



STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

Step I: Review the Eligibility Criteria for STAAR Alternate 2

Prior to reviewing the eligibility criteria for STAAR Alternate 2, 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 2 is being considered, the ARD committee must review the four criteria below and circle **Yes** or **No** if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all four 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 2 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.*

ELIGIBILITY CRITERIA

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 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:

Student Name _____ Grade _____ Date _____

Step II: Discuss Assurances

If Yes is indicated for all four 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 2.

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 STAAR Alternate 2, the IEP 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 that 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 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 STAAR Alternate 2 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 STAAR Alternate 2 is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer STAAR Alternate 2 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 Alternate 2 that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills.

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
 U.S. History Alternate 03340107
 English II Alternate 03220207

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 ensure the assessment decision 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