

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"> <li>• Basic recall and/or application items are supported with scaffolds, graphics/supports, and/or objects and modeling that are less visually complex.</li> <li>• Items are often one step and based upon the AEC. When the AEC requires more than one step, supports are provided as appropriate.</li> <li>• Language used in directions is limited and direct. Everyday, familiar vocabulary is used along with picture supports, manipulatives, and other supports, etc.</li> <li>• Scientific terminology/vocabulary is significantly reduced, and when used, scaffolded support is provided. Scientific vocabulary is replaced common terms that students are likely to encounter in science instruction or a real-world experience.</li> <li>• Graphics are less complex than Tier 2. Simple picture support is provided for all items including answer choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, application, and strategic thinking items targeting more complex cognitive processes will include scaffolds, graphics/supports and/or modeling as appropriate.</li> <li>• Items may involve 2-step processes based upon the AEC and cognitive complexity.</li> <li>• Language used in directions is plain and explanatory. Unfamiliar vocabulary is reduced or supported as needed through pictures, manipulatives, other supports, etc.</li> <li>• Scientific terminology/vocabulary is simplified and may be used for some items with a simple explanation or definition provided along with supports/scaffolds as appropriate.</li> <li>• Graphics are more complex and/or abstract and may include information about processes, relationships, events, etc. Abstract concepts are paired with concrete visual or non-visual supports such as objects or pictures.</li> </ul>
<p style="text-align: center;"><b>EXAMPLE</b></p>	<p style="text-align: center;"><b>EXAMPLE</b></p>

All passages and items, for all grades and tiers of the PASA, must be read aloud to the student. Test kits containing objects and/or manipulatives are not provided by PASA for science items. However, assessors are highly encouraged to provide students with materials regularly used during science instruction to support concepts of science assessment items. As with other *PASA* assessments, changing everyday language and using consistent and necessary supports is encouraged as long as care is taken to ensure that the correct answer is not ‘given away’ during the administration of any item.