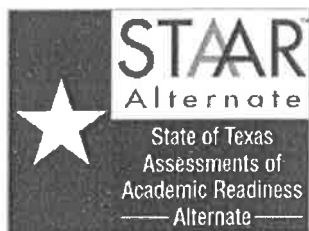




## The Basics of STAAR Alternate 2:



- ▶ Designed for students with the most significant cognitive disabilities
- ▶ Alternate assessment developed to meet **federal requirements** of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA).
- ▶ Booklet assessment administered during the STAAR Alternate 2 testing window.
- ▶ Based on Essence Statements (and Instructional Terms for vocabulary) of grade level TEKS  
<http://tea.texas.gov/student.assessment/special-ed/staaralt/>
- ▶ Student's response mode needs to be noted in IEP: verbalization, communication device, pointing, eye gaze, etc

## REMINDER: The First Consideration = The General Assessment

ARD committees must determine whether the general assessment is the most appropriate by:

- ▶ Reviewing the student's **present levels of academic achievement and functional performance (PLAAFP)**
  - ▶ The PLAAFP should provide the committee members with a clear understanding of the student's performance in the grade-level/course TEKS, including strengths, current areas of need, and accommodations, modifications, or supports used.

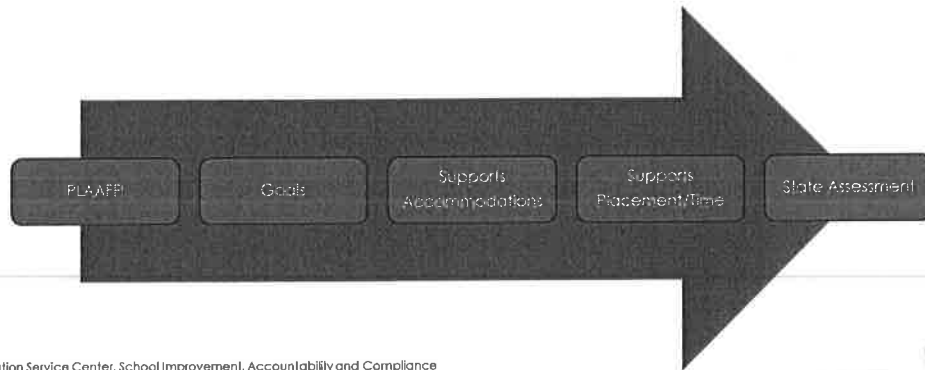
## REMINDER: The First Consideration = The General Assessment

ARD committees must determine whether the general assessment is the most appropriate by:

- ▶ Reviewing the student's instructional plan
  - ▶ The ARD committee must have a clear understanding of how the student will access the grade-level/course curriculum, including accommodations, or supports needed.

Remember that the PLAAFP drives the rest of the IEP – consider if the needs indicated in the PLAAFP justify the accommodations that are being recommended.

There MUST be a direct and consistent correlation between the PLAAFP, goals, supports and the testing decision!



**STEP 1: Key Components  
ARD Committee Responsibilities Review  
Criteria**

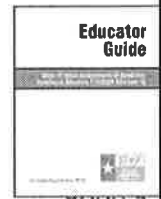


▶ **Participation Requirements**

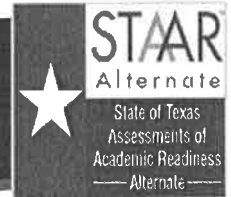
- ▶ Significant cognitive disability \*
- ▶ Require specialized supports
- ▶ Require intensive individualized instruction in variety of settings
- ▶ Access/participate in general ed. curriculum through pre-requisite TEKS
- ▶ ALL must have justification that is supported by IEP

▶ **Assurances**

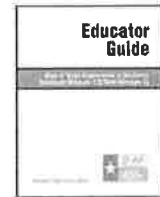
- ▶ Documented in IEP
- ▶ Based on educational records and not on previous state-wide test performance or AYP considerations
- ▶ Not based on racial or economic background, excessive absences, amount of time or location of service delivery



## Participation Requirements



- ▶ To be eligible to participate in STAAR Alternate 2, the answer to **all** of the eligibility questions on page one of the participation requirements must be "Yes."
- ▶ If the answer to any of these eligibility questions is "No," the student is not eligible to participate in that assessment and must participate in one of the other state assessments.

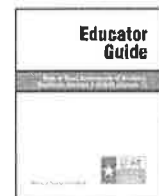


## STAAR Alternate 2 Participation Requirements



Students who are eligible for STAAR Alternate 2 typically:

- May have an intellectual quotient below 70 resulting in limited potential (not hard and fast rule)
- May be unable to reach grade level standards regardless of the quality of instruction
- May require significant assistance in skills of daily living
- Differ from students with specific learning disabilities who have average intelligence, but have learning problems that make reaching their potential difficult
- Additional guidance can be found in the Educator Guide for STAAR Alternate 2



## Eligibility Criteria – Question 1

1. Does the student have a significant cognitive disability?

Yes No

- ▶ A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team.
- ▶ The disability must affect the student's intellectual potential and be documented in the student's IEP.
- ▶ A student with a significant cognitive disability has limited potential to reach grade-level expectations.
- ▶ While a student with a learning disability may have academic challenges, he or she has the intellectual potential to reach grade-level expectations and, therefore, is not eligible to take STAAR Alternate 2.

**Justification (Example):** Based on Amy's most current FIE, her full scale IQ falls well below 70 indicating a limitation in intellectual functioning. Adaptive behavior scales indicate significant deficits in the following domains: self-care, socialization, and communication skills. The team agrees that she meets the eligibility criteria for STAAR Alternate 2 as a student with an intellectual disability.

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## Eligibility Criteria – Question 2

2. Does the student require specialized supports to access the grade-level curriculum and environment?

Yes No

- ▶ Federal regulations mandate that all students have access to and be assessed on grade-level curriculum.
- ▶ To access the grade-level curriculum, a student with a significant cognitive disability needs specialized academic instruction.
- ▶ Additionally, a student eligible for STAAR Alternate 2 requires support throughout the day in areas such as communicating needs, navigating the classroom or school building, eating lunch, negotiating social situations, and/or taking care of personal needs.

**Justification (Example):** Amy has difficulty attending to tasks and requires numerous redirections to stay focused. When in a large group for instruction, Amy is easily distracted and does not process language well. Her expressive language delays make it difficult for Amy to express her needs in a large group. Because of this, Amy requires specialized instruction in a small group setting for academic skills. Amy's weak language skills also make it difficult for her to respond appropriately in social situations; therefore, she requires assistance during nonacademic school activities. Amy requires assistance to perform all self-care skills.

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## Eligibility Criteria – Question 3

3. Does the student require intensive, individualized instruction in a variety of instructional settings?  Yes  No

- ▶ The student needs specialized academic instruction and techniques over a period of time to learn and retain information.
- ▶ Instruction in a variety of settings is required in order for the student to transfer skills (generalize).

**Justification (Example):** Amy's short attention span and distractibility require her to need numerous repetitions and drill in order to retain knowledge. Additionally, she acquires and retains knowledge best when skills are taught in the setting or situation in which the skill naturally occurs. For example, to address a social studies prerequisite skill involving economics, Amy was more successful in purchasing an item in the school store rather than in a classroom simulation.

## Eligibility Criteria – Question 4

4. Does the student access and participate in the grade-level TEKS through prerequisite skills?  Yes  No

- ▶ Access to the grade-level curriculum is mandated by the federal government.
- ▶ A student with a significant cognitive disability requires access to the TEKS through prerequisite skills.
- ▶ Prerequisite skills are student expectations from previous grades that are linked to the grade-level curriculum.

**Justification (Example):** Although Amy shows relative strengths in the areas of math calculation and math reasoning, she is performing skills that are several grade levels behind her grade 8 peers in all academic areas. Her access to the grade-level TEKS is through prerequisite skills.

## Step II: Discuss Assurances for STAAR Alternate 2

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Step II: Discuss Assurances**

The ARD committee must discuss the following questions. All of these questions must be answered "Yes" for the student to participate in STAAR Alternate 2.

On the basis of federal regulations (34 CFR 300.106) and Texas Administrative Code (19A.001), the ARD committee determines that the student will take STAAR Alternate 2. The ARD committee must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including but not limited to all of the eligibility criteria are met.

The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including but not limited to current IEP, PLAAFP, goals and objectives, report cards, progress reports, work samples, teacher observations, full and individual evaluations (FIEs), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on a previous assessment.

The decision to administer STAAR Alternate 2 is made by the ARD committee, not administrators based on federal accountability requirements unless there are reports of students taking an alternate assessment who can be counted as part of an Adequacy Ready Program (ARP) performance calculation. Although STAAR Alternate 2 is provided for a small number of students, the profession (as determined by the number of students receiving special education services) will not be affected by the number of students.

The decision to administer STAAR Alternate 2 is based on the student's educational need and the student or the student's guardian, the student's IEP team, or the student's disability steps and goals team or the ARD committee must discuss the following questions and provide a statement of why or why not.

**Initial the one that applies:**

For a student in elementary or middle school, the ARD committee understands that this is for and assessment alternative that may be used in a student's graduation options when he or she is in high school.

For a student taking one or more assessments, the student is enrolled in a course being administered for STAAR Alternate 2 that has a Public Education Information Management System (PEIMS) course number indicating that the component is assessed through proctored sites.

Indicate the alternate high school course and PEIMS course numbers the student will be enrolled in this school year.

English I Alternate (024040)  Algebra I Alternate (024050)  Biology Alternate (024060)  U.S. History Alternate (024070)

English II Alternate (024080)

**Step III: Summative Assessment Decisions**

The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given. The ARD committee must ensure the assessment decision and accommodations selected do not reduce the student's assessment score below the student's IEP goal. The student will take STAAR Alternate 2 for all assessment subject(s) or course(s) listed below. This name must be included in the IEP for students being assessed with STAAR Alternate 2.

Indicate the STAAR Alternate 2 tests the student will take this school year.

Reading Grade \_\_\_\_\_  Math Grade \_\_\_\_\_  Science Grade \_\_\_\_\_  Social Studies \_\_\_\_\_

Writing Grade \_\_\_\_\_  Algebra I \_\_\_\_\_  Biology \_\_\_\_\_  U.S. History \_\_\_\_\_

English I \_\_\_\_\_

English II \_\_\_\_\_

If "Yes" is indicated for all of the eligibility questions for STAAR Alternate 2, the ARD committee must discuss the assurances in Step II, and the district personnel completing the form must initial each one after it is discussed.

Assurances that the decision for testing is:

- Documented in IEP
- Based on educational records and not on previous state-wide test performance or AYP considerations
- Not based on racial or economic background, excessive absences, amount of time or location of service delivery

## Participation Requirements

### Justification:

- The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including but not limited to current IEP, PLAAFP, statements, goals or objectives, progress reports, work samples, teacher observations, full and individual evaluations (FIEs), standardized achievement results, and classroom, district, and state assessment results.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**ELIGIBILITY CRITERIA**

The ARD committee must discuss the following questions. All of these questions must be answered "Yes" for the student to participate in STAAR Alternate 2.

On the basis of federal regulations (34 CFR 300.106) and Texas Administrative Code (19A.001), the ARD committee determines that the student will take STAAR Alternate 2. The ARD committee must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including but not limited to all of the eligibility criteria are met.

The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including but not limited to current IEP, PLAAFP, goals and objectives, report cards, progress reports, work samples, teacher observations, full and individual evaluations (FIEs), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on a previous assessment.

The decision to administer STAAR Alternate 2 is made by the ARD committee, not administrators based on federal accountability requirements unless there are reports of students taking an alternate assessment who can be counted as part of an Adequacy Ready Program (ARP) performance calculation. Although STAAR Alternate 2 is provided for a small number of students, the profession (as determined by the number of students receiving special education services) will not be affected by the number of students.

The decision to administer STAAR Alternate 2 is based on the student's educational need and the student or the student's guardian, the student's IEP team, or the student's disability steps and goals team or the ARD committee must discuss the following questions and provide a statement of why or why not.

**Initial the one that applies:**

For a student in elementary or middle school, the ARD committee understands that this is for and assessment alternative that may be used in a student's graduation options when he or she is in high school.

For a student taking one or more assessments, the student is enrolled in a course being administered for STAAR Alternate 2 that has a Public Education Information Management System (PEIMS) course number indicating that the component is assessed through proctored sites.

Indicate the alternate high school course and PEIMS course numbers the student will be enrolled in this school year.

English I Alternate (024040)  Algebra I Alternate (024050)  Biology Alternate (024060)  U.S. History Alternate (024070)

English II Alternate (024080)

**Step III: Summative Assessment Decisions**

The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given. The ARD committee must ensure the assessment decision and accommodations selected do not reduce the student's assessment score below the student's IEP goal. The student will take STAAR Alternate 2 for all assessment subject(s) or course(s) listed below. This name must be included in the IEP for students being assessed with STAAR Alternate 2.

Indicate the STAAR Alternate 2 tests the student will take this school year.

Reading Grade \_\_\_\_\_  Math Grade \_\_\_\_\_  Science Grade \_\_\_\_\_  Social Studies \_\_\_\_\_

Writing Grade \_\_\_\_\_  Algebra I \_\_\_\_\_  Biology \_\_\_\_\_  U.S. History \_\_\_\_\_

English I \_\_\_\_\_

English II \_\_\_\_\_



Educator Guide

Page 5

## Step III: Summarize Assessment Decisions for STAAR Alternate 2

- ▶ The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given.
- ▶ The student will take STAAR Alternate 2 for all required subjects or enrolled high school courses.

**Step III: Summarize Assessment Decisions**  
 The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given. The ARD committee must review the assessment decisions and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. Note: The student will take STAAR Alternate 2 for all required subjects or enrolled high school courses listed below. This form must be included in the IEP for students being assessed with STAAR Alternate 2.

Indicate the STAAR Alternate 2 tests the student will take this school year.

Reading Grade \_\_\_     Mathematics Grade \_\_\_     Science Grade \_\_\_     Social Studies 8  
 Writing Grade \_\_\_     Algebra I     Biology     U.S. History  
 English I  
 English II



## Q: Who is authorized to sign the STAAR Alternate 2 participation requirement form?



State-Required Form

**STAAR ALTERNATE PARTICIPATION REQUIREMENTS**

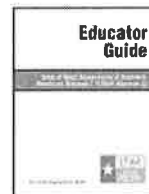
Student Name \_\_\_\_\_  
 Name of District Personnel \_\_\_\_\_  
 Title \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Date \_\_\_\_\_

Reminder: these forms should be completed during the ARD committee meeting when assessment decisions are made.

A: The *designated district personnel*, who is also a member of the ARD Committee (e.g. special education teacher, administrator, ARD facilitator).

This *district personnel*—

- Completing the form needs to be *identified by name* on the form, along with his/her position.
- Named on the form is *responsible for making sure the ARD committee discusses each section*.





## Other ARD Responsibilities

- ▶ In addition to providing evidence that all participation requirements have been met and the assurances have been addressed, the ARD committee will determine and document the needed accommodations for both instruction and assessment.
  - ▶ In order to make appropriate accommodation decisions from year to year, their effectiveness should be assessed.
  - ▶ Collect data on how the student performs with and without the accommodation.
  - ▶ Make available to the student a variety of instructional strategies to see which are most effective.
- ▶ The test administrator will determine the accommodations that will be used for a specific assessment based on the documented accommodations in the student's IEP and the TEA guidelines for allowable accommodations for STAAR Alternate 2.



special Education

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