ARD Committee Decisions for the Statewide Assessment

STAAR Modified and STAAR Alternate

The ARD committee reviews the student’s PLAAFP and instructional goals and determines how the student accesses the grade-level/course curriculum (TEKS).

- STAAR
- STAAR Spanish
- TAKS
- TAKS (Accommodated)
- Through modified TEKS-based instruction
- Through prerequisite skills
- STAAR
- STAAR Modified
- STAAR Alternate
- TAKS
- TAKS (Accommodated)
### Slide 4

<table>
<thead>
<tr>
<th>Instructional Focus</th>
<th>Instructional Approach</th>
<th>Instructional Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction covers all of the required curriculum</td>
<td>Accommodations</td>
<td>Extra time, formatting changes, small groups, manipulatives, spelling assistance, transliterating</td>
</tr>
<tr>
<td>Instruction is focused on all of the curriculum, IEP goals may focus on select student expectations or student's performance in a broad/simplified manner</td>
<td>Modifications</td>
<td>Deleting extraneous information, limiting number of steps in questions, simplifying decoding level, simplifying numbers, defining difficult vocabulary</td>
</tr>
<tr>
<td>Individual supports and materials compensate for the student's disability and allow access to all of the curriculum</td>
<td>Prerequisite skills linked to grade-level/course curriculum</td>
<td>Performance tasks to determine mastery at three varying complexity levels</td>
</tr>
</tbody>
</table>

### Slide 5

**PLAAFP**
Provides a clear understanding of student’s performance in the grade-level/course TEKS, including:
- strengths,
- current area of need,
- accommodations,
- modifications, or
- other supports used

### Slide 6

**Instructional Plan**
Provides a clear understanding of how the student will access the grade-level/course curriculum including accommodations, modifications, or supports needed
ARD committees must understand

- What statewide assessments are required and available.
- Assessed TEKS
- Design and format of each statewide assessment
- Accommodation policies
- Implications of taking a particular statewide assessment

STAAR

- Document decision
- Document testing accommodations
- If TEA approval required submit ARF and document “pending TEA approval”

PARTICIPATION REQUIREMENTS

- STAAR Modified
- STAAR Alternate
State-Required Documentation Forms

Complete and retain in the district when eligibility is confirmed. This document may be filed at the campus level or in the IEP. Complete the form during the ARD committee meeting when assessment decisions are made.

Step I: Review the Eligibility Criteria

STAAR Modified

- Circle the subject(s) or course(s) for which STAAR Modified is being considered.
- Circle NA, not applicable, for subjects/courses that do not apply to the student.
- Circle Not tested, not being considered for the student's grade or courses that the student is not enrolled in for the school year under consideration.

PLAAFP section

- Do the student's current level of academic achievement and functional performance indicate that the student is unable to attain the academic or functional level of generalized participants?

Step I: Review the Eligibility Criteria
Step I: Review the Eligibility Criteria

1. Does the student's IEP contain strategies/round 1/2/3/4 based goals indicating the modified content the student requires in order to achieve the grade level or course standards?

   - Yes
   - No
   - Not applicable

2. Have all of the modifications and accommodations required by the IEP been implemented?

   - Yes
   - No
   - Not applicable

3. Can the student successfully complete the examination?

   - Yes
   - No
   - Not applicable

4. Have all of the modifications and accommodations required by the IEP been implemented?

   - Yes
   - No
   - Not applicable

5. Is the student's IEP based on the Texas Essential Knowledge and Skills (TEKS) standards?

   - Yes
   - No
   - Not applicable

To be eligible to participate in STAAR, the answer to all of the applicable questions must be Yes.
If the answer to any of the questions is No, the student is not eligible to participate in STAAR Modified and must participate in one of the other statewide assessments.

“NO”

State Required Participation Form

Complete and retain in the district when eligibility is confirmed. This document may be filed at the campus level or in the IEP. Complete the form during the ARD committee meeting when assessment decisions are made.

Eligibility is being considered for all tested subjects in the student’s enrolled grade or all courses the student is enrolled in.

If the student is eligible to take STAAR Alternate, then he/she must take this assessment for all subjects/courses.
The ARD committee must review each of the five questions if STAAR Alternate is being considered, and circle YES or NO.

**Step I: Review the Eligibility Criteria**

Each Yes answer requires a justification that references the page number or section of the IEP that contains evidence that the student meets the criterion.
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Step 1: Review the Eligibility Criteria
To be eligible to participate in STAAR Alternate, the answer to all of the applicable questions must be Yes.

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Step 1: Review the Eligibility Criteria
If the answer to any of the questions is No, the student is not eligible to participate in STAAR Alternate and must participate in one of the other statewide assessments.

“NO”

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Step II: Discuss Assurances
If Yes is indicated for all of the eligibility criteria, the ARD committee must discuss the assurances in Step II and the district personnel completing the form must initial each one.
Assurance statement #1

The IEP must include a statement of why:

- the student cannot participate in the general assessment; and
- an alternate assessment is appropriate (include evidence from IEP that confirms the answer to each question is YES.)

Assurance #2

Multiple sources of measurable, objective evidence

- PLAAFP statements
- Goals and/or objectives
- Progress reports
- Teacher observations
- Report cards
- Work samples
- Standardized achievement test results
- FIE
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Assurance statement #3

ARD committee decisions should be based only on the educational need of a student.

If a student meets the participation requirements for STAAR Modified or STAAR Alternate, then he/she should be administered this assessment.

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Assurance statement #4

Students receiving special education services for any qualifying disability category are eligible to take STAAR Modified if the answer to all three eligibility questions is YES.

For STAAR Alternate, the ARD committee will focus on evidence of a significant cognitive disability and how the student accesses the grade-level or course curriculum. They will rule out students who have a learning disability and receive modified instruction.

Students taking STAAR Modified or STAAR Alternate may be receiving instruction in any setting (e.g., inclusion, resource, self-contained).

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Step II: Discuss Assurances

Modified instruction and instruction through prerequisite skills in high school = MHSP
Step II: Discuss Assurances

To graduate on the Recommended or Distinguished Programs, a student must have successful completion on STAAR. As cited in TAC §74.61(e), a high school student who takes STAAR Alternate or at least one STAAR Modified EOC assessment is receiving a different type of instruction (e.g., prerequisite skills, modified) than his/her peers. Therefore, the student will graduate on the MHSP.

Students are only eligible to take STAAR Modified if they are accessing the curriculum through modified instruction. Students are only eligible to take STAAR Alternate if they are accessing the curriculum through prerequisite skills.

For high school students, these courses are denoted by a special PEIMS code for each course required on the MHSP.
Step III: Summarize Assessment Decisions

STAAR Modified
Indicate the subjects in which the student will take STAAR Modified if the eligibility criteria has been met.

2012-13
This year World History was included, which will be administered for the first time in spring 2013.

2013-14
This step will be updated next year to include English III and U.S. History, which will be administered for the first time in spring 2014.

If a student is enrolled in these courses in 2012-2013 and receives modified instruction, eligibility for STAAR Modified should still be determined.

If the student meets participation requirements for STAAR Modified, the student will not be assessed since these tests are not available.

If the student does not meet participation requirements for STAAR Modified or if eligibility is not determined for these courses, then the student will take STAAR.
Step III: Summarize Assessment Decisions

STAAR Modified continued

- STAAR Modified assessments for Algebra II, chemistry, and physics will never be available because the courses are not required on the MHSP. However, eligibility for STAAR Modified should still be determined if a student is enrolled in these courses and receives modified instruction.
- If the student meets participation requirements for STAAR Modified, the student will not be assessed since these tests are not available.
- If the student does not meet participation requirements for STAAR Modified or if eligibility is not determined for these courses, then the student will take STAAR.

Step III: Summarize Assessment Decisions

STAAR Alternate

Indicate the subjects in which the student will take STAAR Alternate if the eligibility criteria has been met.

Step III: Summarize Assessment Decisions

STAAR Alternate

- The ARD committee must ensure the assessment decision and accommodations needed to measure the student’s academic achievement have been documented in the student’s IEP. These accommodations will be the basis for the STAAR Alternate presentation supports, materials, and response modes provided during the assessment observation and recorded on page 1 of the documentation form.
- The student will take STAAR Alternate for all required subjects or enrolled high school courses on the MHSP.
The ARD committee is required to discuss the participation requirements, complete the State-Required Documentation Form, and file it in a designated place (not a required document in the IEP).

All assessment information must be communicated to campus testing coordinator in preparation for statewide testing.

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STAAR ALTERNATE

Selecting the Appropriate Assessment

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Audit Results

Auditors determined that the complexity level of the assessment tasks was maintained in 94% of the documentation forms evaluated. Auditors concluded that one of the reasons the complexity level was not maintained was because the wrong complexity level and assessment task were selected causing the test administrator to implement the task incorrectly.
### Slide 43

#### Task Selection Results

<table>
<thead>
<tr>
<th></th>
<th>TAKS-Alt</th>
<th>TAKS-Alt</th>
<th>TAKS-Alt</th>
<th>STAAR Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>14%</td>
<td>20%</td>
<td>23%</td>
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<tr>
<td>Level 2</td>
<td>43%</td>
<td>49%</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>Level 1</td>
<td>43%</td>
<td>31%</td>
<td>27%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Data shows that the task selection distribution is not representative of the developmental skill level of the range of students with cognitive disabilities.

Level 3 was not selected enough and Level 1 was selected too often.

### Slide 44

For the 2013 STAAR Alternate administration, either the teacher or the ARD committee can make the complexity level decision. It is recommended that the ARD committee make the complexity level decision if an ARD is convened at a time that allows the assessment decisions to be implemented.

For the 2014 STAAR Alternate administration, the ARD committee must make the complexity level decision and record the decision on the "STAAR Alternate Participation Requirements" document.

As a result, the state will move toward the ARD committee determining the complexity level of students with cognitive disabilities.

For 2013 assessment decisions previously determined, districts do not have to reconvene an ARD meeting to determine the complexity level. The teacher can continue to select the complexity level and tasks until the next regularly scheduled ARD meeting.

### Slide 45

For 2012-2013, the complexity level decision made by the ARD committee can be written at the bottom of the second page of the STAAR Alternate Participation Requirements document for each subject.

For 2013-2014, the complexity level decision made by the ARD committee must be written at the bottom of the second page of the STAAR Alternate Participation Requirements document for each subject.

**Reading Grade 6**

- Complexity Level: Level 3
- Combinations of Level 3 and 2
- Level 2
- Combinations of Level 2 and 1
- Level 1
- NRO
After STAAR Alternate has been determined as the most appropriate assessment for a student, the teacher or ARD committee will use this chart to find the best description of the student’s performance before determining the complexity level or combinations of levels to be used for the assessment.

**Level 3**

**Indicators of Progress for Level 3**

**Level 2**

**Indicators of Progress for Level 2**

**Level 1**

NRO

**Characteristics Choice Boxes**

Student Characteristics for the STAAR Alternate Complexity Levels

How does the ARD committee or teacher decide the best complexity level for a student?

The teacher or ARD committee will then determine that the student should be assessed for that subject on:

- a specific complexity level (Level 3, Level 2, Level 1, or NRO) for all tasks for all four essence statements per subject
- or a range between two complexity levels (Levels 3 and 2, Levels 2 and 1) as determined by the indicators of progress box

Selecting the Most Appropriate Assessment Task
Students with cognitive disabilities encompass a large range of abilities that mirror the developmental stages all children experience.

Beginning awareness
Basic understanding
Application of knowledge

The acquisition of skills for students with cognitive disabilities occurs at a slower rate than that of typically developing peers and is determined by the severity of the student’s disability.

Students in elementary through high school may need an access point to the TEKS curriculum at any of the three developmental levels. The STAAR Alternate complexity levels reflect these three levels of cognitive ability.

Access available for all three levels at:
Elementary
Middle School
High School
For students who are not displaying characteristics for the Level 1 complexity level, the characteristics for No Response Observed may be applicable.

No Response Observed (NRO)

Student:
- Is unable to make an authentic response to any stimuli
- Moves due to internal stimuli rather than stimuli presented to him or her
- Tracks or fixates on objects that are not part of the task
- Vocalizes intermittently before, during, and after the task

For students who have developed beyond a complexity level, but have not consistently been able to display characteristics at the next higher complexity level, indicators of progress characteristics have been developed to help identify those students.

Level 1 Complexity Level

Student:
- Authentically responds to stimuli after experiencing them through the senses
- Is unable to make a choice when two options are offered
- Cannot answer questions posed to him or her
- Communicates in subtle changes in affect or body movement

Indicators of Progress for Level 1

- Begins to show response to a stimuli belatedly or inconsistently
- Becomes still or remains quiet when a specific noise or item is near
- Increases vocalizations or movements in the presence of a specific stimuli

Level 1 will be the decision.

Level 2 Complexity Level

Student:
- Correctly makes choices when at least three options are provided
- Distinguishes the varying characteristics of items
- Answers literal questions posed to him or her
- Recalls information previously learned

Indicators of Progress for Level 2

- Begins to show interest and seeks out the same object or task
- Focuses on and more readily acknowledges objects or representations
- Performs tasks similar to Level 2 tasks in daily instruction
- Needs less cueing and prompting for Level 1 tasks

Combinations of Level 1 and Level 2 are allowed.
LEVEL 2 Complexity Level
Student:
 Correctly makes choices when at least three options are provided
 Distinguishes the varying characteristics of items
 Answers literal questions presented in the form of “yes” or “no”
 Recalls information previously learned

LEVEL 3 Complexity Level
Student:
 Decides which materials are needed for a specific task on his or her own or from a wide array of appropriate and inappropriate options
 Develops or adjusts strategies to accomplish a specific task
 Interprets or analyzes information
 Formulates original responses to questions requiring higher-level thinking skills

Indicators of Progress for Level 3
 Begins to see relationships between groups
 Can sometimes predict outcomes
 Provides responses without choices
 Needs less cueing and prompting for Level 2 tasks
 Performs tasks similar to Level 3 tasks in daily instruction

Combinations of Level 2 and Level 3 are allowed.

Making the Complexity Level Decision
• The first step in selecting the task is to pinpoint which characteristics from the complexity level or indicators of progress box best describe the student’s maximum performance for a given subject.
• This decision should be based on challenging expectations and be indicative of how the student is expected to perform after instruction.
• The teacher or the ARD committee will make the decision for which complexity level or combinations of complexity levels are appropriate for a student for each subject being assessed.

For the 2013 STAAR Alternate administration, either the teacher or the ARD committee make the complexity level decision. It is recommended that the ARD committee make the decision if an ARD is convened at a time that allows the assessment decisions to be implemented.

For the 2014 STAAR Alternate administration, the ARD committee must make the complexity level decision and record the decision on the “STAAR Alternate Participation Requirements” document.

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For the 2014 STAAR Alternate administration, the ARD committee must make the complexity level decision and record the decision on the “STAAR Alternate Participation Requirements” document.
After STAAR Alternate has been determined as the most appropriate assessment for a student, the teacher or ARD committee will use this chart to find the best description of the student's performance before determining the complexity level or combinations of levels to be used for the assessment.

**Level 3**
Indicators of Progress for Level 3

**Level 2**
Indicators of Progress for Level 2

**Level 1**
NRO

**Characteristics Choice Boxes**

<table>
<thead>
<tr>
<th>Characteristics Choice Boxes</th>
<th>Indicators of Progress for Level 3</th>
<th>Indicators of Progress for Level 2</th>
<th>Level 1</th>
<th>NRO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

The teacher or ARD committee will then determine that the student should be assessed for that subject on:

- a specific complexity level (Level 3, Level 2, Level 1, or NRO) for all tasks for all four essence statements per subject

- a range between two complexity levels (Levels 3 and 2, Levels 2 and 1) as determined by the indicators of progress box

**Complexity Level**

<table>
<thead>
<tr>
<th>Complexity Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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</tbody>
</table>

**Indicators of Progress Box**

<table>
<thead>
<tr>
<th>Combinations of Complexity Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 and 2</td>
</tr>
</tbody>
</table>

**For 2012-2013** the complexity level decision made by the ARD committee can be written at the bottom of the second page of the form for each assessed subject.

**For 2013-2014** the complexity level decision made by the ARD committee must be recorded at the bottom of the second page of the form for each assessed subject.
TEA has developed a task for each complexity level that must be used for the designated essence statement.

### Level 2 Complexity Level

- Correctly makes choices when at least three options are provided
- Distinguishes the varying characteristics of items
- Answers literal questions posed to him or her
- Recalls information previously learned

### Level 3 Complexity Level

- Decides which materials are needed for a specific task on his or her own or from a wide array of appropriate and inappropriate options
- Develops or adjusts strategies to accomplish a specific task
- Interprets or analyzes information
- Formulates original responses to questions requiring higher-level thinking skills

If the teacher or ARD committee selects a specific complexity level, the student must be assessed at that complexity level for all tasks for a given subject.

If the teacher or ARD committee selects a combination of complexity levels, the student must be assessed with one of the two levels in the combination range with at least one task per subject at the higher complexity level.
Slide 64

Slide 65

Slide 66
TEA has provided additional information for the tasks at the beginning of each essence statement to assist the teacher in selecting the materials and understanding the terminology and concepts being assessed.

It is critical that instruction follow the recommended approach provided by TEA, so that the assessment task is not compromised before the observation begins.

The teacher will want to begin working with the student on types of energy sources in Texas for Level 3 and types of technology for Level 2 and Level 1.

For the Level 3 task, the student could not do the predetermined criterion as listed in the task during instruction. The teacher would have to provide instruction on energy sources in general and the positive effect on them for society, but not ask the student to generate a list or make a presentation.

For the Level 2 and Level 1 tasks, the student could do the predetermined criteria during instruction. For the Level 2 task, the teacher would need to plan out the materials so that the choices for technology and the corresponding benefits would not be the same for instruction and the assessment task. For the Level 1 task, the teacher would need to save one form of technology for the primary observation, so that the student response would be authentic.
Finalizing the Assessment Task Selection

If the teacher or ARD committee recommended a combination of two complexity levels, the teacher will make the final decision of which task between the two complexity level options will be used for the primary observation.

then

Remember that at least one task at the higher complexity level must be chosen!

The teacher becomes the test administrator and prepares for the primary observation by:

- providing additional instruction according to TEA resource documents
- determining the presentation supports, materials, and response modes appropriate for each task
- documenting the preplanning decision on page one of the state-required documentation form

If the teacher feels at any time that the complexity level decision made by the ARD committee needs to be reviewed either due to student progress or regression, the ARD committee must reconvene and determine the new complexity level decision following the same process as outlined in this presentation.

Keep in mind...

- If the student is clearly described by the characteristics in one of the complexity level boxes, it is inappropriate to assess that student at a lower complexity level.
- It is inappropriate to assess a student at a lower complexity level just to improve his or her score on the assessment. Students who demonstrate skills or tasks independently or with cueing should not be moved to a lower complexity level.
- Supervisors may monitor the teacher selection of the assessment task to ensure that the student is being challenged with the most appropriate task.

Appropriate selection of a challenging task results in success and growth for students.
All resources for STAAR Alternate can be accessed at http://www.tea.state.tx.us/student.assessment/special-ed/staaralt.

To speak to a member of the STAAR Alternate Team at TEA, call 512-463-9536.
### STAAR MODIFIED PARTICIPATION REQUIREMENTS

**Student Name**

**Grade**

**Date**

**Name of District Personnel Completing Form**

**Position**

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#### Step I: Review the Eligibility Criteria for STAAR Modified

Prior to reviewing the eligibility criteria for STAAR Modified, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. This information can be found on the ARD Committee Resources for the Texas Assessment Program webpage at [http://www.tea.state.tx.us/student.assessment/ard](http://www.tea.state.tx.us/student.assessment/ard).

The ARD committee must circle the subject(s) or course(s) for which STAAR Modified is being considered and answer each of the three questions below by circling Yes or No. If a particular subject or course is not applicable for the school year under consideration, circle NA. To be eligible to participate in STAAR Modified in a particular subject or course, the answer to all three of the questions must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in STAAR Modified in that subject or course and must participate in one of the other statewide assessments. Each Yes answer requires a justification that references the page number or section of the Individualized Education Program (IEP) that contains evidence that the student meets the criterion.

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</table>

#### 1. Do the student’s present level of academic achievement and functional performance (PLAAFP) statements in the IEP lead the ARD committee to conclude that the student is multiple years behind grade-level or course expectations and will not progress at the same rate and level of rigor as their non-disabled peers?

STAAR Modified is intended for a small number of students receiving special education services whose disability significantly affects their academic progress in certain subjects or courses, such that they will not reach proficiency for these subjects or courses in the same time frame as their nondisabled peers. To determine whether a student meets this criterion, an ARD committee should review the PLAAFP statements in the IEP. PLAAFP statements are the basis of the IEP because they define where a student currently is, both academically and functionally, and should provide the ARD committee with sufficient information to determine the student's skill level.

<table>
<thead>
<tr>
<th>Reading/English</th>
<th>NA</th>
<th>Yes</th>
<th>No</th>
<th>Justification:</th>
<th>Writing</th>
<th>NA</th>
<th>Yes</th>
<th>No</th>
<th>Justification:</th>
<th>Math</th>
<th>NA</th>
<th>Yes</th>
<th>No</th>
<th>Justification:</th>
<th>Science</th>
<th>NA</th>
<th>Yes</th>
<th>No</th>
<th>Justification:</th>
<th>Social Studies</th>
<th>NA</th>
<th>Yes</th>
<th>No</th>
<th>Justification:</th>
</tr>
</thead>
</table>

#### 2. Does the student’s IEP contain standards-based (TEKS-based) goals indicating the modified content the student requires in order to access the grade-level or course curriculum?

Federal regulations require that all students have access to and be assessed on the state-mandated curriculum. Every IEP should reflect access to the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills (TEKS). Students who access the grade-level or course TEKS through modifications may receive instruction that changes, lowers, or reduces learning expectations. IEP goals that indicate modified content should be specific to the student’s area of need, addressing how the content will be modified so that the student can acquire the necessary skills to continue progressing in the grade-level or course curriculum. The IEP goals could include how the grade-level or course content is simplified or scaffolded to facilitate student understanding. The IEP goals do not have to incorporate the entire grade-level or course TEKS verbatim.

<table>
<thead>
<tr>
<th>Reading/English</th>
<th>NA</th>
<th>Yes</th>
<th>No</th>
<th>Justification:</th>
<th>Writing</th>
<th>NA</th>
<th>Yes</th>
<th>No</th>
<th>Justification:</th>
<th>Math</th>
<th>NA</th>
<th>Yes</th>
<th>No</th>
<th>Justification:</th>
<th>Science</th>
<th>NA</th>
<th>Yes</th>
<th>No</th>
<th>Justification:</th>
<th>Social Studies</th>
<th>NA</th>
<th>Yes</th>
<th>No</th>
<th>Justification:</th>
</tr>
</thead>
</table>

#### 3. Does the student require direct and intensive instruction in order to acquire, maintain, and transfer skills to other contexts?

In order for the student to progress in the grade-level or course curriculum, instruction must be direct (small group or individualized) and intensive (continuous and focused). The student needs specialized instruction and techniques over a period of time to acquire and apply academic knowledge and skills. In addition, the student needs frequent reminders to transfer knowledge and skills to other contexts. For instance, a student may be able to add 25 and 25 but is not able to apply this skill when asked the sum of two quarters.

| Reading/English | NA | Yes | No | Justification: | Writing | NA | Yes | No | Justification: | Math | NA | Yes | No | Justification: | Science | NA | Yes | No | Justification: | Social Studies | NA | Yes | No | Justification: |
### Step II: Discuss Assurances

If Yes is indicated for all three eligibility criteria, the ARD committee must discuss the following assurances. All of these assurances must be initialed by district personnel in order for the student to participate in STAAR Modified.

- If the ARD committee determines that the student will take an alternate assessment (STAAR Modified or STAAR Alternate), the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why an alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

- The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is based on multiple sources of measurable, objective evidence, including (but not limited to) current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluation (FIE), 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 statewide assessment.

- The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is made by the ARD committee, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in Adequate Yearly Progress (AYP) performance calculations. Although alternate assessments are intended for a small number of students, the proficiency caps do not limit the number of students receiving special education services who may take an alternate assessment.

- The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is based on the student's educational need and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

**Initial the one that applies:**

- For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.

- For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Modified that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is modified. Modified coursework results in the student graduating on the Minimum High School Program (MHSP). Students who graduate on the MHSP are not eligible for automatic admission into a Texas four-year university.

**Indicate the modified high school courses and PEIMS course numbers the student will be enrolled in for the school year under consideration.**

- ☐ English I Modified 03220105
- ☐ Algebra I Modified 03100505
- ☐ Biology Modified 03010205
- ☐ World Geography Modified 03320105
- ☐ English II Modified 03220205
- ☐ Geometry Modified 03100705
- ☐ Chemistry Modified 03040005
- ☐ World History Modified 03340405
- ☐ English III Modified 03220305
- ☐ Algebra II Modified 03100605
- ☐ Physics Modified 03050005
- ☐ U.S. History Modified * 03340105

* STAAR Modified available in 2014. † Not a requirement on the MHSP and not assessed with STAAR Modified.

### Step III: Summarize Assessment Decisions

The ARD committee should indicate the subject(s) or course(s) in which the student meets the eligibility criteria for STAAR Modified. If the student is eligible to take STAAR Modified for English III or U.S. History, the student will not test this school year.

The ARD committee must ensure that the assessment decision and the testing accommodations the student will use are documented in the student's IEP. Accommodation policies for statewide testing can be found on the Accommodation Resources webpage at http://www.tea.state.tx.us/student.assessment/accommodations.

**Indicate the STAAR Modified tests the student will take for the school year under consideration.**

- ☐ Reading Grade ___
- ☐ Mathematics Grade ___
- ☐ Science Grade ___
- ☐ Social Studies Grade 8
- ☐ Writing Grade ___
- ☐ Algebra I
- ☐ Biology
- ☐ World Geography
- ☐ English I
- ☐ Geometry
- ☐ World History
- ☐ English II
**Effective 2012–2013 School Year**

**State of Texas Assessments of Academic Readiness (STAAR)**

**STAAR ALTERNATE PARTICIPATION REQUIREMENTS**

Student Name__________________________________________________________________ Grade __________ Date ___________

Name of District Personnel Completing Form___________________________________ Position_________________________

---

**Step I: Review the Eligibility Criteria for STAAR Alternate**

Prior to reviewing the eligibility criteria for STAAR Alternate, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. This information can be found on the ARD Committee Resources for the Texas Assessment Program webpage at http://www.tea.state.tx.us/student.assessment/ard/.

According to 19 Texas Administrative Code (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the ARD committee must use this form to document its assessment decisions.

If STAAR Alternate is being considered, the ARD committee must review the five criteria below and circle **Yes** or **No** if applicable to the student. To be eligible to participate in STAAR Alternate, the answer to all five of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in STAAR Alternate and must participate in one of the other statewide assessments. Each **Yes** answer requires a justification that contains evidence that the student meets the criterion.

---

<table>
<thead>
<tr>
<th><strong>ELIGIBILITY CRITERIA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Does the student have a significant cognitive disability?</strong></td>
</tr>
</tbody>
</table>

A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's individualized education program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.

**Justification:**

| **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 state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

**Justification:**

| **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 ensure that he or she can learn, retain information, and transfer skills to other settings.

**Justification:**

| **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 that are linked to the grade-level curriculum.

**Justification:**

| **5. Does the student primarily demonstrate knowledge and skills through performance tasks?** | **Yes** | **No** |

The student may be able to perform some literacy skills (e.g., tracing words, copying spelling words, completing simple worksheets, writing simple phrases or sentences). However, the student is typically evaluated by methods other than paper and pencil, such as observation of student performance while the student manipulates items, verbalizes responses, eye gazes, or activates an augmentative communication device. A one-day, multiple-choice test would not be an appropriate assessment format to effectively show what the student has learned.

**Justification:**

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### Step II: Discuss Assurances

If *Yes* is indicated for all five eligibility criteria, the ARD committee must discuss the following assurances. *All* of these assurances must be initialed by district personnel in order for the student to participate in STAAR Alternate.

- Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055, if the ARD committee determines that the student will take an alternate assessment (STAAR Modified or STAAR Alternate), the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why an alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

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**Initial the one that applies:**

- For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.

- For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Alternate that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills. Coursework accessed through prerequisite skills results in the student graduating on the Minimum High School Program (MHSP). Students who graduate on the MHSP are not eligible for automatic admission into a Texas four-year university.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I Alternate</td>
<td>03220107</td>
</tr>
<tr>
<td>English II Alternate</td>
<td>03220207</td>
</tr>
<tr>
<td>English III Alternate</td>
<td>03220307</td>
</tr>
<tr>
<td>Algebra I</td>
<td>03100507</td>
</tr>
<tr>
<td>Algebra II</td>
<td>03100707</td>
</tr>
<tr>
<td>Biology Alternate</td>
<td>03010207</td>
</tr>
<tr>
<td>World Geography</td>
<td>03320107</td>
</tr>
<tr>
<td>World History</td>
<td>03340407</td>
</tr>
<tr>
<td>U.S. History</td>
<td>03340107</td>
</tr>
</tbody>
</table>

### 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 assessments will be given. For each assessment, the ARD committee can determine the complexity level (3, 2, 1, NRO) or the combinations of levels (3 and 2, 2 and 1) to be used to select the tasks. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. These accommodations will be the basis for the STAAR Alternate presentation supports, materials, and response modes provided during the assessment observation. Note: The student will take STAAR Alternate for all required subjects or enrolled high school courses on the MHSP. This form may be included in the IEP for students being assessed with STAAR Alternate.

**Indicate the STAAR Alternate tests at the determined complexity levels(s) the student will take this school year.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Complexity Level(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>World Geography</td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STAAR ALTERNATE PARTICIPATION REQUIREMENTS

**Student Name** ____________________________________________________________  **Grade** ___________  **Date** ___________

**Name of District Personnel Completing Form** ___________________________________  **Position** ___________________________

---

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#### ELIGIBILITY CRITERIA

<table>
<thead>
<tr>
<th>1. Does the student have a significant cognitive disability?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's individualized education program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Justification:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Does the student require specialized supports to access the grade-level curriculum and environment?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</td>
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<td><strong>Justification:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Does the student require intensive, individualized instruction in a variety of instructional settings?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Justification:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Does the student access and participate in the grade-level TEKS through prerequisite skills?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 that are linked to the grade-level curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Justification:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Does the student primarily demonstrate knowledge and skills through performance tasks?</th>
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<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student may be able to perform some literacy skills (e.g., tracing words, copying spelling words, completing simple worksheets, writing simple phrases or sentences). However, the student is typically evaluated by methods other than paper and pencil, such as observation of student performance while the student manipulates items, verbalizes responses, eye gazes, or activates an augmentative communication device. A one-day, multiple-choice test would not be an appropriate assessment format to effectively show what the student has learned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Justification:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step II: Discuss Assurances

If Yes is indicated for all five eligibility criteria, the ARD committee must discuss the following assurances. All of these assurances must be initialed by district personnel in order for the student to participate in STAAR Alternate.

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055, if the ARD committee determines that the student will take an alternate assessment (STAAR Modified or STAAR Alternate), the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why an alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

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Initial the one that applies:

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

- English I Alternate 03220107
- Algebra I Alternate 03100507
- Biology Alternate 03010207
- World Geography Alternate 03320107
- English II Alternate 03220207
- Geometry Alternate 03100707
- World History Alternate 03340407
- English III Alternate 03220307
- U.S. History Alternate 03340107

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 assessments will be given. For each assessment, the ARD committee will determine the complexity level (3, 2, 1, NRO) or the combinations of levels (3 and 2, 2 and 1) to be used to select the tasks. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. These accommodations will be the basis for the STAAR Alternate presentation supports, materials, and response modes provided during the assessment observation. Note: The student will take STAAR Alternate for all required subjects or enrolled high school courses on the MHSP. This form must be included in the IEP for students being assessed with STAAR Alternate.

Indicate the STAAR Alternate tests at the determined complexity levels(s) the student will take this school year.

- Reading Grade ___ Complexity Level(s) ___
- Mathematics Grade ___ Complexity Level(s) ___
- Science Grade ___ Complexity Level(s) ___
- Social Studies 8 Complexity Level(s) ___
- Writing Grade ___ Complexity Level(s) ___
- Algebra I Complexity Level(s) ___
- Biology Complexity Level(s) ___
- World Geography Complexity Level(s) ___
- English I Complexity Level(s) ___
- Geometry Complexity Level(s) ___
- World History Complexity Level(s) ___
- English II Complexity Level(s) ___
- English III Complexity Level(s) ___
- U.S. History Complexity Level(s) ___
Process for Selecting the Complexity Levels for STAAR Alternate

The ARD committee or test administrator should review the “Student Characteristics for the STAAR Alternate Complexity Levels” document to identify which box best describes the current level of performance for the student. This decision must be made separately for each subject area.

Selection of the student characteristics in a **colored box** indicates that the student is firmly working at a given complexity level.

Selection of the student characteristics in a **white box** indicates that the student is working between complexity levels.

Check the white indicators of progress box between the identified level and the next higher colored box. If the student is not showing evidence of the characteristics in that indicators of progress box, remain with the colored box descriptors and select that complexity level for all tasks for that subject. If the student is showing progress as described in the white indicators of progress box, move to that box.

If the student is best described by the characteristics in a white indicator of progress box, the ARD committee or test administrator will select the complexity level for the tasks for that student as a **combination of the two complexity levels above and below the white box**. The test administrator will review the tasks after instruction and determine which specific level will be chosen for each essence statement. The test administrator has to choose at least one task at the higher complexity level. Assessing the student using all the higher level tasks should be the goal.

When the ARD committee or test administrator feels that the student meets the definition of and exhibits the descriptors of No Response Observed, the test administrator must **plan and observe the student on one Level 1 task** per subject.

For the 2012-2013 STAAR Alternate administration, the test administrator can still select the complexity level and assessment task, proceed with planning and observing the task, and evaluate the student performances after the complexity level selection is made. However, it is recommended that the ARD committee make the decisions for the complexity level or the combination of levels that will be used.

Beginning with the 2013-2014 STAAR Alternate administration, the ARD committee, rather than the test administrator, will be required to make the decision for the complexity level or the combination of levels that will be used for the assessment. These decisions will be recorded on the “STAAR Alternate Participation Requirements” state-required form. The test administrator must abide by the complexity level decisions made by the ARD committee.

Keep in mind:
- If a student is clearly described by the characteristics in one of the colored boxes, it is inappropriate to assess that student at a lower complexity level.
- It is inappropriate to assess a student at a lower complexity level just to improve his or her score on the assessment. Students who demonstrate skills on tasks independently or with cueing should not be moved to a lower complexity level.
- If the test administrator feels the complexity level decisions determined by the ARD committee need to be revised either due to progress or regression, the ARD committee must reconvene and determine the complexity levels again based on the new student information following the same process as outlined above.
## Clarifying Components of the 3 STAAR Alternate Complexity Levels

<table>
<thead>
<tr>
<th>Components</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Application of knowledge</td>
<td>Basic recall</td>
<td>Beginning awareness</td>
</tr>
<tr>
<td><strong>Level of Cognition</strong></td>
<td>Most complex</td>
<td>Moderately complex</td>
<td>Least complex</td>
</tr>
<tr>
<td><strong>Student Expectation</strong></td>
<td>Requires student to make decisions “on his or her own” without the aid of choices</td>
<td>Requires student to make decisions or choices based on information that has just been recently presented or is right in front of the student</td>
<td>Requires student to show an awareness of a task and show that he or she knows that an activity is occurring or that a stimulus is being presented</td>
</tr>
<tr>
<td><strong>Use of Knowledge</strong></td>
<td>Extend knowledge acquired during instruction</td>
<td>Differentiate between choices based on instruction and/or those available for review</td>
<td>Show awareness of the specific stimuli as it is presented; no prior knowledge is required</td>
</tr>
<tr>
<td><strong>Typical Materials</strong></td>
<td>Blank templates, unlabeled graphs or organizers; stimulating materials to promote thought</td>
<td>Partially completed templates, labeled graphs or organizers for which some content is to be filled in by student; materials with distinguishing characteristics</td>
<td>Completed template, graph, or organizer presented for student to acknowledge or a partially completed graphic that the teacher and student build together; materials that provide sensory experiences</td>
</tr>
<tr>
<td><strong>Presentation of Materials</strong></td>
<td>Provide a wide array of materials that include both related and unrelated items</td>
<td>Present at least three options or choices including both correct and incorrect options</td>
<td>Present item or sensory experience one at a time; no choices should be offered</td>
</tr>
<tr>
<td><strong>Typical Verbs</strong></td>
<td>Determine, Generate, Compare, Justify</td>
<td>Identify, Assist, Match, Examine</td>
<td>Acknowledge, Participate, Respond, Experience</td>
</tr>
<tr>
<td><strong>Use of Augmented Communication Devices</strong></td>
<td>Student must use the device with all available vocabulary that the student has programmed on the device</td>
<td>Student can be provided choices pre-programmed into the device</td>
<td>Student can react to one stimuli that is activated by the device</td>
</tr>
<tr>
<td><strong>Use of Tools</strong></td>
<td>Student must select from all classroom options, connect to the correct step or task, then use the tool to arrive at the answer</td>
<td>Student must choose from three options, two of which are incorrect, and use the tool needed for a specific task</td>
<td>Student must participate in using the tool to accomplish a task</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td>Must require higher-level thinking skills and explanation (Why? or How does one compare to another?)</td>
<td>Must require basic recall of facts (Where, Who?, When?, What?)</td>
<td>No questions should be asked of student. Student acknowledges a statement made by the teacher</td>
</tr>
<tr>
<td><strong>Investigations</strong></td>
<td>Must describe to another person or perform the investigation using materials and tools on “his or her own”</td>
<td>Can assist another person during the investigation by performing or describing at least part of the action</td>
<td>Participation through the reaction to the results or process of the investigation</td>
</tr>
<tr>
<td><strong>Generalization</strong></td>
<td>Yes, if earned the opportunity</td>
<td>Yes, if earned the opportunity</td>
<td>Level 1 can never be given the opportunity to generalize</td>
</tr>
</tbody>
</table>
Student Characteristics for the STAAR Alternate Complexity Levels

Level 3 Complexity Level
Student:
- Decides which materials are needed for a specific task on his or her own or from a wide array of appropriate and inappropriate options
- Develops or adjusts strategies to accomplish a specific task
- Interprets or analyzes information
- Formulates original responses to questions requiring higher-level thinking skills

Level 2 Complexity Level
Student:
- Correctly makes choices when at least three options are provided
- Distinguishes the varying characteristics of items
- Answers literal questions posed to him or her
- Recalls information previously learned

Level 1 Complexity Level
Student:
- Authentically responds to stimuli after experiencing them through the senses
- Is unable to make a choice when two options are offered
- Cannot answer questions posed to him or her
- Communicates in subtle changes in affect or body movement

No Response Observed (NRO)
Student:
- Is unable to make an authentic response to any stimuli
- Moves due to internal stimuli rather than stimuli presented to him or her
- Tracks or fixates on objects that are not part of the task
- Vocalizes intermittently before, during, and after the task

STAAR Modified/TAKS—Modified (TAKS—M)
Student:
- Receives modified grade-level or course instruction
- Performs grade level student expectations with modifications and/or accommodations
- Can take a multiple choice test

Indicators of Progress for Modified Student:
- Can perform prerequisite skills close to grade level
- Needs no supports to access tasks
- Can be routinely evaluated with multiple choice or written tests

Indicators of Progress for Level 3 Student:
- Begins to see relationships between groups
- Can sometimes predict outcomes
- Provides responses without choices
- Needs less cueing and prompting for Level 2 tasks
- Performs tasks similar to Level 3 tasks in daily instruction

Indicators of Progress for Level 2 Student:
- Begins to show interest and seeks out the same object or task
- Focuses on and more readily acknowledges objects or representations
- Performs tasks similar to Level 2 tasks in daily instruction
- Needs less cueing and prompting for Level 1 tasks

Indicators of Progress for Level 1 Student:
- Begins to show response to a stimuli belatedly or inconsistently
- Becomes still or remains quiet when a specific noise or item is near
- Increases vocalizations or movements in the presence of a specific stimuli
ARD Guide for Determining High School
STAAR Alternate Assessments

After the admission, review, and dismissal (ARD) committee has determined that a student meets the participation requirements and can most appropriately be assessed with STAAR Alternate, the committee must determine which courses on the Minimum High School Program (MHSP) and corresponding assessments will be addressed for the upcoming school year. These courses and assessments must be documented in the "STAAR Alternate Participation Requirements" document under Steps II and III.

High school students for whom STAAR Alternate is appropriate must be enrolled in the alternate courses listed below at some point in their high school careers (grade 9 – 12). The actual name of the course can be determined by the campus; however, the official alternate course PEIMS code must be used for enrollment. The year in which the student is enrolled in an alternate course is the year that the alternate assessment for that course is taken.

1. English I Alternate 03220107
2. English II Alternate 03220207
3. English III Alternate 03220307
4. Algebra I Alternate 03100507
5. Geometry Alternate 03100707
6. Biology Alternate 03010207
7. U.S. History Alternate 03340107
8. World Geography Alternate 03320107 OR World History Alternate 03340407

High school students are required to participate in at least eight STAAR Alternate assessments before graduating from high school. Students are required to take either World Geography or World History; however, if the student is enrolled in both courses during high school, he or she must take both assessments which will increase the overall number of assessments to nine for that particular student.

Throughout the year the student must receive instruction for the selected alternate course that is based on prerequisite skills linked to the general education course TEKS. The prerequisite skills linked to each knowledge and skills statement can be found in the "STAAR Alternate TEKS Curriculum Framework Documents." Teachers should focus on the content associated with the essence statements selected by the state for the current administration.

The ARD committee must also determine appropriate accommodations and modifications to be used for both instruction and assessment. These accommodations and modifications will become the basis for the preplanned presentation supports, materials, and response modes that test administrators document on page one of the state-required documentation forms and provide during the assessment observation.

For high school students who are being assessed with STAAR Alternate, previous TAKS–Alt high school assessments and/or course credit can count toward the STAAR Alternate testing requirements. It is the responsibility of the district to make sure that the student has participated in eight required courses and/or assessments either by participation in TAKS–Alt or STAAR Alternate or by receiving credit for a course taken prior to 2011-2012 when STAAR Alternate end-of-course assessments were not yet available. For students who are new to a district, the ARD committee must review the student’s transcript and determine comparable courses and assessments that can count toward the STAAR Alternate course and corresponding testing component. TAKS–Alt credit can be given as follows:

1. English I (Met with TAKS–Alt Grade 9 Reading)
2. English II (Met with TAKS–Alt Grade 10 Reading)
3. English III (Met with TAKS–Alt Grade 11 Reading)
4. Algebra I (Met with TAKS–Alt Grade 9 Mathematics)
5. Geometry (Met with TAKS–Alt Grade 10 Mathematics)
6. Biology (Met with TAKS–Alt Grade 10 Science)
7. U.S. History (Met with TAKS–Alt Grade 11 Social Studies)
8. World Geography OR World History (Met with TAKS–Alt Grade 10 Social Studies)