



Fall Updates  
TETN # 10042  
October 20, 2011

## **Setting Up Students and Teachers**

**DTC/CTCs will have access to the Assessment Management System after October 12.**

**If Pearson was not instructed to upload TAKS-Alt data to STAAR Alternate, no district upload was sent, or no students were manually registered for STAAR Alternate, the students will not be registered for STAAR Alternate in the system.**

**Districts are responsible for making sure that students are registered for the correct subjects/courses and teachers have been assigned for each assessment.**

**Please verify all information in the system to make sure it is correct and reflects the most recent ARD decision.**

**The DTC/CTC and the Alternate Assessment Teacher cannot be the same person on a campus.**

## Assessment Management System Updates

**“End-of-Course codes can be entered in student data files when registering students for the STAAR Alternate administration. See pages 6–7 and 26 of the *Student Data File Format for Student Registration and Precoding* at <http://www.TexasAssessment.com/StudentFileLayout> for details.”**

**The Practice Center is available for use by districts. DTC/CTCs will need to enroll and register students for STAAR Alternate before teachers will be able to practice entering data. We recommend that the student names used be fictitious.**

## **October 24<sup>th</sup> WebEx**

**Pearson will be providing a repeat of the WebEx that was broadcasted on September 28.**

**The broadcast will occur on Monday, October 24, 2011 from 1:00pm-2:00pm.**

**The content will cover how to establish student and teacher accounts and how to link teachers to subject assessments.**

**Region registration is required for participation with each region allotted four login locations; however, the number of participants for each location is not limited.**

**Information regarding the WebEx will be sent to region coordinators by e-mail.**

**The presentation will be repeated at the mini-sessions held at the Texas Assessment Conference starting on December 5, 2011.**

## Selecting High School Assessments

**Students will get credit for any previous high school state assessments which includes TAKS-Alt or TAKS-M and testing done in other Texas districts or other states.**

**For students who were enrolled in and received credit for an EOC course that has been counted toward the minimum high school plan but no corresponding EOC assessment has been taken, the student will not have to take the course and assessments again.**

**However, the student must have had a curriculum linked to the EOC course through appropriate prerequisite skills that were not developed by the state until this year.**

**Students who skip grades are still obligated to be enrolled in the alternate courses and take the corresponding assessments sometime while they are in high school.**

**All EOC assessments must be taken unless credit was given for previous testing or class enrollment.**

## **Postings Since the Last TETN**

**All manuals, modules, transcripts and savable documentation forms have been posted. Let TEA know if you are having difficulty saving the forms.**

**Glossary**

**Frequently Asked Questions**

**Supplemental Training Support Flowchart**

**TETN September Presentation**

## **Additional Information to be Posted at a Later Time**

**Parent Training Materials - Spring 2012**

**Standard Setting Information - Fall 2012**

**The format to report growth information is being reviewed at present. Regions will be receiving a questionnaire in November requesting feedback on how effective the TAKS-Alt model was and how the information was used within the district.**

## STAAR ALTERNATE TESTING COORDINATOR CHECKLIST

STAAR Alternate resources are accessible at [www.tea.state.tx.us/student-assessment/special-ed/staaralt](http://www.tea.state.tx.us/student-assessment/special-ed/staaralt)

### MONITOR AND CONDUCT STAAR ALTERNATE TRAINING

#### District-required Training

- Provide district training on general test administration, security, and confidentiality policies and procedures
- Review the *STAAR Alternate Manual for Test Administrators (Teachers)* with test administrators
- Verify that all test administrators have signed the "Oath of Test Security and Confidentiality for STAAR Alternate Test Administrator" before allowing test administrators to conduct assessment observations

#### STAAR Alternate Online Training Modules - use reports at <http://www.texasassessment.com/TexasTrainingCenter>

- Monitor all teachers to ensure completion of the STAAR Alternate online training modules 1-4
- Monitor all teachers to ensure qualification activities for STAAR Alternate online training modules 1-4 were passed
- Determine whether to allow a teacher who has failed two attempts at a module to receive supplemental training support and the possibility for a third and final attempt

#### Supplemental Training Support/Supervision of Test Administration

- Determine district policy for the content to be provided to teachers if supplemental training support is needed
- Assign a Supplemental Support Provider to teachers who have not passed a module qualification after two attempts
- Meet with the Supplemental Support Provider after supplemental training support has been provided to determine if a third attempt to qualify will be granted to the teacher and supply the necessary password to access the final attempt
- Verify the outcome of the final attempt
- Assign a supervisor to teachers who did not qualify on one or more modules and who will still assume the role of a test administrator for STAAR Alternate
- Lock/Unlock teacher accounts in the Assessment Management System to provide or deny access to the Assessment Management System as teachers qualify or fail to qualify modules

### TEXAS ASSESSMENT MANAGEMENT SYSTEM, delivered through PearsonAccess

#### Beginning of year set up

- Submit precode option in the Assessment Management System to either upload a district-supplied file of STAAR Alternate students or to have Pearson load the 2011 TAKS-Alt assessment student file - Sept. 7 - Oct. 1, 2011
- Unregister students no longer designated for STAAR Alternate
- Assign alternate assessment teachers to all subjects being assessed
- Update student-enrolled grade levels and/or course assignments
- Update students' campuses for students who have moved to or been promoted to another campus in the district

#### Ongoing maintenance

- Verify all students designated by their ARD committees to take STAAR Alternate are registered for STAAR Alternate
- Verify student demographics for accuracy: name, date of birth, PEDMS number
- Verify student-enrolled grade levels and/or course assignments
- Verify that all subjects being assessed are assigned to teachers
- Register and enroll students new to the district who have been designated for STAAR Alternate
- Unregister students no longer designated for STAAR Alternate
- Unregister students designated for STAAR Alternate who transfer out of the district
- Manage student transfers between campuses

### SECURE DOCUMENTATION FORMS

- Establish and communicate procedures to test administrators for the collection and storage of documentation forms
- Ensure all documentation forms generated by test administrators and used to evaluate student performance are securely stored in the district by the close of the assessment window at 7:00 PM (CT), April 20, 2012

### MONITOR PROGRESS OF ASSESSMENTS

- Monitor teacher progress and completion of assessments through assessment status reports
- Before April 20, perform a final check to unregister students no longer being assessed with STAAR Alternate, no longer in your district, or have no STAAR Alternate assessments left to take

### VALIDITY AUDIT

- Alert campuses that have been chosen to participate in the audit
- Notify teachers which students have been selected for the audit
- Collect and bundle materials according to mailing requirements
- Notify TEA/Pearson if documentation forms are not available for a given student
- Mail in all audit materials promptly

**NEW**

## DTC Checklist



### STAAR Alternate Documentation Form of Student Performance

Reading | Grade

7

Student Name: Amber

School Year: 2011 - 2012

#### STAAR Reporting Category 3

The student will demonstrate

#### TEKS Knowledge and Skills Statement

(7.10) Comprehension of Information and provide evidence from the text.

#### Essence Statement D

Recognizes how organization

#### Prerequisite Skill

Identify the topic and details

#### Assessment Task

**Level 1** A teacher-created text with pictures of objects that are the topic of the graphic organizer to represent the text. The student will participate in placing the object into the graphic organizer to represent the topic of the text.

*Preplanned by the teacher. Refer to the "Presentation Support" section to complete this section. Support the task or give the student the task. Any supports listed in the observation to be considered for the student's performance.*

#### Materials:

Teacher-created text with pictures (stem) and their functions  
Graphic organizer consisting of a large circle in the center with three lines linking the boxes to the center.  
3 containers large enough for the student to place the objects.

#### Supports:

Teacher will read and point to each object and place the sunflower under the student's hand.  
Student will be positioned on the floor to reach the containers and have the teacher place a sunflower under each to the appropriate section of the graphic organizer.

Reading Grade 7 Reporting Category 3

### STAAR Alternate Documentation Form of Student Performance

Reading | Grade

7

Student Name: Amber

School Year: 2011 - 2012

**Instructions:** Descriptions should include the date and specific information regarding evidence of student performance and any cues or prompts that were given. Add the date, change in materials, any cues or prompts, and evidence of performance for Generalization of Skill, if applicable. Preplanned supports from the first page of this document should not be referenced here.

<b>Predetermined Criteria</b>	<b>Date of the Primary Observation:</b> 2-8-12 <small>(Information for the evaluator/observer only.)</small>	<b>Date of the Generalization of Skill:</b> <b>Change in materials:</b>
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**1.** The student will participate in placing the object into the graphic organizer to represent the topic of the text.

**2.** The student will participate in removing parts of the second object as the text is read.

Reading Grade 7 Reporting Category 3

### STAAR Alternate Documentation Form of Student Performance

Reading | Grade

7

Student Name: Amber

School Year: 2011 - 2012

Predetermined Criteria	Primary Observation	Generalization of Skill
<b>3.</b> The student will participate in placing the parts on the graphic organizer to represent the details in the text.	<b>Demonstration of Skill</b> After her hands were placed around each container, Amber held on to the container with both hands as the teacher moved it to the appropriate place on the graphic organizer. Amber let go of the container, and then the teacher let go resulting in each container dropping onto the graphic organizer.	<b>Demonstration of Skill</b>  <b>Not eligible for Generalization.</b>
	<b>Level of Support</b> Amber and the teacher moved the first container toward the appropriate section of the floor graphic. The teacher let go, but Amber did not. The teacher put her hand back on the container, touched both of Amber's hands and nodded again (physical gesture-cue). This time the teacher held the container, and let go immediately after Amber let go. Amber was able to let go at the same time as the teacher for the other two containers.	<b>Level of Support</b>  <b>Not eligible for Generalization.</b>

Clear Selection |

Predetermined Criteria	Primary Evaluation	Selection
1. The student will participate in placing the object into a graphic organizer to represent the topic of the text.	Did the student demonstrate the skill?  How did the student perform the skill?	<input checked="" type="radio"/> Yes <input type="radio"/> No  <input checked="" type="radio"/> Independently <input type="radio"/> Needed Cuing <input type="radio"/> Needed Prompting
2. The student will participate in removing parts of the second object as the text is read.	Did the student demonstrate the skill?  How did the student perform the skill?	<input checked="" type="radio"/> Yes <input type="radio"/> No  <input checked="" type="radio"/> Independently <input type="radio"/> Needed Cuing <input type="radio"/> Needed Prompting
3. The student will participate in placing the parts on the graphic organizer to represent the details in the text.	Did the student demonstrate the skill?  How did the student perform the skill?	<input checked="" type="radio"/> Yes <input type="radio"/> No  <input type="radio"/> Independently <input checked="" type="radio"/> Needed Cuing <input type="radio"/> Needed Prompting

Save Cancel

Reading Grade 7 Reporting Category 3 7.10 Level 1



# 11 Sample Forms



# Resources List

## RESOURCE LIST FOR THE STAAR ALTERNATE TEST ADMINISTRATION PROCESS

OVERALL	RESOURCES FOR OVERALL TEST ADMINISTRATION
STEP 1	<b>SELECTING THE ASSESSMENT TASK</b> <ul style="list-style-type: none"><li>• STAAR Alternate Checklist</li><li>• Teacher Tracking Tool</li><li>• Self-monitoring Questions for the STAAR Alternate Assessment</li><li>• STAAR Alternate Manual for Test Administrators (Teachers)</li><li>• Differences between TAKS-Alt and STAAR Alternate</li><li>• Timeline</li><li>• Frequently Asked Questions</li><li>• Glossary</li><li>• Who to Contact</li></ul>
STEP 2	<b>IMPLEMENTING THE ASSESSMENT TASK</b> <ul style="list-style-type: none"><li>• Implementing the Assessment Task Flowchart</li><li>• Documentation Forms of Student Performance (p 1), including Sample Forms and Guidelines</li><li>• Appropriate Change in Materials</li><li>• Task Specific Change in Materials from Instruction to Assessment</li><li>• Presentation Supports/Materials for STAAR Alternate</li><li>• Ways to Demonstrate the Verbs Used in the STAAR Alternate Assessment Tasks</li><li>• Comparison of Verbs Across Complexity Levels</li><li>• Clarifying Components of the 5 STAAR Alternate Complexity Levels</li><li>• Template for Planning Assessment Tasks (including directions, examples, and PowerPoint)</li><li>• Using the Template for Planning Assessment Tasks PowerPoint</li><li>• Guidelines for Choosing Grade Appropriate Text and Grade-Appropriate Text PowerPoint</li></ul>
STEP 3	<b>OBSERVING AND DOCUMENTING STUDENT PERFORMANCE</b> <ul style="list-style-type: none"><li>• Documentation Forms of Student Performance (pages 2 and 3)</li><li>• Samples of Completed Documentation Forms of Student Performance (pages 2, 3)</li><li>• STAAR Alternate Documentation Forms of Student Performance Guidelines</li><li>• Hierarchy of Cuing and Prompting</li><li>• Clarification of Supports vs. Cuing and Prompting Terms</li><li>• Assisting Students Performing STAAR Alternate Tasks</li><li>• Process for Generalization of Skill</li></ul>
STEP 4	<b>EVALUATING STUDENT PERFORMANCE</b> <ul style="list-style-type: none"><li>• STAAR Alternate Scoring Rubric</li><li>• Hierarchy of Cuing and Prompting</li><li>• Clarification of Supports vs. Cuing and Prompting Terms</li><li>• Evaluating the Student's Performance on STAAR Alternate Assessment Tasks Flowchart</li><li>• Sample STAAR Alternate Confidential Student Report</li><li>• A Guide to the STAAR Alternate Growth Measure (English and Spanish)</li><li>• STAAR Alternate Explanation of Test Results Brochure (English and Spanish)</li><li>• STAAR Alternate Reporting Information for Parents PowerPoint (English and Spanish)</li></ul>

# Qualification Summary Report

Report Date: 10/20/2011  
Reporting Period: 2011-12

	Module			Qualification		
	Users In Progress *	Users Complete	Percent Complete	Users Attempted	Users Qualified	Percent Qualified
Module 1	877	5568	86%	5911	5631	95%
Module 2	772	4487	85%	4925	4481	91%
Module 3	775	3552	82%	4144	3909	94%
Module 4	482	2534	84%	3007	2767	92%

## **Supplemental Training Support**

**Manuals give detailed description of what this training should look like and who can provide it.**

**Supplemental Training Support Flowchart is the condensed version.**

**The district is responsible for making the decision regarding who will receive the training, who will do the training according to TEA guidelines, what the training should involve, and if the person is given access to the third and final attempt.**

**Region personnel can provide the training; however, they cannot give the person the password for the third attempt without consulting the district as to the outcome of the supplemental training support.**

**The teacher should make note of what topics need clarification after reviewing the feedback offered after the assessment is submitted.**

**Training should be done individually with an exchange between the teacher and the support provider and not provided in large, impersonal groups.**

## **REMINDER**

**No one can receive help from other individuals during the qualification. This includes other teachers taking the qualification in the same room, writing down questions to ask others at a later time, or calling TEA for the answer.**

**Testing in the same room should be closely monitored.**

**Printed resources can be used.**

**No copies of the questions or feedback entries can be downloaded, copied, or written out for others to view.**

**Teachers take an oath stating that they did not receive any help during the qualification.**

## **Future Module Training**

**Teachers who pass the qualification activities this year will not be asked to review or pass the modules next year.**

**Teachers who did not pass a module this year will be allowed to try again with two attempts next year in order to complete the training requirements.**

**Supplemental training support can be provided before the third and final attempt is given following the same procedure that was outlined this year.**

# Change in Materials

**The focus of assessment is to determine skill acquisition, not to establish a repeated, consistent performance.**

**Materials used in instruction should vary enough from those used during the observation so that the student is not just rotely repeating an answer or response from a previous instructional session without truly demonstrating the skill.**

**The student must provide a different answer to the predetermined criterion or respond to a different experience in the predetermined criterion than was observed during instruction.**

**Replicating the exact task prior to the observation may compromise the validity of the student's performance.**

**The change in materials must be content related and focused on the skill being assessed.**

# Change in Materials

**Teachers must review the task before instruction begins to insure that during instruction the task is not duplicated exactly as it was written by the state.**

**Teachers are required to approach teaching sessions differently than the planned method used to implement the assessment task during the observation.**

**The method in approach may vary from assessment task to assessment task.**

Question to ask yourself:

What is the best way for the skills/concepts in the assessment task to be addressed during instruction?

Answers:

As the skill naturally occurs

In separate lessons

With new items only

In a different presentation



# Task Specific Change in Materials from Instruction to Assessment

DRAFT

Natural Occurrences



Separate Lessons



New Items



Different Presentations



Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Uses elements of the writing process to develop text						
4/Writing	1/4.15	3	Writing process: drafts		Provide opportunities to generate ideas and descriptions about himself or herself in different formats and to create first drafts using various strategies	Given a variety of pictures or objects that tell about the student: determine three key ideas about self, generate words or phrases to describe ideas, organize sentences to develop first draft
4/Writing	1/4.15	2	Writing process: drafts		Provide activities to match pictures of himself or herself in using different formats and assisting in creating drafts using various strategies	Given pictures or objects representing the student engaged in a variety of activities: identify three words or phrases from the pictures or objects that describe self, arrange words/phrases in order of preference, share draft with others for input
4/Writing	1/4.15	1	Words convey meaning	★	Expose to numerous verbal and written references to self	Given his or her own name and the first letter of the name: acknowledge name, acknowledge the first letter of name, participate in pairing the letter with name
Essence Statement B: Revises text to clarify and improve meaning						
4/Writing	2/4.15	3	Revising: sentence organization		Use new topics	Generate phrases that describe an object or person that are recorded and arranged in the order generated, determine another way to organize the sentences, justify preferred organization
4/Writing	2/4.15	2	Revising: word choice		Use new objects and new sentences	Given a draft of three sentences that describe a special object accurately and inaccurately: identify sentence that is inaccurate, identify what in the sentence is incorrect, revise sentence to accurately describe the object
4/Writing	2/4.15	1	Revising: word choice		Use other subject/verb sentences involving different subjects and actions	Given an action sentence with teacher's name as subject: respond to teacher's action as stated in the sentence, participate in replacing teacher name in sentence with his or her name, experience action for himself or herself

# Natural Occurrences (9%)

## SKILL/CONCEPT

- Broadly addressed as the skill/concept naturally occurs
- Exposure to numerous experiences showing how the skill/concept relates to the student

## PREDETERMINED CRITERIA

- Not specifically addressed during instruction since the opportunity to emphasize the skill/concept frequently occurs

## ENTIRE ASSESSMENT TASK

- Not presented as written during instruction; presented for the first time as an entire task during the assessment observation

## Writing 4.15 Level 1

Words convey meaning	★	Expose to numerous verbal and written references to self	Given his or her own name and the first letter of the name: acknowledge name, acknowledge the first letter of name, participate in pairing the letter with name
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# Separate Lessons (11%)

## SKILL/CONCEPT

- Specifically taught in isolation of other skills due to the complexity of the skill/concept
- Requires the use of new items presented in the same way as in the predetermined criteria

## PREDETERMINED CRITERIA

- Each predetermined criterion is addressed in isolation of the other predetermined criterion since each skill/concept must be learned individually as a separate skill/concept before being demonstrated together
- Each predetermined criterion becomes a single, separate lesson which can occur over numerous days

## ENTIRE ASSESSMENT TASK

- Not presented as written during instruction; becomes a culminating activity for the first time as an entire task during the assessment observation

## Writing 4.22 Level 2

Spelling: initial consonants		Instruct using other initial consonants in words and practice constructing words with manipulatives	Given five familiar objects paired with the written name- two of the names will have the same beginning consonant sound and three will begin with a different letter: identify the two words with same beginning sound and letter, assist in writing the first letter of a new word that begins with the same letter as the paired words, construct the rest of new word
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# New Item (62%)

## SKILL/CONCEPT

- Specifically taught with new items (refers to materials as well as to specific examples or problems presented in a task).

## PREDETERMINED CRITERIA

- Each predetermined criterion is addressed in the same way as in the assessment task
- All predetermined criteria are addressed together during a single lesson since the skill is often a process that cannot be completed until all three criterion are performed

## ENTIRE ASSESSMENT TASK

- Presented as written during instruction; instruction and assessment observation are exactly mirrored with the exception of the items

## Writing 7.17 Level 3

Revising:  
Procedural  
texts



Use new topics requiring new steps

Generate a topic for a procedural text, generate sentences telling how to make or prepare the product, revise the steps to reflect the change presented

# Different Presentations (18%)

## SKILL/CONCEPT

- Overall skill or concept taught, but in a way that is different than that of the assessment task

## PREDETERMINED CRITERIA

- Not specifically addressed during instruction since the predetermined criterion are often very specific
- Repeating the predetermined criterion during instruction exactly as written in the task would compromise the assessment observation

## ENTIRE ASSESSMENT TASK

- Not presented as written during instruction; presented for the first time during the assessment observation

## Writing 4.15 Level 3

Writing process: drafts



Provide opportunities to generate ideas and descriptions about himself or herself in different formats and to create first drafts using various strategies

Given a variety of pictures or objects that tell about the student: determine three key ideas about self, generate words or phrases to describe ideas, organize sentences to develop first draft

What can we help  
you with?