

Test Administrator Manual

**Grades 3–8 and
End-of-Course**



STAAR Alternate 2
2022–2023

Information about the Texas Assessment Program can be found on the [Student Assessment Division](#) website.

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General Resources

General Resources	
Online Resource	Located at
Texas Assessment Program	http://tea.texas.gov/student.assessment/
STAAR Alternate 2 Resources	https://tea.texas.gov/student-assessment/testing/staar-alternate/staar-alternate-2-resources
Assessments for Students with Disabilities	https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/assessments-for-students-with-disabilities
Testing Calendars	https://tea.texas.gov/student-assessment/testing/student-assessment-overview/testing-calendars
2022–2023 District and Campus Coordinator Resources <ul style="list-style-type: none"> • Test Security • <i>Data Entry Interface (DEI) User Guide</i> • <i>Test Information Distribution Engine (TIDE) User Guide</i> 	https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/overview

General Information

About This Manual

The instructions in this manual explain the responsibilities of test administrators for the spring 2023 State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 administration. Campus testing 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*, available on the [STAAR Alternate 2 Resources](#) webpage, prior to administering the assessment. The guide contains detailed information regarding the test design, question types, scoring, and available accommodations.

The STAAR Alternate 2 Program

STAAR Alternate 2 is an alternate assessment based on alternate academic achievement standards. It is a standardized item-based assessment administered individually to eligible students with significant cognitive disabilities who are receiving special education services. STAAR Alternate 2 fulfills the requirements of the federal Every Student Succeeds Act (ESSA) and 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 nondisabled peers and 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 only once a year, in the spring, and retest opportunities are not offered.

Policies and Procedures

Test Mode

STAAR Alternate 2 is administered on paper with student responses submitted through the Data Entry Interface (DEI).

Participation Requirements

All students enrolled in Texas public schools and open-enrollment charter schools are required to participate in the Texas Assessment Program. The admission, review, and dismissal (ARD) committee should determine if a student receiving special education services is eligible for STAAR Alternate 2. For STAAR Alternate 2 Participation Requirements, refer to the STAAR Alternate 2 Resources webpage.

Students in grades 3–12 who meet ALL participation requirements will take STAAR Alternate 2 at their enrolled grade level. Students who take STAAR Alternate 2 should not take above-grade-level tests.

If the ARD committee determines that a student in grades 3–12 meets the eligibility criteria for “No Authentic Academic Response” or a “Medical Exception,” the student will not be required to participate in STAAR Alternate 2. For eligibility criteria, refer to the STAAR Alternate 2 Resources webpage. For information about students who enroll before or during the administration window, refer to the [Student Mobility](#) section of the *Coordinator Resources*.

Scheduling Test Administrations

For the 2022–2023 school year, the Texas Education Agency (TEA) will offer a two-week preview window and a five-week test administration window in the spring for STAAR Alternate 2 as indicated on the Student Assessment Testing Calendar. However, districts may also preview the test during the administration window as long as testing has not begun for that particular student.

Each district should establish a local schedule to administer the assessments during the STAAR Alternate 2 testing window. Students may be administered assessments in short testing sessions over a period of several days or weeks during the testing window. Students are administered tests in a one-on-one setting and may need to complete the test in a separate setting to eliminate distractions.

Districts should plan to test students during the first four and a half weeks of the testing window and reserve the last two to three days to enter data into DEI and verify that all data are entered.

Make-up Testing

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

Students Who Become Sick During a Test

Make-up testing opportunities 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 do so upon returning to school within the scheduled testing window.

Released Tests

TEA releases previously administered STAAR Alternate 2 tests, which are available in a printable PDF format. The PDF versions of the released tests are available on the [STAAR Alternate 2 Released Tests](#) 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 STAAR Alternate 2 administration.

The released tests are STAAR Alternate 2 tests that have been previously administered. In addition, small sets of test questions are available as sample sets. These sample sets are typically used to introduce students to new types of test questions.

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 the *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. Secure materials include all test booklets, secure test instructions, and image cards. Scoring documents become secure once student information or responses are recorded. Test security involves accounting for all secure materials before, during, and after each test administration. Secure test materials must be handled in strict accordance with the instructions contained in the *Coordinator Resources* and the test administrator manuals.

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 distinctions between types of irregularities so that each may be properly reported and addressed.

Procedural Testing Irregularities

Procedural testing irregularities are less severe and more common than serious violations and typically result from minor deviations in testing procedures. Routine training on test security and administration procedures is the best way to avoid procedural irregularities. 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 testing 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 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.
- An accommodation requiring TEA approval was provided without such approval.

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 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 irregularity form and indicate 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, or 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 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).
- An eligible student was not administered a test.
- An ineligible student was incorrectly administered a test.

- District testing personnel failed to enter student responses from paper administrations into DEI.
- District testing personnel failed to properly account for all eligible testers.

Monitoring Errors

Monitoring errors are some of the most common types of testing irregularities, but the incidence of monitoring errors can be reduced with annual training. Improper monitoring can be detrimental to students. For example, providing a student with access to materials not allowed during a test may result in the student not receiving a score for that test. Other monitoring-related 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 irregularity form and indicate if the validity of the students' assessments was compromised and the students' tests 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 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 take pictures, share postings, or send messages.

Training Errors

Training errors involve mistakes in training 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 were not properly trained or did not sign an [Oath of Test Security and Confidentiality](#).

Serious Testing Violations

Any alleged or suspected testing irregularities falling under the category of a serious violation must be reported to the Student Assessment Division as soon as the district coordinator is made aware of the incident. 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. An incident that violates the security and confidentiality of a test and is considered a serious testing violation includes the following conduct:

- directly or indirectly assisting students with responses to test questions
- tampering with 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
- duplicating, recording, or electronically capturing (e.g., taking pictures or capturing screenshots of) 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 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 above or in any other serious violation of security and confidentiality
- failing to implement sufficient procedures to prevent student cheating
- failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

Penalties for Violating Security and Confidentiality of Assessments

[Texas Administrative Code \(TAC\) §101.3031\(a\)\(5\)](#) 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 (relating to Educators' Code of Ethics) and TAC §249 (relating to 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\(d\)](#) or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC §39A.

In addition, TAC §249.15(g)(5) stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any test 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(a)(4).

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
- 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(g) indicates a mandatory minimum sanction of a one-year suspension 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 item 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

Allowable Accommodations

TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. It is critical that students with disabilities are provided access to the assessment through careful use of accommodations wherever appropriate. Accommodations may be used only if they meet the criteria below and are listed in the student's IEP. The accommodations must

- maintain the integrity of the assessment,
- avoid leading to or providing the student a direct answer,
- be used routinely in instruction,
- reflect the student's learning styles, and
- allow a student to respond using a mode that is appropriate for the student.

During a STAAR Alternate 2 test administration, a student may respond using the appropriate communication mode at testing time. Student responses may be verbal, physical, or visual. The critical issue is not how the student responds but that the test administrator clearly understands the student's preferred answer choice.

The chart below lists 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 included 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 as possible to the original.
- 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 include only 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 mathematics tools to arrive at a response.
 - Mathematics tools and manipulatives can include fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, and 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 may include personal timers, token systems, color-coded or handwritten reminders, or visual schedules.

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 may not be disassembled.
- The district must maintain test security and confidentiality when photocopying the student test booklet.
- Photocopying must be performed 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% 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 secure materials after testing.

Assistive Technology

Technology cannot 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. 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

Training

❑ Review Resources

- Review and become familiar with the following resources:
 - resources available on the STAAR Alternate 2 Resources webpage;
 - STAAR Alternate 2 training modules on the Learning Management System (LMS); and
 - the DEI User Guide, if applicable.
- Read this test administrator manual before the training session.
- Bring this manual to the training session.

❑ Attend Training

- Test administrators and other campus personnel participating in the STAAR Alternate 2 administration are required to receive training in test security and administration procedures at least once, as well as training in procedures unique to this administration.
- Test administrations or other campus personnel 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, scoring the test, 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 entering student response information into DEI must be provided with additional training in specific security protocols regarding entering students' 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 irregularities
 - handling testing irregularities
 - consequences for adult and student cheating
 - Scheduling test administrations
 - district or campus assigned testing dates
 - 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
- optional training modules on the LMS
- Testing with accommodations
 - understanding allowable test administration procedures and materials
 - understanding accommodation policies
 - ensuring students have appropriate accommodations
 - reviewing secure materials during the preview period and preparing accommodations for eligible students
 - preparing testing locations for students who need certain accommodations or allowable procedures
- During test administrations
 - proper testing procedures
 - using the STAAR Alternate 2 Scoring Document
- Entering and verifying student data in TIDE and DEI, if applicable
 - accommodations
 - score codes
 - student responses
- Returning materials to the campus coordinator

❑ Access Online Systems, if Applicable

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

❑ 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.
- In addition, test administrators and other campus personnel who view secure content or who are responsible for entering information into DEI must confirm compliance with security requirements by completing specific sections of a test security oath.
- A copy of the completed test security oath (electronic or paper) should be submitted to the campus coordinator.

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 Administrations

□ Understand Responsibilities

- Test administrators must:
 - implement the test administration processes and procedures stated in this manual;
 - ensure students have the required materials and allowed and approved designated supports for the tests;
 - maintain test security, including keeping test materials secure until they are returned to the campus coordinator;
 - not duplicate, record, or electronically capture (e.g., take pictures or capture screenshots of) confidential test content unless specifically authorized to do so by TEA or procedures outlined in this test administration manual;
 - report any suspected violation of test security to the campus coordinator; and
 - manage any interruptions during testing, such as restroom breaks or student illness.

□ Become Familiar with Administration Directions

■ Understand 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.

- 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 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 items 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 over stimulation.
 - 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.
- 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 students to point to, touch, or outline images as they are described to make sure 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 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 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.

 - 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 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.
- 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 with 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;
- 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 an unmatched object;
- describing the location of the answer; or
- responding with a letter, number, or color name if the 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 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 item type. For example, item 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. There is more scoring information in the Monitor Administrations section of this manual.

Student Action describes how the student responds to the question.	Scoring Instructions		Test Administrator Action describes how to provide assistance before marking A, B, C.
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,	➡		<ul style="list-style-type: none"> • 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.

☐ Preview Test for Accommodations

Test administrators who have been trained in test security and administration procedures and have signed a test security oath may preview STAAR Alternate 2 test materials to prepare for individual administrations. The preview window opens March 13, 2023. However, test administrators may preview and prepare for the test during the administration window as long as testing has not begun for a particular student.

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 item 3 in each cluster.

The STAAR Alternate 2 preview window is available **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 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.

☐ 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.
- Test administrators should confer with the campus coordinator to arrange appropriate testing areas and ensure that the areas are properly prepared.
- Test sessions must be conducted under the best possible conditions with minimal distractions.
- 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.

❑ 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 regular-print student test booklet. 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.
- Scoring document—secure during and after use; a single subject-specific sheet in the appendix with accommodation information and answer bubbles for recording student responses.

❑ 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 Materials Control Form using the 10-digit serial number printed on the back of each booklet. An example of the serial number is shown below.



- 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 secure materials assigned to you on the form, enter 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.

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 and confidentiality to the campus or district coordinator. If a situation arises that you do not know how to resolve, contact your campus coordinator immediately.

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, breaks between questions within a cluster are allowed and are necessary for some students. Test administrators should observe students to ensure that they are in a reasonable state to test. This will help ensure that each student has an equal opportunity to answer all the test questions.

☐ Ensure a Proper Testing Environment

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

- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Before using approved technology during testing, including technology-based accommodations (e.g., accessibility features, designated supports), districts must review the Technology Guidelines for the Texas Assessment Program section of the *Coordinator Resources*. Technology cannot be used during an assessment if its functionality creates a security concern that cannot be addressed.
- A trained test administrator must always be present in each testing room during testing.
- Students must be allowed to work at their own pace. Because the STAAR Alternate 2 tests are untimed, each student must be allowed to have as much time as necessary to respond to every test question.
- Test administrators should verify that students have access only to the materials specifically allowed for this assessment.
- Reinforcing, reviewing, or distributing testing strategies during testing is strictly prohibited.

☐ Ensure Proper Testing Procedures

- 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 the testing area, classrooms, or hallways unless they could provide assistance or are 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.
- Test administrators must prevent students who are not part of the current testing sessions from hearing or viewing another student's test.

□ Follow Specific Testing Procedures

- Returning to previous questions

Students may not go back to previous test questions in the student test booklet and change their answers after the question has been scored and the student has moved on to the next question.

- Repeating RLA passages

If needed, 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.

- Repeating presentation instructions

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

- 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.

■ 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.
- During the administration, the test administrator must follow the scoring instructions associated with each item and mark the student's STAAR Alternate 2 Scoring Document using A, B, or C.
- Test administrators are required to use a STAAR Alternate 2 Scoring Document to ensure that student responses are captured correctly.
- The scoring documents are available in the appendix of this manual and will be included in the secure test instructions. Because the RLA tests have 28 questions while all other subjects-areas have 24 questions, RLA tests have a specific scoring document.

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

- At the end of each testing session, collect:
 - used and unused student test booklets;
 - used and unused image cards;
 - secure test instructions;
 - scoring documents; and
 - photocopies or any other reproduction of test materials.

☐ Return Test Materials to the Campus Coordinator

- Test administrators must account for all secure test materials prior to returning them.
- Your campus coordinator will verify that you have returned all secure test materials assigned to you, 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 Information in Online Systems, if Applicable

If your campus coordinator has assigned you to enter student responses into DEI or edit demographic or accommodation information in TIDE, you will receive access information and additional training.

Appendix

Scoring Documents

STAAR Alternate 2

Reading Language Arts

Scoring Document

Student Name: _____

TSDS ID: _____

Grade: _____ Subject: _____ Form Number: _____

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

Accommodations

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

<input type="checkbox"/>	Color or Highlight Images	<input type="checkbox"/>	Describe Images
<input type="checkbox"/>	Color Overlays	<input type="checkbox"/>	Provide images or text separately
<input type="checkbox"/>	Photographs or Objects Paired with Text	<input type="checkbox"/>	Cover or Isolate Images
<input type="checkbox"/>	Textured Materials	<input type="checkbox"/>	Picture Representations
<input type="checkbox"/>	Demonstrate Concepts	<input type="checkbox"/>	Calculator, manipulatives, math tools
<input type="checkbox"/>	Raise or Darken Outline	<input type="checkbox"/>	Reread Text (prior to "Find" statement)
<input type="checkbox"/>	Enlarge Images or Text	<input type="checkbox"/>	Provide Structured Reminders
<input type="checkbox"/>	Braille		

Scoring

Mark the student's score for each question.

1	(A)	(B)	(C)
2	(A)	(B)	(C)
3	(A)	(B)	(C)
4	(A)	(B)	(C)
5	(A)	(B)	(C)
6	(A)	(B)	(C)
7	(A)	(B)	(C)
8	(A)	(B)	(C)
9	(A)	(B)	(C)
10	(A)	(B)	(C)
11	(A)	(B)	(C)
12	(A)	(B)	(C)
13	(A)	(B)	(C)
14	(A)	(B)	(C)

15	(A)	(B)	(C)
16	(A)	(B)	(C)
17	(A)	(B)	(C)
18	(A)	(B)	(C)
19	(A)	(B)	(C)
20	(A)	(B)	(C)
21	(A)	(B)	(C)
22	(A)	(B)	(C)
23	(A)	(B)	(C)
24	(A)	(B)	(C)
25	(A)	(B)	(C)
26	(A)	(B)	(C)
27	(A)	(B)	(C)
28	(A)	(B)	(C)

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STAAR Alternate 2 Mathematics, Science, and Social Studies Scoring Document

Student Name: _____

TSDS ID: _____

Grade: _____ Subject: _____ Form Number: _____

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

Accommodations

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

<input type="checkbox"/>	Color or Highlight Images	<input type="checkbox"/>	Describe Images
<input type="checkbox"/>	Color Overlays	<input type="checkbox"/>	Provide images or text separately
<input type="checkbox"/>	Photographs or Objects Paired with Text	<input type="checkbox"/>	Cover or Isolate Images
<input type="checkbox"/>	Textured Materials	<input type="checkbox"/>	Picture Representations
<input type="checkbox"/>	Demonstrate Concepts	<input type="checkbox"/>	Calculator, manipulatives, math tools
<input type="checkbox"/>	Raise or Darken Outline	<input type="checkbox"/>	Reread Text (prior to "Find" statement)
<input type="checkbox"/>	Enlarge Images or Text	<input type="checkbox"/>	Provide Structured Reminders
<input type="checkbox"/>	Braille		

Scoring

Mark the student's score for each question.

1	(A)	(B)	(C)
2	(A)	(B)	(C)
3	(A)	(B)	(C)
4	(A)	(B)	(C)
5	(A)	(B)	(C)
6	(A)	(B)	(C)
7	(A)	(B)	(C)
8	(A)	(B)	(C)
9	(A)	(B)	(C)
10	(A)	(B)	(C)
11	(A)	(B)	(C)
12	(A)	(B)	(C)

13	(A)	(B)	(C)
14	(A)	(B)	(C)
15	(A)	(B)	(C)
16	(A)	(B)	(C)
17	(A)	(B)	(C)
18	(A)	(B)	(C)
19	(A)	(B)	(C)
20	(A)	(B)	(C)
21	(A)	(B)	(C)
22	(A)	(B)	(C)
23	(A)	(B)	(C)
24	(A)	(B)	(C)

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