Test Administrator Manual

Grades 3–8 and End-of-Course

STAAR
Alternate 2
State of Texas
Assessments of
Academic Readiness
—Alternate 2—

STAAR Alternate 2

2020–2021

Table of Contents

Contact Information and Resources

Contact Information	
For questions about	**Contact**
testing policies, test administration procedures, and accommodations	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Help Desk: https://teastudentassessments.zendesk.com/hc/en-us/categories/360002017872-Student-Assessment
accessing and navigating the STAAR Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System, online testing technical concerns or issues, and test materials	Pearson's Customer Service Center Telephone: 800-627-0225 Online Form: Go to http://tx.pearsonaccessnext.com and select Pearson Customer Support Form under "Contact Us." Live Chat: Go to http://tx.pearsonaccessnext.com and click "Chat Now."
General Information Resources	
For general information related to	**Access**
the student assessment program	www.tea.texas.gov/student.assessment/
STAAR Alternate 2	www.tea.texas.gov/student.assessment/special-ed/staaralt/
online testing technology information	http://TexasAssessment.gov/administrators/technology/
Resource Materials	
Resources online include	**Located at**
District and Campus Coordinator Resources	www.txetests.com/dccr/
STAAR Alternate 2 Accommodation Resources	www.tea.texas.gov/student.assessment/special-ed/staaralt/
Calendar of Events	www.txetests.com/dccr/
STAAR Alternate 2 Educator Guide	www.tea.texas.gov/student.assessment/special-ed/staaralt/
Online Incident Report Form	www.txetests.com/stf/
STAAR Alternate 2 Materials Control Form	www.tea.texas.gov/student.assessment/manuals/dccr/
STAAR Alternate 2 Scoring Document	https://tx.mypearsonsupport.com/reporting/
STAAR Alternate 2 Vertical Alignment, Curriculum Framework, and Essence Statement Documents	www.tea.texas.gov/student.assessment/special-ed/staaralt/
STAAR Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System User's Guide	https://tx.mypearsonsupport.com/training-resources/

Calendar of Events

Activity	Date
Districts submit student registrations	November 30–December 31
Materials List available	February 8
Districts receive shipment of test materials	March 1–March 5
Districts submit late registrations (must also submit additional order)	March 8–May 7
Districts order additional materials (with student registration file)	March 8–April 30
Preview window*	March 15–March 26
Assessment window	March 29–May 7
Districts opt in for printed report cards	By May 7
Districts ship all nonscorable materials	May 14
Reports posted to Assessment Management System	May 28
Student results available in Texas Assessment portals	May 31
Districts receive printed reports**	May 28–June 4
Districts start to submit score code changes	May 28–June 4
Updated report cards and data files posted	June 11

*Test administrators must receive training before previewing test materials.
 **Printed report cards will only deliver upon opt in selection.

General Information

The State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 is administered to eligible students with the most significant cognitive disabilities who are receiving special education services. STAAR Alternate 2 is a standardized, question-based assessment administered individually to students enrolled in grades 3–8 and end-of-course (EOC) subjects. The table below shows the subjects assessed.

3–8/EOC	Subjects Assessed
Grade 3	mathematics and reading
Grade 4	mathematics, reading, and writing
Grade 5	mathematics, reading, and science
Grade 6	mathematics and reading
Grade 7	mathematics, reading, and writing
Grade 8	mathematics, reading, science, and social studies
EOC	Algebra I, English I, English II, Biology, and U.S. History

The instructions in this manual explain the responsibilities of test administrators for the spring 2021 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* prior to administering the assessment. The guide contains detailed information regarding the test design, question types, scoring, and available accommodations.

Links to the Texas Essential Knowledge and Skills (TEKS) Curriculum

Each TEKS knowledge and skills statement has been summarized into an essence statement that serves as the connection between the grade-level TEKS and the STAAR Alternate 2 assessment. STAAR Alternate 2 measures prerequisite skills derived from student expectations from earlier grades that link directly to the grade-level content.

Test Materials

The STAAR Alternate 2 test materials include one teacher test booklet, one student test booklet, one set of image cards, and one scoring document per student. The teacher test booklet includes the scripted questions and guidelines for how to administer the test and score each question. The student test booklet contains color stimulus images and text needed for the student to select answers. Test administrators record students' scores during the test administration on the scoring document in the back of the teacher test booklet.

Each set of image cards accompanies a student test booklet, and their form numbers should match. Images on the cards will match the images found within the student test booklet, but image cards do not include text from the entire test question. The STAAR Alternate 2 test should always be administered by presenting the student test booklet; the assessment cannot be given by presenting image cards only. The image cards are intended to reduce the amount of preparation required of a test administrator for student accommodations such as pairing images with text or photocopying answer choices in order to present them one at a time. Test administrators are not required to use the image cards for students who do not have accommodations that lend themselves to image card use. Test administrators should check the code on the back of the card and make sure it matches the question number to assure they are using the correct and corresponding materials.

Districts have the option of ordering large-print student test booklets, if needed. There are no overages for large-print student test booklets.

Test Security and Confidentiality

Maintaining the confidentiality of the Texas student assessment program requires compliance with, but is not limited to, the guidelines listed below.

- All testing personnel who participate in statewide testing must undergo training and sign the appropriate security oath, located in the Security section of the *Coordinator Resources*, affirming that they understand their obligations concerning the security and confidentiality of the state assessments **before** handling secure test materials or administering assessments.

- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.

- All tests must be administered in strict accordance with the instructions contained in the test administration materials.

- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions.

- Only students may respond to test questions, perform calculations, and create rough drafts to written responses.

- Test administrators who have permission to view secure materials in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited.

- No person may review or discuss student responses or solicit information from students about secure test content during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

Training Requirements

Testing personnel are required to receive annual training in test security and administration procedures and are responsible for complying with state assessment requirements. In addition, testing personnel must receive training in testing policies and procedures specific to each administration and, if applicable, training related to security protocols for authorized viewing of state assessments. By signing the appropriate oath, participants affirm that they have been trained, understand their obligation to properly implement the program, acknowledge their responsibility to report any suspected testing irregularity to the district or campus testing coordinator, principal, or the TEA Student Assessment Division, and are aware of the range of penalties that may result from a violation.

The Student Assessment Division has developed web-based training modules for test administrators as part of the ongoing effort to improve security measures in the state's testing program and to help ensure that test results are meaningful and valid. The training modules are provided to supplement the mandatory training required of all personnel involved in testing. This online training is optional but strongly recommended.

The training modules can be found on the [Training](#) webpage.

Testing Irregularities

Testing irregularities can occur before, during, and after testing and are categorized as serious violations or procedural irregularities. This 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 different types of irregularities so that each type of irregularity may be properly addressed.

Serious Testing Violations

Conduct that violates the security and confidentiality of a test and is considered a serious testing violation includes:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying holistic ratings or 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
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing 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
- receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, or sharing answers)
- encouraging or assisting an individual to engage in the conduct described in the items listed 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 in the items listed 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

For all incidents involving assistance, tampering, or falsifying, districts are required to provide a determination on the Online Incident Report form of whether the irregularity compromised the validity of the students' assessments and the students' tests were invalidated. Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to TEA's Student Assessment Division as soon as the coordinator is made aware of the situation. 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.

Procedural Testing Irregularities

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Some examples of specific types of procedural irregularities are included below.

Accommodation Errors

Accommodation errors typically involve providing or not providing appropriate accommodations or designated supports. 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 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, not approved for an accommodation, was provided the accommodation.
■ An allowable and approved accommodation was not provided to a student.
■ An allowable and approved accommodation was not properly administered or applied.
■ The district failed to get the required TEA approval for an accommodation.

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 Student Assessment Division for guidance in resolving the issue.

Examples:

- A student was administered an incorrect test (e.g., wrong grade level, wrong language, wrong version).
- A specific test was administered on the incorrect day (e.g., administered a reading test on the math test day).
- An eligible student was not administered a test (e.g., an English learner (EL) whose parents had waived district bilingual/ESL services was not administered the assessment).
- An ineligible student was incorrectly administered a test (e.g., a student who has completed only the first part of U.S. History was administered the STAAR U.S. History test).
- The district failed to properly account for all eligible testers.

Improper Accounting for Secure Materials

Improperly accounting for secure materials typically involves late, lost, or missing materials or failure to maintain the security of the materials. A majority of the situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures (e.g., not reconciling the number of students scheduled to test against the number of answer documents submitted, not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to test administrators at the end of each day, including test booklets, answer documents, test tickets, etc.).

If testing personnel locate any secure materials that were not returned after an administration, 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 the items were kept secure or if there was a breach in confidentiality.

For all incidents where secure materials were left unattended, districts are required to provide a determination on the Online Incident Report form of whether the secure materials were accessed and confidentiality was breached.

Examples:

- A student was issued test materials (e.g., test booklet, answer document, or test ticket) belonging to another student.
- Testing personnel lost or misplaced test booklet(s), answer document(s), or other secure test materials.
- A test administrator did not return secure test materials following each day's administration.
- Secure test materials were left unattended or secure online assessments were left open and visible.

- Secure test materials were not returned to the testing contractor by the published dates.
- Scorable materials were found after test materials had been returned to the testing contractor.
- Students' test results or test performance was improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

Other Procedural Irregularities

Procedural testing irregularities that do not fall into one of the categories listed above are classified as other procedural irregularities.

Examples:

- Testing personnel did not use the test administrator manual or failed to read the test administration script verbatim as outlined in the resources.
- A student was permitted to test beyond the allowed time limit on an assessment or was not provided the full allotment of time to complete an assessment.
- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they had not been properly trained or did not sign the appropriate oath(s).
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- A student was issued test materials or a test ticket belonging to another tester.

Penalties for Violating Security and Confidentiality of Assessments

TAC, §101.3031(a)(5), states that any violation of test security or confidential integrity may result in TEA

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC, Chapter 247 (relating to Educators' Code of Ethics) and TAC, Chapter 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), §39.057(d), or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC, Chapter 39(a).

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, which includes accepting the surrender of, a certificate without opportunity for reapplication for a set term or permanently; or
- imposition of any additional conditions or restrictions upon 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 intentionally manipulates the results or violates the security or confidential integrity of any statewide assessment.

Further, 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 the 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 stated in the 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.

Investigating and Reporting Testing Irregularities

Each person participating in the assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. All testing personnel have an obligation to report testing irregularities and should follow local reporting procedures. Failure to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test or failure to cooperate with TEA in an investigation is itself a violation under TAC, §249.15(b)(6) and (b)(8).

Oaths of Security and Confidentiality

All district and campus personnel who participate in state-mandated testing or handle or have access to secure test materials must be trained and sign an oath of test security and confidentiality. Any person who has more than one testing role (for instance, a district coordinator who also serves as a test administrator) must receive appropriate training and sign a security oath for each role. Test security oaths are valid for the entire school year, including fall, spring, and summer testing, as well as any field testing and mandatory sampling conducted during this time period.

Test administrators must complete the general oath. General oaths should be printed or saved and provided to the campus coordinator. All oaths are required to be maintained by the district for a period of five years. The general Oath of Test Security and Confidentiality is available in the Security section of the *Coordinator Resources*.

Assessment Timeline and Scheduling

Each district is responsible for developing a local schedule for the STAAR Alternate 2 assessments during the designated test administration window specified in the Calendar of Events. District or campus coordinators will communicate the schedule to follow.

Preview Window

Test administrators who have been trained on security and confidentiality and have signed an oath of test security may preview the STAAR Alternate 2 test materials beginning on March 15, 2021. The test administrator should use this time to complete the following tasks.

- Review the "Presentation Instructions" and "Scoring" sections of this manual to become familiar with the policy for presenting and scoring questions.
- Practice reading the script and following the presentation instructions for test questions in the teacher test booklet while maintaining the secure contents of the assessments.
- Review the scoring instructions for test questions, and plan teacher assistance for item 3 in each cluster.
- Review the student test booklet and image cards to plan and prepare accommodations for any student who may need an accommodation according to the guidelines outlined in the "Accommodations" section of this manual.

The STAAR Alternate 2 preview window is **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 should be reported to TEA as such. STAAR Alternate 2 test materials are considered secure, and the campus coordinator must check them out to the test administrator using the STAAR Alternate 2 Materials Control Form. Test materials should be checked out during the preview window only when needed by the test administrator to become familiar with the test and 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.

Testing Window

All assessments must be administered within the testing window. STAAR Alternate 2 is an untimed assessment, and the test does not have to be given in one session. Some timing options include the following:

- administering the assessment at a time that is most appropriate for a student
- allowing breaks, as necessary
- administering the test over several days, several sessions per day
- administering the test over several days, one session each day

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, frequent breaks between questions within a cluster are allowed and necessary for some students. At no time may a student go back to previously answered questions, including after an administration has been stopped and resumed for an emergency.

> If a student cannot complete testing within the assessment window due to his or her disability, contact TEA's Student Assessment Division at 512-463-9536 for guidance.

Submission of Student Data and Assessment Information for STAAR Alternate 2

Two types of information are submitted through the [Assessment Management System](#).

- **Student data consisting of student identification, demographic, and program information**
  This includes the student's Public Education Information Management System (PEIMS) student-ID, Texas Student Data System (TSDS) identification number, name, date of birth, ethnicity/race, etc. Instructions for entering and verifying demographic and program information in the online system are not found in this manual. Your campus coordinator will give you instructions if you are needed to assist in this process.
- **STAAR Alternate 2 assessment information**
  This includes students' scoring information for the assessments, any test accommodations provided, and any reasons why a student could not be assessed. Instructions for submitting this information are provided later in this manual.

Understanding Test Question Presentation

During a STAAR Alternate 2 test session, each test question is presented to the student using instructions outlined in the teacher test booklet. These instructions are standardized and must be adhered to as written to ensure a valid assessment. The instructions are divided into three sections: presentation instructions, stimulus visuals, and scoring instructions.

Presentation Instructions

– *Present* Stimulus 1.
– *Direct* the student to the circle. *Communicate:* **This is a circle.**
– *Direct* the student to the outline of the circle.
– *Communicate:* **Find the circle.**

Presentation instructions provide directives to the test administrator regarding how to direct the student to the stimuli in the student test booklet and what specifically is to be communicated to the student.

Stimulus 1

Stimulus visuals show how the stimulus in the student test booklet is displayed for the student.

Scoring instructions describe how to evaluate the student response and provide assistance before marking A, B, or C.

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

Presentation Instructions

Presentation instructions provide information about how to direct the student to the stimuli in the student test booklet and what should be presented and communicated to the student.

The **boldfaced** statements in all question types are to be communicated to the student as written. The boldfaced statements can be signed, translated into a language other than English, provided in written form, or paired with tactile or picture symbols. The boldfaced statements should be communicated to the student in the language/format the student requires in daily instruction. Text that is not printed in bold type should not be communicated to the student. Information about how to *present, direct,* and *communicate* with students to provide for the most meaningful communication during the testing session can be found in the "Presentation Instructions" section of this manual.

Stimulus Visuals

Stimulus visuals show how the stimulus in the student test booklet is displayed for the student. Information about how the stimulus visuals can be accommodated is described in the "Accommodations" section of this manual.

Scoring Instructions

Scoring instructions describe how the test administrator is to evaluate and mark the student's score using A, B, or C. If the student does not correctly answer a question the first time it is presented, the scoring instructions explain what assistance is allowed. Further information is described in the "Scoring" section of this manual.

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 teacher test booklet. These instructions are standardized and must be followed to ensure a valid assessment; however, the instructions can be adapted and the images and text can be accommodated for students with specific needs.

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. The sample question below shows the presentation instructions and stimulus image.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. *Communicate:* **This rabbit is an animal. It can run and move on its own. It needs food and water to live. This rabbit is a living organism.**
- *Communicate:* **Find the living organism.**

Stimulus 13

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rabbit,	➡	mark **A** for question 13 and move to question 14.
If the student does not find the rabbit,	➡	• 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 rabbit,	➡	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the rabbit,	➡	mark **C** for question 13 and move to question 14.

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 individualized education program (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 student can be alerted orally or through sign language as to where to look or focus.
- The student's hand can be guided to specific places in the stimuli, or the stimuli can be paired with items and placed in the student's hand.
- Sections can be pointed to or highlighted as they are mentioned in the instructions.
- Parts of the stimulus can be covered up until explained in the instructions to focus attention and avoid overstimulation.
- Answer choices can 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 a 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 reading passages and text of Stimulus "a" and "b" cannot be paraphrased, simplified, translated, or shortened. The administrator can ask the student to repeat 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 that 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 a 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?"

Repeating Presentation Instructions

Test administrators may repeat some sections of the presentation instructions if these guidelines are followed.

Any Time During the Administration

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

Before the "Find" Statement is Given

- If the student is distracted during the presentation, the test administrator can repeat sections of the presentation instructions without a student request up until the answer choices and "find" statement are given.
- Reading passages can be reread as needed before the answer choices and "find" statement have been given.

> The test administrator may choose to read the "find" statement prior to 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 is Given

- Once the answer choices and "find" statement are 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 can be repeated **once**.
- If a student responds incorrectly, the teacher assistance has been applied, and the initial presentation is being replicated, the order in which the answer choices and "find" statement are communicated to the student can be switched from the order provided in the initial presentation.

Repeating Reading Passages

Test administrators have the option of starting a reading passage over and repeating the text from earlier questions in a cluster if they feel that the student needs to hear the previous sections of the passage before finding what is requested. To accomplish this, the test administrator may

- turn back to previous questions in the cluster and read the sections for the student from the teacher test booklet or

■ photocopy previous sections of the text to combine with the next section of the passage as the student proceeds through the cluster.

Returning to Previous Questions

Although the reading passages can be read or photocopied to be used in presenting other questions in the cluster, no other information from previous questions may be used during the test administration. Students cannot request to go back to previous test questions in the student test booklet and change their answer after the question has been scored and the student has moved on to the next question.

Scoring

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.

An asterisk (*) next to a section on the stimulus image or a boxed answer choice indicates the correct answer. The asterisk only appears in the teacher test booklet. The test administrator should not place the teacher test booklet in the student's line of sight during testing because the correct answer is indicated. Additionally, other students in the room during testing cannot be exposed to the content of the test questions.

The scoring instructions are divided into two parts—the **Student Action** and the **Test Administrator Action**.

Student Action describes how the student responds to the question.

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

Scoring Instructions

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

Test Administrator Actions for Each Question in a Cluster

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 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.
- If the student does not use the assist correctly, the test administrator may help the student so that the student receives the appropriate assist before the presentation instructions are replicated.

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.

Recording Student Scoring Information

A STAAR Alternate 2 Scoring Document is provided for recording the student's score for each question and applied accommodations for the entire test. TEA requires the use of the document to ensure that the student responses have been captured correctly. As the student answers the question, the test administrator should mark A, B, or C on the scoring document according to the scoring instructions.

The scoring document includes 28 spaces for answers. For grades 4 and 7 writing tests, only 24 spaces are needed. For these tests, cross out numbers 25–28 on the scoring document. Once the assessment is completed and information is recorded, the district coordinator, campus coordinator, or other authorized personnel will enter scoring information into an online system. After the scoring information has been entered, the STAAR Alternate 2 Scoring Document should be returned to the campus coordinator. A copy of the STAAR Alternate 2 Scoring Document is located in the back of this manual, in the back of the teacher test booklet, and on the Texas Resource Center under *Reporting > Forms*.

Accommodations

Allowable Accommodations

STAAR Alternate 2 is a standardized assessment that is intended to be appropriate for eligible students in its original form. However, admission, review, and dismissal (ARD) committees and test administrators may elect to provide appropriate accommodations to some students whose disability precludes them from participating meaningfully in a two-dimensional standardized assessment.

For STAAR Alternate 2, TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. Accommodations should allow the student to demonstrate what he or she has learned without giving the student an unfair advantage over other students taking the test.

Accommodations may only be used if they are routinely provided in classroom instruction and listed in the student's IEP. Accommodations provided during classroom instruction and testing may differ from accommodations allowed for use on statewide assessments. The following guidelines describe the appropriate use of testing accommodations.

- Accommodations must be determined and prepared before the test session begins.
- The test administrator must present the accommodations uniformly so that the correct answer is not emphasized over the other answer choices. If an accommodation (e.g., color overlays, picture representations) is used on one answer choice, it must be used on all answer choices.
- The student may need different accommodations for different questions within a tested subject.
- Routinely used accommodations for positioning and behavioral supports can be provided for any student to ensure that the student can physically access the stimuli provided and maintain focus throughout the testing session.
- It is appropriate to add language that encourages the student to stay on task.
- It is not appropriate to add language about the content of the question.

The chart on the next page shows 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 described 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 to the original as possible.
■ **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 only include 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 math tools to arrive at a response**
• These include fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, 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 include personal timers, token systems, color-coded or handwritten reminders, or visual schedules.

> Accommodations must be recorded and entered into the online system as instructed in the "Complete Test Administration Process" section of this manual.

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 cannot be disassembled.
- The district must maintain test security and confidentiality when photocopying the student test booklet.

- Photocopying must be done within the district by a trained test administrator or test administrator assistant who has signed the appropriate security oath.
- If a mathematics test is photocopied but not enlarged, the copier must be set to copy at 100 percent 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 nonscorable shipment after testing.

Student Responses

During a STAAR Alternate 2 test administration, a student may respond using his or her primary mode of communication or any other mode of communication appropriate at the time of testing. Student responses may be verbal, physical, or visual. Any response modes will be deemed acceptable responses for the communicated directive and will not need to be predetermined by the test administrator. The critical issue is not how the student responds but that the student clearly communicates the preferred answer choice to the test administrator. The table below shows examples of verbal, physical, and visual responses.

Verbal Responses

■ **Student may respond by**
- stating responses, including word approximations;
- communicating yes or no when presented answer choices one at a time and being asked, "Is this the ....?";
- forming responses with the assistance of a communication device with preprogrammed answer choices or programmed student vocabulary;
- use of an output device to indicate the answer when each answer choice is presented individually;
- vocalizing positively or negatively to indicate the answer when each answer choice is presented individually;
- making a negative vocalization to indicate unmatched object;
- describing the location of the answer; or
- responding A, B, C, or 1, 2, 3, or with color name if answer choices are labeled as such by the test administrator.

Physical Responses

■ **Student may respond by**
- pointing to, reaching for, or touching an answer;
- highlighting, coloring, circling, or marking a response;
- nodding head, smiling, or gesturing to indicate yes or no when presented answer choices one at a time and being asked, "Is this the...?";
- manipulating words, sentences, or sections of 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 an answer;
- formulating a response using a choice board;
- isolating answer choices in a section organizer, such as a calendar box or tub;
- nodding head or gesturing in the direction of the answer; or
- placing a flag on the answer.

Visual Responses

■ **Student may respond by**
- gazing, blinking, winking, or fixating on answer choice.

Assistive Technology

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 the Manual

- Carefully read this manual before the training session. As requested by your campus coordinator, review additional resources found online.
- Bring the manual to the training.

❏ Attend Training

- All test administrators are required to receive annual training in test security, general testing procedures, and procedures unique to specific testing circumstances.
- Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with the [Assessment Management System](). Topics may include the following:
  - test administrator roles and responsibilities
    - maintaining security of test materials until returned to the campus coordinator
    - preparing test materials for each administration
    - implementing the test administration processes and procedures stated in the manuals
    - monitoring and maintaining test security
    - reporting any suspected violation of test security to the campus coordinator
    - transcribing student responses into an online transcription form
    - administering individual tests in more than one session
    - accessing the online system and entering scoring and assessment data
    - preparing test materials for return to the campus coordinator at the end of test administrations, including all photocopies of the images and text in the student test booklet and the STAAR Alternate 2 Scoring Document used to record student performance
  - timeline for test administrations
  - allowable accommodations

❏ Receive Your User ID for the Assessment Management System

- Your campus or district coordinator will create your role-specific user account, which will ensure that you see only the data and functions that you need.

❏ Review and Sign Security Oath

- Understand your obligations concerning test security and confidentiality.
- Sign the general Oath of Test Security and Confidentiality following the general training on test security and test administration procedures and before handling secure test materials. (Test administrators are only responsible for signing the oath once per school year.)
- Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments must receive additional training and confirm compliance with state confidentiality requirements.

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 Testing

❏ Receive Test Materials from Campus Coordinator

STAAR Alternate 2 test administrators will be provided with the following materials:

- Teacher test booklet—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 standard-sized student test booklet. Images on the cards match the images found within the student test booklet. The image cards are intended to reduce the amount of preparation required of a test administrator for certain student accommodations.
- STAAR Alternate 2 Scoring Document—secure during and after use; a single sheet with answer bubbles for recording student responses for later input into the online system. This required document must be returned to the campus coordinator.

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

Teacher test booklets, student test booklets, and image cards will be issued to test administrators. The STAAR Alternate 2 Materials Control Form is used to ensure security and account for test materials during the preview and testing windows. Locate and record the nine-digit security number printed on the student test booklets, as shown below. The digit after the hyphen is used only as a check digit and should be ignored.

$$10000\ 0000 - 1$$

- Teacher test booklets, 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 number of secure materials issued to you on the forms, add 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 security oath.

❏ Prepare the Testing Environment

Test administrators must prepare the environment for the administration of STAAR Alternate 2. STAAR Alternate 2 is administered to students in a one-on-one setting. Test sessions must be conducted under the best possible conditions with minimal distractions and in a setting that is arranged in the most appropriate way for individual students. Some options include

- administering the test in a separate location,
- providing adaptive or special furniture, and
- providing special acoustics.

To support test security and standard assessment practices, STAAR Alternate 2 administrations require that

- 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 testing windows (It is not necessary to conceal or remove instructional or reference materials in the testing area, classrooms, or hallways unless they could provide a direct source of answers for the subject-area assessment being administered.),
- clocks (either analog or digital) in the testing room do not have to be covered or removed,
- all desks used for testing must be cleared of books and other materials not required for the test, and
- test administrators must prevent students who are not part of the current testing session from hearing or viewing another student's test administration.

The test administrator will determine the most appropriate seating arrangement based on individual student needs.

Complete Test Administration Process

❑ Enter Responses Online

Students taking STAAR Alternate 2 communicate answers directly to the test administrator. The test administrator records the student's response on the STAAR Alternate 2 Scoring Document based on scoring information provided for each question. The students' responses are then entered into the Assessment Management System. Students must be registered for the STAAR Alternate 2 administration and assigned a test in the system before their answers can be entered. If assessing multiple students with STAAR Alternate 2, assigning the students to a group in the system may simplify response entry. For step-by-step instructions about how to enter student responses, refer to the *STAAR Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System User's Guide*.

❑ Enter Score Code Information if Necessary

It is not necessary to make a selection in the Score Code menu for tests to be scored. If the student was in attendance during the testing window but was not able to finish the test, the test is scored according to the data that was entered into the system for the sections that were completed.

Score Codes
If a student does not participate in the test, one of the following score codes must be selected when the test is marked complete. You will need to make the selection from the *Test Details* screen. For step-by-step instructions on entering score codes, refer to the *Assessment Management System User's Guide*.

A = Absent
The student is absent throughout the testing window. A student score code should not be set to absent if the student was absent on the testing days but also fits one of the score designations below.

M = Medical Exception
The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student's medical condition, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. Students who are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception for the following circumstances.

- The student is in the final stages of a terminal or degenerative illness.
- The student is receiving extensive short-term treatment due to a medical emergency or serious injury.
- The student is unable to interact with peers or staff without risk of infection or contamination to him/herself or others.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.

N = No Authentic Academic Response (NAAR)
The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student's disability, resulting in the inability to make an authentic academic response to stimuli presented in the test booklet, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception for the following circumstances.

- The student is unable to demonstrate a meaningful, observable reaction to a specific stimulus.
- The student exhibits only startle responses.
- The student tracks or fixates on objects at random and not for a purpose.
- The student moves or responds only to internal stimuli.
- The student vocalizes intermittently regardless of changes in environment around him/her.

O = Other: Test Not to Be Scored
The student experiences a test administration irregularity or illness during testing.

❏ Indicating Translated Student Content

Select **Yes** or **No** to indicate whether the bolded information in the presentation instructions was translated into a language other than English. The information in reading passages and text of Stimulus "a" and "b" cannot be paraphrased, simplified, translated, or shortened.

❏ Enter Accommodations Information if Necessary

If a student was provided accommodations, the information must be indicated on the *Test Details* screen. Accommodations information can be entered before or after the administration. For step-by-step instructions on entering accommodations information, refer to the *Assessment Management System User's Guide*.

The following accommodations are allowable for STAAR Alternate 2.

- **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 to the original as possible.
- **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 only include 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 math tools to arrive at a response**
  - These include fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, 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 include personal timers, token systems, color-coded or handwritten reminders, or visual schedules.

Contact your campus coordinator if you have questions about entering scoring or accommodations information. If necessary, contact Pearson's Customer Service Center at 800-627-0225.

## ❏ Return Test Materials to the Campus Coordinator

- After each test session, the test administrator must return all test materials to the campus coordinator. As appropriate, test materials will be redistributed before the next test session.

- Return the following materials to your campus coordinator:
  - used and unused teacher test booklets
  - used and unused student test booklets, including large-print test booklets
  - used and unused image cards
  - STAAR Alternate 2 Scoring Documents
  - photocopies or any other type of reproduction of secure test materials, if used

  Any accompanying pictures, objects, textured materials, or instructional tools do not need to be returned.

- Your campus coordinator will verify that you have returned all secure test materials assigned to you, as recorded on the STAAR Alternate 2 Materials Control Form, and will then complete the TIME IN box and initial the appropriate cell of the "CAMPUS COORDINATOR INITIALS" column.

Appendix A
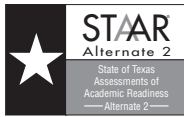
STAAR Alternate 2 Scoring Document

Student Name: _____

Grade: _____ Subject: _____ Form Number: _____

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

Accommodations

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

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

Scoring

Mark the student's score for each question. Grades 4 and 7 writing forms have only 24 questions. For these forms, cross out numbers 25–28 on this document.

1	Ⓐ	Ⓑ	Ⓒ	**17**	Ⓐ	Ⓑ	Ⓒ
2	Ⓐ	Ⓑ	Ⓒ	**18**	Ⓐ	Ⓑ	Ⓒ
3	Ⓐ	Ⓑ	Ⓒ	**19**	Ⓐ	Ⓑ	Ⓒ
4	Ⓐ	Ⓑ	Ⓒ	**20**	Ⓐ	Ⓑ	Ⓒ
5	Ⓐ	Ⓑ	Ⓒ	**21**	Ⓐ	Ⓑ	Ⓒ
6	Ⓐ	Ⓑ	Ⓒ	**22**	Ⓐ	Ⓑ	Ⓒ
7	Ⓐ	Ⓑ	Ⓒ	**23**	Ⓐ	Ⓑ	Ⓒ
8	Ⓐ	Ⓑ	Ⓒ	**24**	Ⓐ	Ⓑ	Ⓒ
9	Ⓐ	Ⓑ	Ⓒ	**25**	Ⓐ	Ⓑ	Ⓒ
10	Ⓐ	Ⓑ	Ⓒ	**26**	Ⓐ	Ⓑ	Ⓒ
11	Ⓐ	Ⓑ	Ⓒ	**27**	Ⓐ	Ⓑ	Ⓒ
12	Ⓐ	Ⓑ	Ⓒ	**28**	Ⓐ	Ⓑ	Ⓒ
13	Ⓐ	Ⓑ	Ⓒ				
14	Ⓐ	Ⓑ	Ⓒ				
15	Ⓐ	Ⓑ	Ⓒ				
16	Ⓐ	Ⓑ	Ⓒ				

TE★AS ASSESSMENT