






# AGENDA

- x General Guidelines  
Accommodations & Response Modes
- x Students with Visual Impairments
- x Students with Auditory Impairments



**General Guidelines**  
**Accommodations & Response Modes**  
STAAR Alternate 2

# When can preparations for accommodations for students begin?

Test administrators who have been trained on security and confidentiality and have signed an oath of test security may preview materials during the two week period prpeperiod pr g



# Accommodation Preparation Preview Window

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

Who prepares the accommodations?



# Who prepares the accommodations? Continued

- x Certified and noncertified paraprofessionals and related service staff who are currently employed by the district and routinely work with students in the classroom may serve as test administrators or test administrator assistants.
- x The test administrator assistant can provide assistance to the test administrator such as:
  - x preparing allowable accommodations,
  - x manipulating materials during the testing session,
  - x translating or signing information for the student,
  - x and providing behavior management.

This may include the role of the intervener.

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

# Ways to Present a Test Item

- x Attach a tactile representation for the image to the student booklet

x REPRESENTATION



Grade 8 Science Test – STAAR Alternate  
Redesign  
SAMPLE



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

# Review of Previous Training Examples

- ✗ Gave guidance regarding accommodations that were allowable such as:
  - ✗ Putting the tactile object in the student's hand
  - ✗ Guide the student's hand to specific places in the stimuli as instructions are given
  - ✗ Guiding the student's hand to raised or highlighted images
- ✗ Gave guidance regarding allowable response modes such as:
  - ✗ Pair key words in the instructions with picture icons or objects
  - ✗ Use sign language toons4 BC ✗

# Student Response Modes

- ✘ During STAAR Alternate 2 test administration
  - ✘ a student may respond using their primary mode of communication or any other mode of communication appropriate at the time of testing.
  - ✘ student responses may be verbal, physical, or visual.
- ✘ The critical issue is not how the student responds but that the **student clearly communicates** the preferred answer choice to the test administrator.



# General Guidelines

## Allowable Accommodations

- ✗ Accommodations must be determined and prepared before the test session begins.
- ✗ The test administrator must present accommodations uniformly so that the correct answer is not emphasized over the other answer choices.
- ✗ The student may need different accommodations for different questions within a tested subject.
- ✗ It IS appropriate to add language that encourages the student to stay on task. It is NOT appropriate to add language about the content of the question .

# General Guidelines

## Allowable Accommodations, Continued

- ✗ Routinely used accommodations for positioning and behavioral supports can be provided for any student to ensure that the student can physically access the stimuli provided and maintain focus throughout the testing session .
- ✗ Test administrators may use, but are not limited to:
  - ✗ Picture communication symbols
  - ✗ Study carrels
  - ✗ Token boards
  - ✗ Sensory items
  - ✗ Adaptive furniture



General Gui1cd0.7 (e)-1.6 u76e.øT 4 ( r 0 . 7 2

# Students with Visual Impairments

STAAR Alternate 2

# Color or highlight images or text

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

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



3a  
An Accidental Chemist  
Stephanie Kwolek wanted to be a fashion designer. But she was good in science and math, so her teachers encouraged her to pursue a career in science. Kwolek became a chemist and wanted to become a doctor. She got a job as a researcher at DuPont, a chemical-manufacturing company, to earn money to pay for medical school. She liked the research so much that she decided not to become a doctor. And though she never designed clothes, she chose a career that focused on fibers.

P co98.e2or87 e8.e2r8798.e2p8.e2sonxt



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

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

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

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

Test item

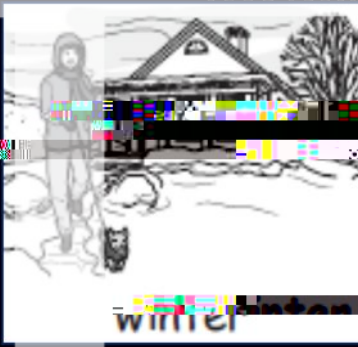


winter

Real Object (story box)

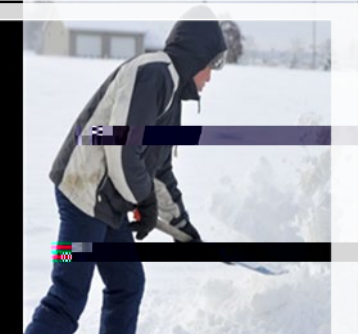


Test item




winter

Actual Picture




Test item



winter

Picture Symbols



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

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





# Demonstrate concepts or relationships in images or text

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

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

X

# Raise or darken the outline in images or text

Test administrators may incorporate tactile graphics in images or text by

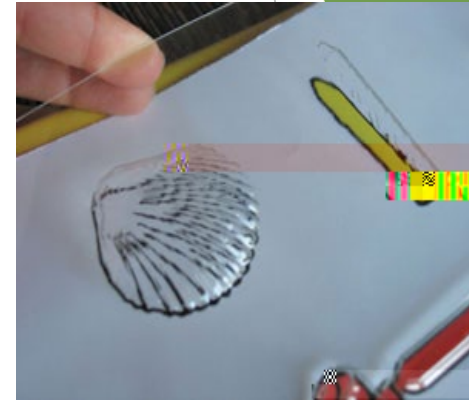
- ✗ Increasing the weight of lines in images or text; or
- ✗ Applying texture enhancers such as puff paint, fabric, yarn, etc.



# Raise or darken the outline in images or text

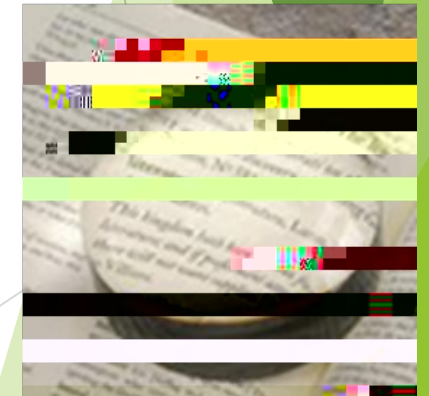
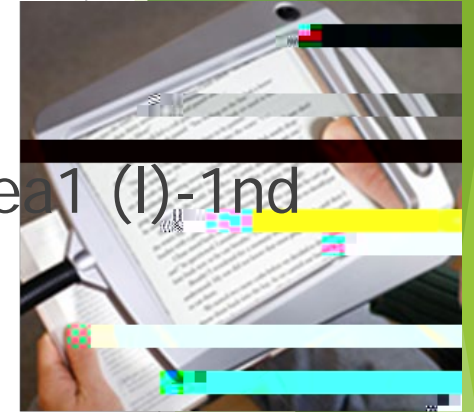
Test administrators may incorporate tactile graphics in images or text, including but not limited to:

- Collage
- Tooling
- Sculpture
- Embossed braille images



# Enlarge image or text

Test administrators may enlarge images or text by allowing

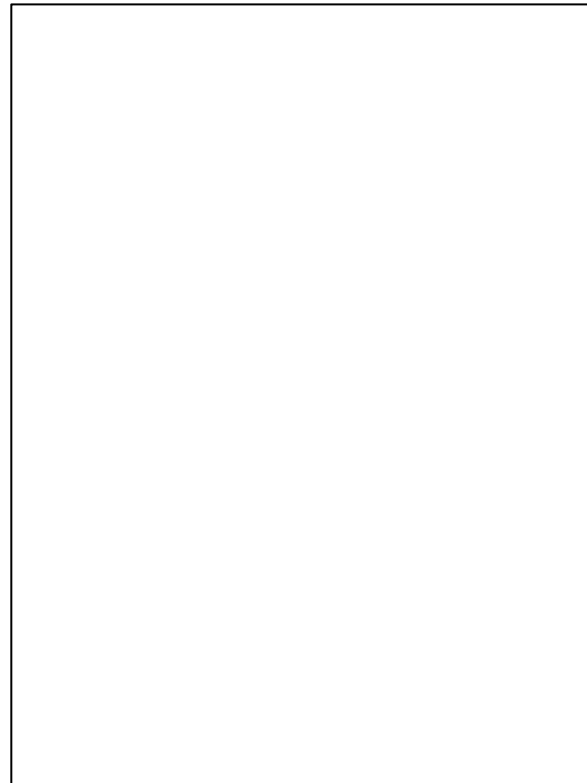


# Enlarge images or text

Test administrators may enlarge images or text by

- $\frac{3}{4}$  photocopying images or text (copier's memory must be erased); or
- $\frac{3}{4}$  eliminating unnecessary elements of the image.
- $\frac{3}{4}$  The accommodation may NOT lead student to the correct answer.

Test Item

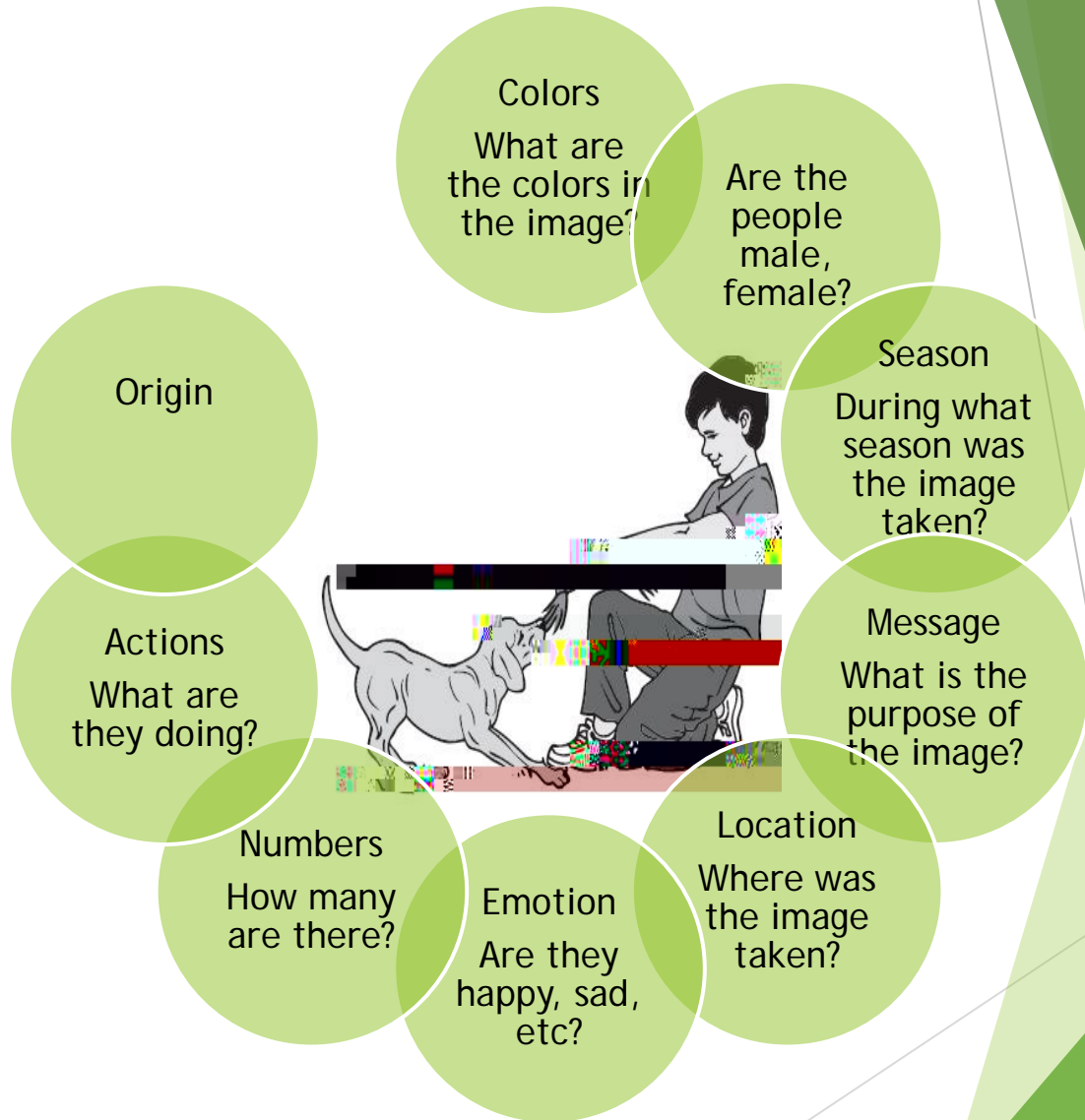


Accommodation



# Add braille labels to images or provide text in braille

- ✗ May include brief labels of the student booklet stimulus.
- ✗ Test administrators should use vocabulary appropriate for student's cognitive level and grade level,
- ✗ Test administrators should give strong consideration to the student's braille reading ability. This should guide the depth and breadth of braille support.



Colors  
What are the colors in the image?

Are the people male, female?

Season  
During what season was the image taken?

Message  
What is the purpose of the image?

Location  
Where was the image taken?

Emotion  
Are they happy, sad, etc?

Numbers  
How many are there?

Actions  
What are they doing?

Origin



# Describe images for students with visual impairments

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

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

- ✗ Maintain the integrity of the assessment
- ✗ Avoid leading to or providing the student a direct answer
- ✗ Be used routinely in instruction,
- ✗ Reflect the student's learning styles, and
- ✗ Allow a student to respond using a mode that is appropriate to the student.



## Provide images or text on separate paper presented one at a time

Images must be presented in the same order or configuration as they appear in the test booklet.

- ✘ Photocopied pages containing sentences/phrases can be cut into strips to increase spacing between sentences and/or paragraphs.
- ✘ Sections can be pointed to or highlighted as they are mentioned in the instructions
- ✘ Parts of the stimulus can be covered up until explained in the instructions.

## Cover or isolate images or text until addressed

Some examples of this might consist of:

$\frac{3}{4}$  Provide a word of sentence window

$\frac{3}{4}$  Use a line guide while the student follows along

$\frac{3}{4}$  Allow the student to use a slider card



# Students with Auditory Impairments

STAAR Alternate 2

# General Guidelines

## Signing Test Instructions

- ✘ Sign language used for STAAR Alternate 2 should be consistent with the sign language used during classroom instruction.
- ✘ When providing a signed administration of STAAR Alternate 2 to a student who is deaf or hard of hearing, the student should receive the same level of access to test items as a student who receives an oral administration.





# Signing Test Content

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

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

x For example, if an item

# Signing Test Content, Continued

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

For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used words. For example, the sign for "the" is not commonly used, so a teacher or interpreter will develop a sign for it.

# Signing Test Content Continued

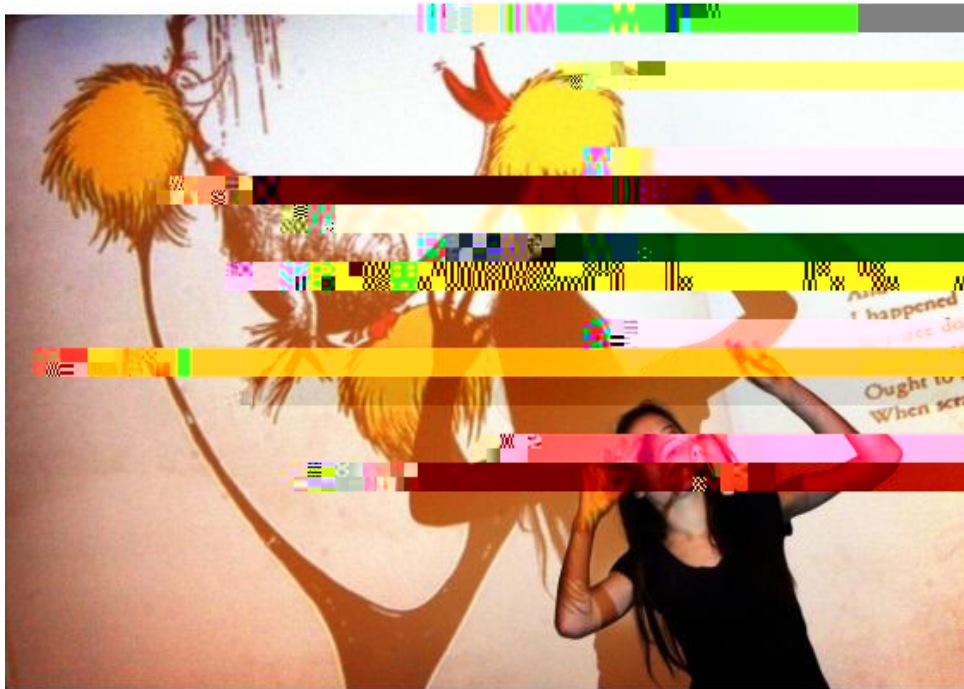
If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test administrator must determine if the word or phrase IS or IS NOT the concept being assessed. .

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

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

# Demonstrate concepts or relationships in images or text continued

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



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

# Provide structured reminders

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

- x Touch cues - a touch immediately preceding an action or activity
- x Object cues - an object presented to convey a message about a specific activity
- x Auditory cues - taps on a surface to orient the student to the answer choices or to make the student aware of object location

# Structured Reminders

Commonly used structured reminders include but are not limited to:

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





