



# Glossary

## Terms Defined as Used for the STAAR Alternate

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**academic achievement standards** academic achievement standards consist of performance levels, performance level descriptors, and cut scores that define categories of student performance for the State of Texas Assessments of Academic Readiness (STAAR) (i.e., how a student performs relative to the Texas Essential Knowledge and Skills [TEKS] curriculum in order to be classified as Accomplished Academic Performance, Satisfactory Academic Performance, or Developing Academic Performance on the STAAR Alternate)

**access** a process that provides creative instructional opportunities for students, using materials and strategies that minimize the student's disability and allow the student to perform academically challenging tasks

**accommodations** practices and procedures that provide equitable access to grade-level curriculum during instruction and assessment for all students. For STAAR Alternate these are also referred to as presentation supports, materials and response modes and must be preplanned and recorded on page 1 of the "STAAR Alternate Documentation Form of Student Performance" prior to assessing the student.

**Adequate Yearly Progress (AYP)** a federal Title I evaluation requirement for schools and districts. Under AYP, districts are evaluated on the basis of their students' performance on mathematics and English language arts examinations and either graduation rates or attendance rates, depending on the grade level of the school.

**admission, review, and dismissal (ARD) committee** the group of educators, administrators, parents, educational diagnosticians, and others who convene to discuss and make decisions regarding the needs of a student eligible for special education services

**adult modeling** a form of prompting or specific assistance in which an adult demonstrates the task that is requested of a student. This prompt, as with all STAAR Alternate prompts, provides the student with a direct answer or leads the student to the answer and should not be used without first providing the student with additional wait time and cues.

**alignment documents** documents that align the STAAR Alternate assessments to the grade-level TEKS curriculum and show the link between the assessment tasks and the grade-level standards. See TEKS Vertical Alignment for STAAR Alternate *and* TEKS Curriculum Framework for STAAR Alternate.

**alternate assessment teacher** a role in the Texas Assessment Management System assigned to a test administrator by a testing coordinator to enable the teacher access to the STAAR Alternate administration. Once the test administrator enters the Assessment Management System to evaluate student performance, the test administrator assumes the role of the alternate assessment teacher in order to complete the online evaluation. An alternate assessment teacher can enter evaluation data collected during the assessment observation, submit an assessment, and access the Teacher Assessment Status Roster Report to monitor the assessment status of his or her students. District and campus testing coordinators cannot be assigned the role of alternate assessment teacher as this would breach test security and confidentiality.

**array** See wide array.

**assessment data** observation notes documenting student performance taken and recorded on the “STAAR Alternate Documentation Form of Student Performance” by the test administrator during or immediately following an assessment observation

**Assessment Management System** See Texas Assessment Management System

**assessment task** a standardized test item on STAAR Alternate that is linked to the grade-level or course-appropriate TEKS knowledge and skills statements and student expectations

**assessment window** a predetermined timeframe in which STAAR Alternate assessments can be evaluated and submitted online

**assistive technology** any product or equipment, either teacher-made or acquired commercially, that is used to improve or maintain the functional capabilities of students with disabilities

**At-A-Glance Training and Qualification Report** a report generated in the Texas TrainingCenter which provides a comprehensive list showing teacher training and qualification completions for all registered users

**audit** a review of the “STAAR Alternate Documentation Forms of Student Performance” completed by teachers to record STAAR Alternate observations. A random sampling of the documentation forms is collected from selected districts across the state. Teachers serve on audit committees and review the documentation forms to determine if the documentation supports the evaluation that the teacher gave the student and if the complexity level of the task was maintained during the observation.

**authentic student response** an action or behavior that is a natural and meaningful response to a specific stimulus for a particular student in the performance of an assigned task. Responses vary from student to student based on individual needs or learner characteristics; however, credit for performing the task can only be given if the student demonstrates the preplanned response determined by the test administrator.

**automated scoring** a STAAR Alternate feature in the Assessment Management System that calculates a student’s score based on an alternate assessment teacher’s answers to a series of questions regarding student performance for each predetermined criterion associated with an assessment task

**Campus Assessment Status Roster Report** an on-screen printable report updated throughout the day that displays the list of all students registered for STAAR Alternate in the campus. Additional information in the report includes each student’s grade and test assignments. The report also lists the alternate assessment teacher assigned to each subject test as well as the assessment status and essence statement statuses (Not Started, In Progress, Completed, Submitted) for each assessment.

**Campus Assessment Status Summary Report** an on-screen report updated throughout the day that displays the list of alternate assessment teachers in the campus and the number of tests in each of the testing statuses (Not Started, In Progress, Completed, Submitted) for each teacher. Additionally, the report shows the number of students and tests assigned to each alternate assessment teacher.

**classroom** any setting where teaching or learning occurs

**completed observation** an observation that occurs when all three predetermined criteria for an assessment task have been observed and recorded

**complexity level** a designation given to each of three STAAR Alternate assessment tasks for each essence statement and presented in descending order. Level 3 assessment tasks are the most complex and involve applying knowledge beyond basic recall. Level 2 assessment tasks are of moderate complexity and involve recalling information at a basic level. Level 1 assessment tasks are the least complex and involve responding to knowledge at the beginning awareness level. The verbs used in the predetermined criteria define the complexity levels by ensuring that the expectations for student performance are representative of the complexity level.

**Confidential Student Report (CSR)** the score report generated for each student who participates in the Texas Student Assessment Program which includes STAAR Alternate

**content areas** the subjects or courses included in the TEKS curriculum

**content standards** the required state curriculum for each grade and subject or high school course. In Texas this is the TEKS curriculum.

**cueing (general assistance)** an action intended to encourage a student to initiate or continue a task that he or she had previously executed. A cue is a hint or a nudge in the right direction that does not provide a direct answer. From least invasive to most invasive, STAAR Alternate cues include: verbal indirect cue, verbal direct cue, visual cue, pointing, and physical gesture. For STAAR Alternate purposes, cueing terms should be listed only in the observation notes under the heading of Level of Support. Teachers are required to record any cues provided to a student during the assessment observation under the section "Level of Support" on the state-required documentation form of student performance.

**curriculum framework** See TEKS Curriculum Framework for STAAR Alternate.

**Demonstration of Skill** a dimension of the STAAR Alternate rubric used to evaluate student performance based on whether the student successfully demonstrated the predetermined criteria according to the preplanned response mode

**dimensions of the rubric** the components of STAAR Alternate scoring that define how student performance is to be evaluated (Demonstration of Skill, Level of Support, Generalization of Skill)

**distractor** incorrect answer option(s) on a multiple-choice test item. In STAAR Alternate the term "distractor" relates specifically to the implementation of a Level 2 assessment task by offering three or more answer choices of which two are reasonable distractors

**District Assessment Status Roster Report** an on-screen printable report updated throughout the day that displays the list of all students registered for STAAR Alternate in the district by campus, grade level, and test assignments. Additional information in the report includes the alternate assessment teacher assigned to each subject test as well as assessment status and essence statement statuses (Not Started, In Progress, Completed, Submitted) for each subject test.

**District Assessment Dashboard Report** an on-screen report updated throughout the day that displays the list of campuses with their assessment statuses by number of registered students, number of students without test assignments, and number of tests without alternate assessment teachers assigned. Additional information in the report includes the number of test assignments and the number of tests in each testing status (Not Started, In Progress, Completed, Submitted).

**documentation form** a state-developed required form, officially titled as "STAAR Alternate Documentation Form of Student Performance," that must be used before an assessment observation to record presentation supports and materials and student response modes; during or immediately after the observation to record student performance; and after the observation to evaluate performance in the Assessment Management System.

**Elementary and Secondary Education Act (ESEA)** a federal education law also known as No Child Left Behind (NCLB). This law includes accountability for assessment results.

**English language learner (ELL)** *also referred to as* limited English proficient (LEP) student; a student who, according to state law and established procedures, has been identified as having a primary language other than English and having English language skills such that he or she has difficulty performing ordinary class work in English

**enroll** a step taken in the Assessment Management System to assign a student or students to a particular organization (campus). Students must be enrolled in a campus before they can be registered for a particular test administration.

**enrolled grade** the grade at which a student is officially enrolled during the time of testing according to official Public Education Information Management System (PEIMS) data

**essence statement** a statement developed specifically for STAAR Alternate that summarizes the knowledge and skills statements and student expectations for each reporting category tested in STAAR. Essence statements are used to link the prerequisite skills from the TEKS Vertical Alignment documents to the grade-level expectations.

**evaluation** the process used when an alternate assessment teacher reviews assessment data recorded on the “STAAR Alternate Documentation Form of Student Performance” for a student and answers a series of questions in the Assessment Management System to evaluate the student’s performance. The evaluation process is the fourth and final step of the test administration process.

**evaluation data** student performance information entered by the alternate assessment teacher in the STAAR Alternate section of the Assessment Management System. The information entered reflects whether the student demonstrated the skill and if any additional assistance in the form of cueing and prompting was required. Evaluation data is applied to the STAAR Alternate Scoring Rubric automatically by the Assessment Management System and reported in Confidential Student Reports (CSR).

**general assistance (cueing)** See cueing.

**generalization** a skill that is repeated using different materials than those in place during the first (primary) observation of the skill

**generalization contexts** ways that a skill can be performed differently than first demonstrated. For STAAR Alternate, the generalization observation must be conducted using different materials than those used during the primary observation.

**generalization documentation** assessment data collected by the teacher for each assessment task during STAAR Alternate generalization observations. The generalization observation is recorded on the same form as the primary observation. This documentation is used by the teacher in the Assessment Management System to evaluate student performance on Generalization of Skill. Primary documentation, along with generalization documentation, must be securely stored at the district level by the close of the assessment window. See *also* primary documentation.

**Generalization of Skill** a dimension of the STAAR Alternate rubric that must be evaluated for students accessing the Level 3 or Level 2 assessment tasks if all three predetermined criteria are performed successfully without prompting during the primary observation

**genre** a type or class of work categorized by form, technique or content

**gesture assist** a type of prompting or specific assistance in which an adult *repeatedly points* or gestures to indicate a place or object that is the next step of the task. This prompt, as with all STAAR Alternate prompts, provides the student with a direct answer or leads the student to the answer and should not be used without first providing the student with additional wait time and cues.

**grade-appropriate text** any text that general education students at a particular grade level or course would be interested in, read, and/or be required to read by the state-mandated curriculum for that enrolled grade level or high school course

**Hierarchy of Cueing and Prompting** a document of terms defined for and used in STAAR Alternate that identifies the types of additional assistance needed by a student after an observation begins. Cues and prompts are listed in order from least invasive to most invasive, with the overall category of “Cueing” being less invasive than “Prompting.”

**indicators of progress** a set of descriptive student behaviors signifying a student may be ready to advance to a higher STAAR Alternate complexity level or assessment. Indicators of progress are described in the “Student Characteristics for the STAAR Alternate Complexity Levels” document. If a student is best described by the characteristics in a indicators of progress box, the test administrator has to choose at least one assessment task at the higher complexity level.

**individualized education program (IEP)** the ARD committee documentation required by federal law that outlines the goals and objectives as well as any accommodations or modifications that are appropriate for a student served by special education

**Individuals with Disabilities Education Improvement Act of 2004 (IDEA)** a federal law requiring that students with disabilities who receive special education services be afforded the right to a free and appropriate public education tailored to individual learning needs. IDEA provides federal funding to states and school districts for this purpose. Students who are eligible must be provided an individualized education program (IEP) developed to meet their unique needs. IDEA strengthens accountability for the education of students with disabilities by requiring their participation in statewide and districtwide assessments, with appropriate accommodations when necessary.

**interrater reliability study** a study designed to provide evidence that STAAR Alternate allows for reliable observation and evaluation of student performance on the TEKS. To evaluate the reliability of STAAR Alternate, two educators provide evaluations of the same observation for the same student performing the same assessment task. By having two observers independently evaluate the same student during the same assessment task at the same time, the extent of agreement between the two observers in terms of how the student was evaluated can be determined.

**language-experience text** a text that is created by the teacher and/or student during STAAR Alternate observations to describe a shared experience or event

**Level 3** the complexity level assigned to STAAR Alternate assessment tasks that are the most complex and involve applying knowledge beyond basic recall. Level 3 tasks require the student to internalize skills, use higher-level thinking skills, and arrive at answers on his or her own, as choices cannot be provided.

**Level 2** the complexity level assigned to STAAR Alternate assessment tasks that are of moderate complexity and involve recalling or reproducing information at a basic level. Level 2 tasks require the student to demonstrate only a basic understanding of information, recall or reproduce the information, and arrive at answers when at least three choices are provided.

**Level 1** the complexity level assigned to STAAR Alternate assessment tasks that are the least complex and involve responding at the beginning awareness level. Level 1 tasks require the student to be aware of the task as it is occurring, be aware of a change in stimuli but not be required to act

on the stimuli, and be aware of information but not make choices or decisions on the information.

**Level of Support** a dimension of the STAAR Alternate scoring rubric used to evaluate student performance based on whether the student performed the predetermined criteria independently, with cueing, or with prompting

**media** communication in which words, images, graphics, or sounds work together to impact meaning. Some forms of media include advertisements, pamphlets, captioned photographs/pictures/illustrations, signs, flyers, and video or video clips

**media literacy** connecting words, images, graphics, or sounds to a text and understanding their impact

**media techniques** how typeface, illustrations, photo layouts, shapes, colors, music, sound effects, movement, pacing, close-ups, camera angles, lighting, and sequencing work together in various forms of media to impact meaning

**Module and Qualification Completion Roster** report generated in the Texas TrainingCenter which provides information for all teachers who have completed or begun the online training and qualification activities. The report lists each user and includes information such as time spent in each module and qualification attempts with the highest score reported.

**Module and Qualification Completion Summary Report** report generated in the Texas TrainingCenter which provides aggregated data relating to course and qualification completions for each respective campus, district, or region. The data in this report shows the number of registered users who have either begun or completed the training modules, the number of users who have attempted a qualification, and the number of users who have qualified.

**No Child Left Behind Act** See Elementary and Secondary Education Act.

**No Response Observed (NRO)** a STAAR Alternate score designation that can be used if a student is unable to display any observable change in affect or movement due to either an ongoing medical condition (NRO1) or the severity of the student's disability (NRO2). Once one essence statement for a subject has been saved as NRO, the Assessment Management System will automatically apply the NRO designation to all essence statements for that subject. For AYP, students whose assessments are designated NRO are counted for participation but are not included in the performance measure. As such, students with NRO designations are not counted as failures.

**Not Assessed** designation given to a STAAR Alternate assessment when a student is registered for STAAR Alternate but no evaluation data was entered into the Assessment Management System

**observation** a structured event conducted as part of STAAR Alternate to collect and record data of students' skills. See *also* fair observation.

**organization** an entity in the organizational hierarchy of the Assessment Management System, such as a region, district, or campus

**partial score** total number of points accumulated for an incomplete assessment. For any subject that has at least one essence statement evaluated but is not completed by the close of the assessment window, the Assessment Management System will automatically submit the assessment and designate that subject as Partial Score. The student will receive a Confidential Student Report (CSR) indicating whether the student received a performance standard of "Accomplished Academic Performance," "Satisfactory Academic Performance," or "Developing Academic Performance" based on the partial score that was generated upon submission. For AYP, STAAR Alternate student test results designated as Partial Score will count for participation and performance.

**passing standard** the level of proficiency or knowledge a student must demonstrate in order to pass a statewide assessment. Standards for STAAR Alternate will be set in Fall 2012.

**PearsonAccess** the technology product used to deliver the Texas Assessment Management System

**physical assist** a type of prompt or specific assistance in which an adult offers a hand-to-hand manipulation of the student to actually control motor movements to complete the task and perform the predetermined criteria. This prompt, as with all STAAR Alternate prompts, provides the student with a direct answer or leads the student to the answer and should not be used without first providing the student with additional wait time and cues.

**physical gesture** a type of cueing or general assistance in which an adult alerts the student by touch to begin or continue a task

**pointing** a type of cueing or general assistance in which an adult provides a *single* point to an object or place indicating the beginning step of a task or continuation of the task when the student hesitates

**predetermined criteria** a set of three observable and measurable academic behaviors that directly measure the student's performance on a targeted skill ("The student will . . ."). Predetermined criteria are set by the state and are specific to each assessment task.

**prerequisite skill** student expectations from the TEKS curriculum identified for each assessment task. Prerequisite skills serve as the link to the grade-level content.

**presentation** a performance, exhibition, or demonstration designed for others to view. Student-generated presentations for STAAR Alternate could include posters, graphic organizers, PowerPoint slide shows, a series of captioned photographs or illustrations, etc.

**presentation supports/materials** any accommodations or modifications routinely provided to a student during instruction or assessment in order to increase the student's participation in the learning and assessment process. Presentation supports/materials must be preplanned, provide the student with access to the task, and be recorded on page 1 of the "STAAR Alternate Documentation Form of Student Performance" *prior* to assessing the student. A document developed by TEA specifically for STAAR Alternate titled "Presentation Supports/Materials for STAAR Alternate" is available on the STAAR Alternate Resources webpage of the TEA website. This document provides verbal/auditory, physical, and visual strategies that may be used as accommodations and supports for STAAR Alternate. Additionally, this document lists possible materials that could be used.

**primary documentation** assessment data collected by a test administrator on each assessment task during STAAR Alternate primary observations. This documentation is used by the teacher in the Assessment Management System to evaluate student performance. Primary documentation should be securely stored at the district level by the close of the assessment window. *See also* generalization documentation.

**primary evaluation** a section in the STAAR Alternate administration of the Assessment Management System where alternate assessment teachers use their assessment data to answer a series of questions evaluating a student's performance on an assessment task

**process skill** a label used to identify mathematics, science, and social studies assessment tasks that require the student to use a process from the TEKS curriculum to demonstrate the academic skill

**prompting (specific assistance)** the action taken when directly assisting a student with the completion of a task. A prompt guides the student through each step to the end of the task and provides a direct answer. From least invasive to most invasive, prompts include: verbal direction, gesture assist, visual graphic, student modeling, adult modeling, and physical assist. Teachers are required to record any cues provided to a student during the assessment observation under the section “Level of Support” on the state-required documentation form of student performance.

**Public Education Information Management System (PEIMS)** the state system managed by TEA that encompasses data including student demographics, academic performance, personal, financial, and organizational information. It contains only the data necessary for the legislature and TEA to perform their legally authorized functions in overseeing public education. Specific PEIMS numbers for STAAR Alternate high school courses are available for use.

**qualification activity** a set of questions following each of four online training modules that a teacher must answer and pass prior to administering STAAR Alternate. Teachers have two attempts to achieve a score of 80% or higher on each qualification.

**readiness standards** student expectations considered critical for success in the current grade or subject, important for preparedness in the next grade or subject, and have been identified as eligible for emphasis and assessment

**reference materials** encyclopedia articles, textbooks, nonfiction books, magazine articles, web-based information, documents, etc. which contain useful facts generally consulted for conducting research, answering a specific question, and/or generating a presentation

**register** a step taken in the Assessment Management System required to assign a student to a specify test administration. Students must be enrolled in a campus before they can be registered for a test administration (e.g., the STAAR Alternate administration)

**representation** any type of instructional materials that can be seen, touched, or heard to assist students in understanding and responding to activities and directions

**response mode** a variety of ways a student can respond dependent on the student’s strengths, weaknesses, and type of disability. The test administrator must determine a student’s method of response for each predetermined criteria in the STAAR Alternate assessment tasks and record them on page 1 of the “STAAR Alternate Documentation Form of Student Performance” prior to assessing the student.

**reporting categories** broad statements that serve as headings under which knowledge and skills and student expectations from the TEKS can be meaningfully grouped for reporting. These were formerly referred to as “Objectives” in the Texas Assessment of Knowledge and Skills (TAKS) program.

**specific assistance (prompting)** See prompting.

**STAAR Alternate Growth Measure** the tool used to report growth for students assessed with STAAR Alternate by providing information about student progress over time. Growth will be reported when two years of data are available to implement the growth model.

**STAAR Alternate rubric** a document that explains how the STAAR Alternate evaluation submitted by the teacher is scored. A student’s performance is determined on Demonstration of Skill and Level of Support. Additional points can be earned if a student demonstrates generalization of skill by performing the skill using new materials.

**standard** the grade-level STAAR reporting category, TEKS knowledge and skills statement, and student expectations. For STAAR Alternate the standard information is summarized into an essence statement that serves as the link between the grade-level curriculum and the prerequisite skills assessed.

**standardized assessment task** a STAAR Alternate test item that is linked to the grade-level TEKS knowledge and skills statements and student expectations through prerequisite skills. State-developed assessment tasks cannot be changed or altered.

**standards-based IEP** an IEP which includes goals that address the skills specified in the content standards for the grade or high school course in which a student is enrolled

**State of Texas Assessments of Academic Readiness (STAAR)** the State of Texas Assessments of Academic Readiness, or STAAR, replaced the TAKS program beginning in spring 2012. The STAAR program at grades 3–8 assess the same grades and subjects as was assessed on TAKS. For high school, general subject-area TAKS tests were replaced with twelve STAAR end-of-course (EOC) assessments.

**State of Texas Assessments of Academic Readiness (STAAR) Alternate** a federally-mandated assessment designed for students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications. STAAR Alternate is not a traditional paper or multiple-choice test. Instead, the assessment involves test administrators observing as students complete state-developed assessment tasks that link to the grade-level and high school course TEKS curriculum. Test administrators then answer a series of questions in the Assessment Management System to evaluate student performance. STAAR Alternate replaced TAKS–Alt in the 2011–2012 school year.

**State of Texas Assessments of Academic Readiness (STAAR) Modified** an alternate assessment based on modified academic-achievement standards designed for students receiving special education services who meet established participation requirements. STAAR Modified will be replacing TAKS–M through a phase-in process beginning in the 2011–2012 school year.

**student characteristics** a set of descriptive student behaviors representative of students at a particular complexity level

**student modeling** a type of prompting or specific assistance in which another student demonstrates the task that is requested of the student. This prompt, as with all STAAR Alternate prompts, provides the student with a direct answer or leads the student to the answer and should not be used without first providing the student with additional wait time and cues.

**submit** a selection in the STAAR Alternate administration of the Assessment Management System that becomes available when all essence statements for a subject have been completed. When submitted, the evaluation is scored. An assessment that has been submitted can no longer be edited.

**supplemental support provider** a supervisor assigned to provide additional training to a teacher who was unable to pass one or more of the STAAR Alternate qualification activities after two attempts. The supplemental support provider must have viewed all four STAAR Alternate training modules and passed all of the qualification activities. The supplemental support provider must require the teacher to demonstrate that the content is understood before deciding whether or not to provide a third and final attempt.

**supplemental training support** required additional training provided by a supplemental support provider to a teacher who was unable to pass one or more of the STAAR Alternate qualification activities after two attempts. The *STAAR Alternate Manual for District and Campus Coordinators* contains specific information about this training.

**supporting standards** student expectations introduced or reinforced in the current grade or subject/course that are eligible for assessment but with less emphasis than other skills. Supporting standards play a role in preparing students for the next grade or course, but not a significant role because they address more narrowly defined ideas.

**task directions** the information the test administrator provides at the beginning of an assessment task to inform the student about what is expected. This initial direction is considered a part of the presentation and should not be counted as a cue or prompt.

**Teacher Assessment Status Roster Report** an on-screen report that displays a list of the STAAR Alternate student tests assigned to the teacher for the selected campus with the test and essence statement statuses (Not Started, In Progress, Completed, Submitted) for each subject test

**teacher of record** the alternate assessment teacher to whom the student has been assigned for a subject or high school course in the Assessment Management System. A student can be assigned to more than one teacher of record. The teacher of record is only able to view subject assessment data for students who are assigned to him or her in the Assessment Management System.

**TEKS Curriculum Framework for STAAR Alternate** document developed by TEA specifically for STAAR Alternate that lists the specific reporting categories, knowledge and skills statements, and student expectations tested with STAAR in each grade and subject/course. This document links the prerequisite skills from the STAAR Alternate Vertical Alignment documents to the specific knowledge and skills statements and student expectations for that grade and subject/course.

**TEKS Vertical Alignment for STAAR Alternate** documents developed by TEA specifically for STAAR Alternate that provide a complete listing of the TEKS curriculum from prekindergarten through tested high school courses. These documents provide a total overview of the knowledge and skills statements and student expectations throughout the grades for reading/English language arts, writing, mathematics, science, and social studies.

**template** a structured format to display information. Level 3 assessment tasks require nonlabeled templates. Level 2 tasks can have partially completed templates, and Level 1 tasks require completed templates.

**test administrator** a teacher who has passed all four module qualifications, received district training in security and confidentiality, and signed the current school year's STAAR Alternate oath can administer the STAAR Alternate assessment by determining which standardized assessment tasks are appropriate for a student after instruction, conducting the observation, recording assessment data, evaluating student performance, and submitting the assessment.

**Texas Assessment of Knowledge and Skills–Modified (TAKS–M)** an alternate assessment based on modified academic-achievement standards designed for students receiving special education services who meet participation requirements. TAKS–M will be phased out and gradually replaced with the new, more rigorous STAAR Modified beginning in the 2011–2012 school year.

**Texas Assessment Management System** *also referred to as* Assessment Management System; a system provided by TEA through PearsonAccess to allow districts to manage state assessments using a single, consolidated interface

**Texas English Language Proficiency Assessment System (TELPAS)** assessment designed to measure the progress that limited English proficient (LEP) students make in learning the English language

**Texas Essential Knowledge and Skills (TEKS)** the state-mandated curriculum that establishes what every student, from elementary through high school, should know and be able to do. TEKS was developed to comply with the Texas Education Code and can be found in the Texas Administrative Code in Chapters 113 and 118.

**Texas TrainingCenter** the gateway to the STAAR Alternate training modules and qualification activities. From this website, coordinators can monitor teacher participation and progress in all training activities by accessing reports, and teachers can access the training modules, qualification activities, training history, and certificates.

**text** written, printed, or typed words (for example, a book, story, article, paragraph, sentence, or series of pictures paired with words)

**transition** a term used to identify STAAR Alternate assessment tasks that require the student to demonstrate academic skills in a manner that directly links to how the skill will be used when the student transitions to the community after leaving public school

**unfair observation** an observation in which a student is not able to demonstrate a typical performance due to unforeseen circumstances during the assessment observation such as adverse environmental conditions; insufficient amount of instruction, supports or time allotted for the observation; or excessive use or absence of cueing and prompting when the student struggles

**unregister** a step taken in the Assessment Management System when a student will no longer participate in a test administration (e.g., when a student's ARD committee determines that a student is eligible for an assessment other than STAAR Alternate or the student has completed all testing requirements).

**verbal direct cue** a type of cueing or general assistance in which the student is given a hint or short verbal redirection that relates specifically to the task but does not provide a direct answer (for example, "Always capitalize the first word in a sentence.")

**verbal directions** a type of prompting or specific assistance in which a step-by-step narration is given to the student in order for the task to be completed. This prompt, as with all STAAR Alternate prompts, provides the student with a direct answer or leads the student to the answer and should not be used without first providing the student with additional wait time and cues.

**verbal indirect cue** a type of cueing or general assistance in which the student is given oral information or a question that guides the student in the right direction but does not provide a direct answer (for example, "What do you think you need to do next?")

**vertical alignment** See TEKS Vertical Alignment for STAAR Alternate.

**visual cue** a type of cueing or general assistance in which a student is provided with a written direction, arrows, color-coding, or other visual methods beyond the materials preplanned initially to help the student continue the task

**visual graphic** a type of prompting or specific assistance in which photographs, videotapes, or drawings of the task to be completed beyond the materials preplanned initially are shown to the student in a *sequence of images*. This prompt, as with all STAAR Alternate prompts, provides the student with a direct answer or leads the student to the answer and should not be used without first providing the student with additional wait time and cues.

**weighting** a multiplier applied to the Demonstration of Skill score a student earns according to the complexity level for which the student was assessed. The total Demonstration of Skill score for students assessed on Level 3 assessment tasks is multiplied by 1.5, Level 2 by 1.2, and Level 1 by 1.0.

**wide array** a presentation or display of abundant materials including a variety of both appropriate and inappropriate materials. These materials cannot be presented to the student as choices, but rather as available resources that can be used if so initiated by the student. A wide array of materials may be appropriate for students who have limited communication skills or difficulty generating language.