campus coordinator.

Prepare for Administrations

❏ Understand Responsibilities

Test administrators must:

- appropriately use paper test materials;
- provide eligible students with any required accommodation materials;
- maintain test security;
- not duplicate, record, or electronically capture (e.g., photograph) confidential test content unless specifically authorized to do so by TEA or procedures outlined in this manual; and
- manage any interruptions, such as restroom breaks or student illness, during testing.

❏ Receive Test Materials from Campus Coordinator

During the two-week preview window, test administrators may check out and check back in secure test materials for the purpose of preparing any necessary accommodations. STAAR Alternate 2 assessments must **NOT** be administered during the preview window.

On the day of the test session, test administrators must be provided with:

- one secure student test booklet containing the color images for the questions and answer choices presented to the student;
- one secure set of image cards per regular-print or large-print student test booklet. Image cards are provided for each answer choice but not for every Stimulus "a." Image cards include only images associated with the test questions and do not include the entire test question. Therefore, image cards should not be used in place of the test question but in addition to it. The image cards are optional for students who have accommodations that lend themselves to the use of the cards;
- the *STAAR Alternate 2 Secure Test Instructions* for each grade and subject or course tested. The *STAAR Alternate 2 Secure Test Instructions* provides specific instructions for administering each question and includes:
  - o directions that must be followed by the test administrator,
  - o the images found in the student test booklet,
  - o scoring instructions that describe the student action and the corresponding test administrator action, and
  - o scoring documents with accommodations information and answer bubbles for recording student responses; and
- any additional accommodations materials needed for administering the assessment.

Test administrators should contact the campus coordinator for any missing test materials.

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

Student test booklets, image cards, and secure test instructions will be issued to test administrators and recorded on the Materials Control Form using the 10-digit security number printed on the back of each booklet and set of image cards. An example of the security number is shown below.

10000 0000 −1

- Student test booklets, image cards, and secure test instructions are checked out to test administrators each day during the preview and testing windows. Test administrators must return all assigned secure test materials to the campus coordinator after each test session.

- After test administrators have verified that they have received the exact secure materials assigned to them on the form, they should enter the time in the TIME OUT box and their initials in the appropriate cell of the Test Administrator Initials column. Their initials signify that they have received the materials assigned to them, as recorded on the Materials Control Form, and that they have signed a test security oath. A test administrator should not initial this form if the information on the secure materials is incorrect.

- Test administrators are responsible for maintaining the security of the secure test materials they have checked out until they are checked back in.

❑ Preview Test for Accommodations

District testing personnel who have been trained in test security and administration procedures and have signed a test security oath may preview the STAAR Alternate 2 test materials to prepare for individual administrations. Test administrators may **NOT** administer the assessment during the preview window.

Test administrators should use the preview time to complete the following tasks:

- Review the student test booklet and image cards to plan and prepare accommodations for students who may need them.

- Review the scoring instructions for test questions and plan teacher assistance for question 3 in each cluster.

❑ Become Familiar with Administration Directions

- Understand the 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.

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.

- o 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.

- o 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 following are some examples of actions the test administrator may take:

  - The student may be alerted orally or through sign language as to where to look or focus.

  - The student's hand may be guided to specific places in the stimuli, or the stimuli may be paired with the question and placed in the student's hand.

  - Sections may be pointed to or highlighted as they are mentioned in the instructions.

  - Parts of the stimulus may be covered up until explained in the instructions to focus attention and avoid overstimulation.

  - Answer choices may 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.

- o 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 the 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 RLA passages and text of stimulus "a" and "b" cannot be paraphrased, simplified, translated, or shortened. The administrator can ask the student to repeat the information if needed to make sure that the information was received. Administrators can ask a student to point to, touch, or outline images as they are described to make sure the student has focused on all the details.

- o "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 the 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?"

- Understand the actions for each question.

  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.

  - o 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.

  - o 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.

  - o 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 one that 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.

    o 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.

- Understand student response modes.

    During a STAAR Alternate 2 test administration, students may respond to test questions using a variety of response modes. Student responses may be verbal, physical, or visual. It is not important 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:
• verbal statement, including word approximations;
• communicating "yes" or "no" when presented answer choices one at a time and asked, "Is this the …?";
• forming responses with the assistance of a communication device with preprogrammed answer choices or programmed student vocabulary;
• use of 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 an unmatched object;

- describing the location of the answer; or

- responding with a letter, number, or color name if answer choices are so labeled.

Physical Responses

Student may respond by:

- pointing to, reaching for, or touching an answer;

- highlighting, coloring, circling, or otherwise marking a response;

- nodding, smiling, or gesturing to indicate "yes" or "no" when presented answer choices one at a time and asked, "Is this the...?";

- manipulating words, sentences, or sections of a 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 a response;

- formulating a response using a choice board;

- isolating answer choices in a section organizer, such as a calendar box or tub;

- nodding or gesturing toward the answer; or

- placing a flag on the answer.

Visual Responses

Student may respond by:

- gazing, blinking, winking, or fixating on an answer choice.

- Understand the 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.

  The scoring instructions are divided into two parts—the Student Action and the Test Administrator Action. The test administrator action varies depending on question type. For example, question type 3 includes an assist to be carried out by the test administrator or an action to be carried out by the student. An action indicated by a

phrase beginning with the word "have"—as in, "Have the student…"—may be performed only by the student. Refer to the Monitor Administrations section of this manual for more scoring information.

Student Action describes how the student responds to the question.

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

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the saltwater in the ocean,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the saltwater in the ocean,	➡	• 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 saltwater in the ocean,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the saltwater in the ocean,	➡	mark **C** for question 1 and move to question 2.

❏ Arrange for Testing Areas

- STAAR Alternate 2 is administered to students in a one-on-one setting. Some options include:
  - administering the test in a separate location,
  - providing adaptive or special furniture, or
  - providing special acoustics.
- Ensure that activities that would interfere with testing conditions are scheduled for another time.
- Testing may be completed in areas that are required to have cameras. In such cases, students testing should not be moved out of the view of the camera.

Monitor Administrations

> **Test administrators are responsible for test security and confidentiality in the testing room. Testing personnel are required to report any suspected violations of test security or confidentiality to the campus or district coordinator. The campus coordinator should be contacted immediately if a situation arises that the test administrator cannot resolve.**

❏ Ensure a Proper Testing Environment

- 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 the testing window. It is not necessary to conceal or remove instructional or reference materials in testing areas, classrooms, or hallways unless they could provide assistance or are a direct source of answers for the subject-area assessment being administered.

- Clocks in the testing room, whether analog or digital, do not need to be covered or removed.

- All desks or tables used for testing must be cleared of books and other materials not required for the assessment.

❏ Ensure Proper Testing Procedures

Test sessions must be conducted under the best possible conditions to ensure a valid and reliable administration. Follow the procedures listed below to ensure the security and confidentiality of the STAAR Alternate 2 program and the uniform evaluation of all students throughout the state:

- District testing personnel may establish specific days and start times for testing. TEA recommends that district personnel begin testing within one hour of the start of the school day.

- District testing personnel are required to have procedures in place to prevent student use of cell phones and personal electronic devices during test administrations.

- If students are not present on the test day for which they were initially scheduled, they should be rescheduled for another test day later in the testing window. Refer to the make-up testing policy in the Policies and Procedures section of this manual.

- At least one trained test administrator must be present in each testing room at all times during testing.

- Test administrators should verify that students have access only to the materials specifically allowed for the assessment.

- Reinforcing, reviewing, or distributing testing strategies during an assessment is strictly prohibited.

❏ Follow Specific Testing Procedures

- Test questions must be administered in the order they appear in the student test booklet. Questions are best tested one cluster at a time since the four questions in a cluster build on one another and assess a targeted essence statement or strand.

- Breaks between questions within a cluster are allowed but should be avoided if possible.

- Test administrators may not go back to previous test questions after the question has been scored.

- Test administrators may repeat some sections of the presentation instructions following the guidelines listed below.

  - At any time during the administration:
    - Students may be directed back to the stimulus within the cluster if the student loses focus.
    - Students may be provided verbal encouragement to stay focused.
    - Students may request to have information repeated.

  - Before the "find" statement has been given:
    - If the student is distracted during the presentation, the test administrator may repeat sections of the presentation instructions without a student request before the answer choices and "find" statement have been given.
    - RLA passages may be reread as needed before the answer choices and "find" statement have been given.
    - The test administrator may choose to read the "find" statement before reading 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 has been given:
    - Once the answer choices and "find" statement have been 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 may be repeated once.
    - If a student responds incorrectly after the teacher assistance has been provided and the initial presentation has been replicated, the order in which the answer choices and "find" statement are communicated to the student may be switched from the order provided in the initial presentation.

- Test administrators may reread an RLA passage if they feel that the student needs to hear the previous sections of the passage. Although the RLA passages may be reread or photocopied to be used in presenting other questions in the cluster, no other information from previous questions may be used in presenting subsequent questions.

❏ Record Scoring Information

- The secure test instructions include an asterisk (*) next to a stimulus image or a boxed answer choice indicating the correct answer for each test question. The asterisk appears only in the secure test instructions. Because the correct answer is indicated, the test administrator should not place the secure test instructions in the student's line of sight during testing.

- Test administrators are required to use a STAAR Alternate 2 Scoring Document to ensure that student responses are captured correctly.

- During the administration, the test administrator must follow the scoring instructions associated with each question and mark the student's scoring document using A, B, or C.

- The scoring document is available in the secure test instructions and on the STAAR Alternate 2 Resources webpage.

> If a student cannot complete testing within the assessment window due to his or her disability, contact the Student Assessment Division for guidance.

Complete Administrations

❏ Collect Test Materials

Before students leave the testing area, collect the following:

- used and unused student test booklets, including large-print test booklets;

- used and unused image cards;

- *STAAR Alternate 2 Secure Test Instructions*;

- completed STAAR Alternate 2 scoring documents; and

- photocopies or any other reproduction of secure test materials.

❏ Return Test Materials to the Campus Coordinator

- Prior to returning materials, test administrators must account for all secure test materials.

- Test administrators must return all secure test materials to the campus coordinator after each test session. This includes student test booklets, image cards, secure test instructions, scoring documents, and any reproduction of secure test materials.

- The campus coordinator will verify that test administrators have returned all secure test materials assigned to them, as recorded on the Materials Control Form, and will then complete the TIME IN box and initial the appropriate cell of the "Campus Coordinator Initials" column.

❏ Enter Student Responses in DEI, as Applicable

- Test administrators who have been assigned by the campus coordinator to enter student responses in DEI must receive access information and additional training.

❏ Enter Student Information in TIDE, as Applicable

- Test administrators who have been assigned by the campus coordinator to enter and update score codes, verify student demographic information, or enter other information in TIDE must receive access information and additional training.