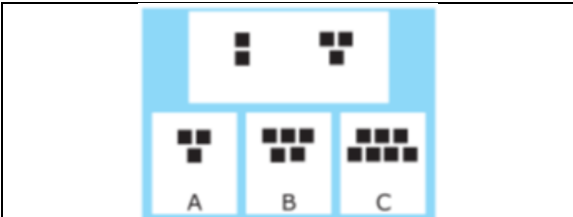
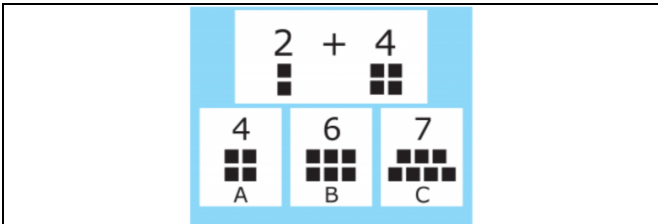


Tier 1	Tier 2
Items are aligned to the Alternate Eligible Content (AEC). The AEC has been reduced in depth, breadth, and complexity from the grade level eligible content. Items reflect more simplistic accommodations and remove extraneous information.	Items are aligned to Alternate Eligible Content (AEC). The AEC has been reduced in depth, breadth, and complexity from the grade level eligible content.
<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. When the AEC requires more than one step, supports are provided as appropriate.</li> <li>• Minimal use of symbols and/or digits. When used, symbols and/or digits are paired with concrete visual or non-visual supports such as objects, manipulatives, pictures.</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>• Mathematical terminology/vocabulary is significantly reduced, and if used, scaffolded support is provided.</li> <li>• Graphics and picture supports are less complex than Tier 2 and frequently use simple sketches.</li> </ul> <p style="text-align: center;"><b>EXAMPLE</b></p>  <p><i>Teacher models: To add blocks, you put them together.</i></p> <p><b>Find how many blocks altogether.</b></p>	<ul style="list-style-type: none"> <li>• Higher order conceptual and strategic problem-solving with mathematical items supported through scaffolds, supports, and/or modeling as appropriate.</li> <li>• Items may involve more than one step based upon the AEC and cognitive complexity.</li> <li>• More frequent use of symbols and/or digits that are paired as needed with concrete visual or non-visual supports such as objects, manipulatives, and pictures.</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>• Mathematical terminology/vocabulary is simplified and used consistently in the full range of problems.</li> <li>• Graphics and picture supports are sufficiently detailed to provide information for problem-solving.</li> </ul> <p style="text-align: center;"><b>EXAMPLE</b></p>  <p><i>This is 2 plus 4. Point to each answer choice as you say: This is 4, 6, and 7.</i></p> <p><b>Find the number that shows 2 + 4.</b></p>

All passages and items, for all grades and tiers of the PASA, must be read aloud to the student. Whether Tier 1 or 2, students should be supported during test administration using the math manipulatives provided or instructional manipulatives that are familiar. Manipulatives or materials that may be used include, but are not limited to base ten blocks, touch points, counters, objects, etc. 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.