

Tier 1	Tier 2
<p>Items are aligned to the Alternate Eligible Content (AEC). The AEC has been reduced in depth, breadth, and complexity from the grade level eligible content. Items reflect more simplistic accommodations and remove extraneous information.</p>	<p>Items are aligned to Alternate Eligible Content (AEC). The AEC has been reduced in depth, breadth, and complexity from the grade level eligible content.</p>
<ul style="list-style-type: none"> • Items are aligned to the AEC but are designed to assess understanding through more simple procedures. Basic recall/identification and/or inferential items are supported with graphics/supports and/or objects that are less visually complex. • Passages are less complex than Tier 2. Text contains words that are simpler and more familiar when possible. Passages are used to typically answer one question only. • Items are typically one-step processes except when indicated differently by the AEC. When more than one step is required, supports/scaffolds will be provided within the item. Instructional objects may be used to support comprehension of the topic or passage. • Language used in directions is limited and direct. Everyday, familiar vocabulary is used along with picture supports. Manipulatives, picture, and other instructional objects may be used by the teacher to support comprehension. • Vocabulary is familiar, simple, and less complex than Tier 2. • Graphics are less complex than Tier 2. Simple picture support is provided for all items including answer choices. • Items addressing writing AEC are presented in multiple choice format with limited symbolic representation. If symbolic representation is used, simple visual supports are provided.. 	<ul style="list-style-type: none"> • Items are aligned to the AEC. Recall/identification and/or higher order reading skills are supported with graphics/supports. • Passages are grade level appropriate but are written at a reduced grade level. Passages may be used to answer more than one assessment question. • If items require a two-step process per the AEC, supports/scaffolds will be provided within the item to support access. Instructional materials may be used to support comprehension of the topic or passage. • Language used in directions is plain and explanatory. Unfamiliar vocabulary is reduced or supported as needed through pictures and instructional materials. • Difficult or unfamiliar vocabulary is reduced or eliminated. If unfamiliar vocabulary must be used, a simple explanation or definition is provided along with supports/scaffolds as appropriate. • Graphics/pictures may be used along with text including answer choices. • Items addressing writing AEC are presented in multiple choice format with symbolic language. Items may include sequencing. Visual supports are provided as appropriate to support access and understanding of the topic.

All passages and items, for all grades and Tiers of the PASA, must be read aloud to the student. Passages and text are grade level appropriate and familiar but have been reduced in complexity (length, vocabulary, cognitive load) in accordance with the Tiers above. Teachers may also use everyday language such as words or phrases that are more familiar to the student and represent the same content. For more information on these topics, see the PASA Test Administration Guide.