

STAAR Alternate 2 Assessments

Program Overview

Refer to the table in the [General Information](#) chapter that includes the assessments available for STAAR Alternate 2.

STAAR Alternate 2

STAAR Alternate 2 is an alternate assessment based on alternate academic achievement standards. STAAR Alternate 2 is designed for students with significant cognitive disabilities served by special education who meet the participation requirements. Students who meet the participation criteria for STAAR Alternate 2 are required to be assessed in each enrolled grade or subject in which STAAR is administered. STAAR Alternate 2 is not a requirement for graduation. Therefore, it is not considered an exit level assessment, and there are no retest opportunities.

The assessment consists of scripted questions aligned to the grade-level Texas Essential Knowledge and Skills (TEKS) curriculum. The test administrator scores each question using scoring instructions and submits results through an online system.

Assessment Scores

The following gives a brief description of the scores provided on the STAAR Alternate 2 assessment. For more detailed technical information about assessment scores, refer to the [Technical Digest](#), available on TEA's Student Assessment Division website.

Raw Score

The raw score is the number of items answered correctly on an assessment. By itself, the raw score has limited utility; it can be interpreted only in reference to the total number of items on a subject-area assessment, and raw scores should not be compared across administrations. The raw score is reported by overall assessment and by reporting category.

Scale Score

The scale score is used for the STAAR Alternate 2 assessment. The scale score is a statistic that allows a comparison of scores by adjusting for variations in the difficulty of the forms used in different administrations. Thus, the scale score can be used to determine whether a student achieved satisfactory performance or accomplished performance, to compare one student to another taking the same grade and subject area assessment, and to compare cohorts of students taking the same grade and subject area assessment in different years. However, the STAAR Alternate 2 scale score cannot be used to evaluate a student's progress across grades or subject areas.

Performance Standards

The following gives a brief description of the performance standards used on the STAAR Alternate 2 assessments. For more detailed technical information on performance standards, refer to the [Technical Digest](#), available on TEA's Student Assessment Division website. In addition, grade- or course-specific descriptions of student achievement can be found in the [STAAR Alternate 2 Performance Level Descriptors](#).

Level III: Accomplished Academic Performance

Performance in this category indicates that students are well prepared for the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. Students demonstrate a strong understanding of the knowledge and skills that are linked to content measured at the grade or course assessed. Students exhibit the ability to use higher-level thinking and more complex skills, which includes making inferences, comparisons, and solving multi-step problems. With support, students in this category have a high likelihood of showing progress in the next grade or course.

Level II: Satisfactory Academic Performance

Performance in this category indicates that students are sufficiently prepared for the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. Students demonstrate sufficient understanding of the knowledge and skills that are linked to content measured at the grade or course assessed. Students exhibit the ability to determine relationships, integrate multiple pieces of information, extend details, identify concepts, and match concepts that are similar. With continued support, students in this category have a reasonable likelihood of showing progress in the next grade or course.

Level I: Developing Academic Performance

Performance in this category indicates that students are insufficiently prepared for the next grade or course and need additional instructional support for accessing the curriculum through prerequisite skills. Students are able to acknowledge concepts, but they demonstrate a minimal or inconsistent understanding of the knowledge and skills that are linked to content measured in this grade or course. Even with continued support, students in this category are in need of significant intervention to show progress in the next grade or course.

Appropriate Score Uses

The STAAR Alternate 2 assessment results have several uses, both for individual students and for comparing the performance of groups. A more detailed explanation of appropriate score uses can be found in the [Technical Digest](#), available on TEA's Student Assessment Division website.

Individual Students

The STAAR Alternate 2 scale score indicates whether a student has achieved satisfactory performance and how far the student's achievement is above or below the satisfactory performance level.

Groups of Students

Assessment scores can be used to compare the performance of different demographic or program groups. All STAAR Alternate 2 scores can be analyzed within the same grade and subject area of any single administration to determine which demographic or program group had the highest average scale score, the lowest percentage achieving satisfactory performance, the highest percentage achieving accomplished performance, etc.

In addition, all assessment scores can be compared to regional and statewide performance within the same grade and subject area for any administration.

Cautions for Score Use

Several cautions must be kept in mind when analyzing the STAAR Alternate 2 assessment results. More detailed technical information describing cautions for score use is provided in the [Technical Digest](#), available on TEA's Student Assessment Division website.

Scale Scores

Scale scores allow for a comparison of assessment scores, within a grade and subject, across administrations. The scale score cannot be used to compare progress across grades and subjects.

Program Evaluation

Standardized assessments are a valuable tool for evaluating programs. However, any assessment can furnish only one part of the picture. The STAAR Alternate 2 assessments are not able to identify, let alone measure, every factor that contributes to the success or failure of a program. Assessment results can be most helpful if considered as one component of an evaluation system.

Report Formats

Standard and additional reports are provided for the STAAR Alternate 2 assessments. Standard reports are provided automatically to districts. Additional reports are also available for a fee to districts. A district must submit a request through the STAAR Alternate 2 Assessment Management System to receive additional reports.

Reports that include “confidential” in the title contain student-level results. All other reports present assessment results in an aggregated format. More information about the confidentiality of students’ assessment results is contained in the [General Information](#) section.

Note that the sample reports included in this guide are for illustration only. They are provided to show the basic layout of the reports and the information they provide. Some information might not correspond to real values.

Resources

Refer to [General Information](#) section of this guide and [TEA's Student Assessment Division website](#) for additional STAAR Alternate 2 information and resources.

Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to the [General Information](#) section). The following section of the guide describes the STAAR Alternate 2 standard reports that districts receive.

Confidential Student Report	4.6
Confidential Student Label	4.10
Confidential Campus Roster	4.13
Summary Report	4.16
Administration Student Data File (Confidential)	4.19
Confidential Student Item Analysis Report	4.20
Item Analysis Summary Report	4.22

Confidential Student Report

Examples shown: [Grade 8 and Biology](#)

A separate **Confidential Student Report (CSR)** is provided for each student for whom a STAAR Alternate 2 online record was submitted. Information from this report is useful when reporting assessment results to parents. Results are shown for each grade and subject area assessed.

A. Identification information

The top of the CSR contains identification information, both for the student (name, identification number, etc.) and the school (class group, district, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated.

B. Reporting categories listed by subject area

Reporting categories are listed in abbreviated form. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment website](#).

C. Reporting-category results and raw score

These columns show the total number of points a student received for each reporting category and the possible number of points. The bottom of these columns shows the total points achieved (the raw score) followed by the points possible on the assessment.

D. Scale Score

The scale score corresponding to the raw score shows the student's performance on the assessment. The scale score lets you compare the student's score with the Satisfactory and Accomplished performance levels. Refer to [Assessment Scores](#) in the Program Overview for additional information about the scale scores. The raw score conversion tables for the STAAR Alternate 2 administration can be found on [TEA's Student Assessment Division website](#).

Test Results

In place of a scale score, a variety of report comments might appear, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **NOT TESTED - MEDICAL EXCEPTION**
The student is unable to participate in the assessment on the basis of the student's medical condition.
- **NOT TESTED - NO AUTHENTIC ACADEMIC RESPONSE**
The student is unable to participate in the assessment on the basis of the student's disability, resulting in the inability to make an authentic response.
- **NO INFORMATION AVAILABLE**
No information is available for this subject.

- **NOT SCORED**

The student's record was coded "O" for reasons such as illness during testing or test administration irregularities.

- **NOT TESTED - ABSENT**

The student was absent during the assessment.

E. Level II: Satisfactory and Level III: Accomplished Academic Performance

If the student's report shows a "YES" under Level III: Accomplished, the student performed at a level that is well above passing. Performance in this category indicates that the student is well prepared for the next grade or course and is highly likely to be successful in that grade or course.

If the student's report shows a "NO" under Level III: Accomplished but a "YES" under Level II: Satisfactory, the student performed at a level that is at or above passing. Performance in this category indicates that the student is sufficiently prepared for the next grade or course and is likely to be successful in that grade or course. The student might need additional instruction focused on content and skills that were difficult for him/her.

If the student's report shows a "NO" under Level II: Satisfactory, the student performed at a level that is below passing. Performance in this category indicates that the student is not prepared for the next grade or course and is not likely to succeed in that grade or course without significant and ongoing instructional support. Refer to [Assessment Standards](#) in the Program Overview for additional information about these standards.

F. Scale score graph

The graph of the scale score shows a visual representation of how far the student's achievement is above or below the performance levels. The arrow shows where the student actually performed on the assessment. The scores needed to achieve Satisfactory Performance and Accomplished Performance are also marked.

G. Scale score graph legend

The legend for the scale score graph shows the scale scores needed to achieve the satisfactory performance and accomplished performance standards.

H. Student Portal information

This provides the web address and access code for parents and students to access information from the Confidential Student Report online.

I. Document number and process number

The document number found in the bottom-left corner of the report is a unique number per administration that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.

J. STAAR Alternate 2 Progress Measure

The STAAR Alternate 2 Progress Measure is based on a comparison of the score last year with the score this year. This measure gives information about improvement in the subject or course from one year to the next. For more information about the STAAR Alternate 2 Progress Measure, visit [TEA's Progress Measures webpage](#).

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2
Confidential Student Report
GRADE 8

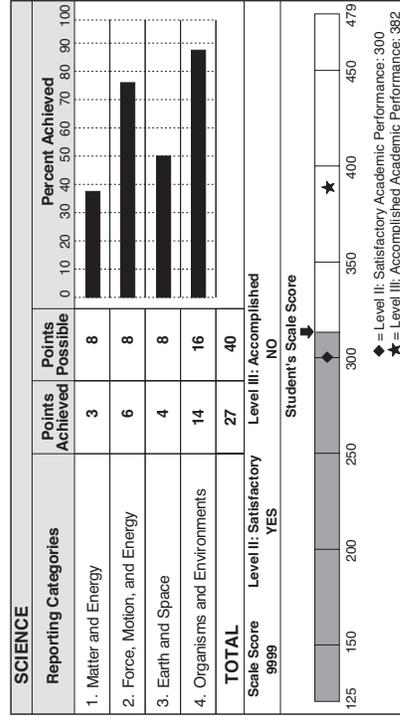
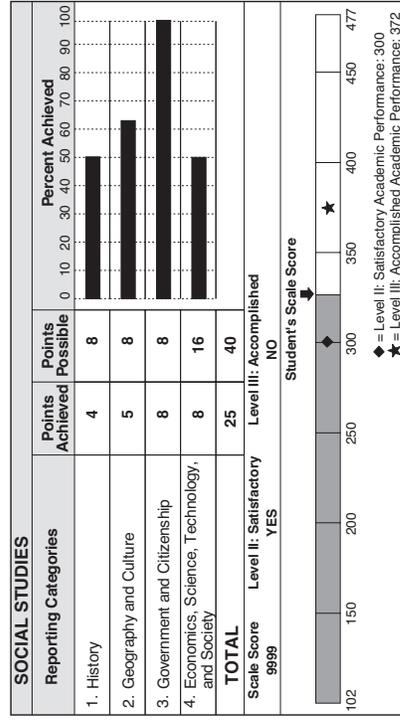
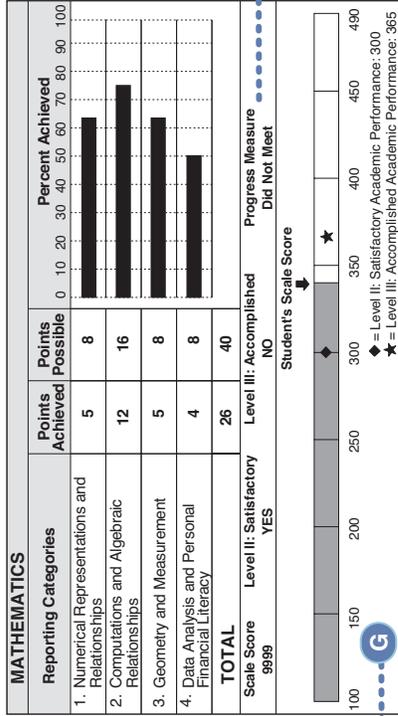
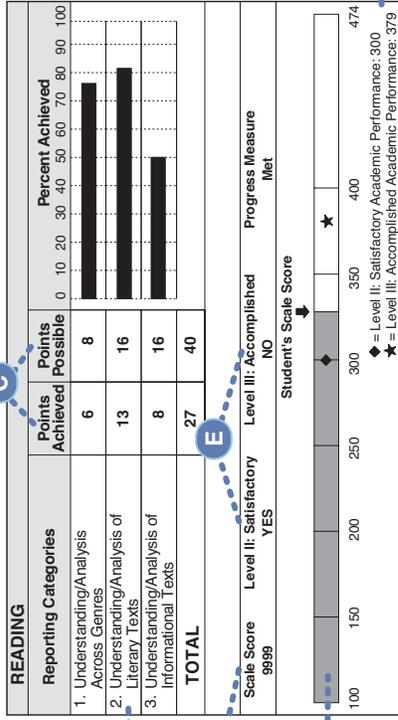


FIRSTNAME I. LASTNAME
 Date of Birth: mm/dd/yy
 Student ID (PEIMS): *****9999
 Local Student ID: 999999999

District: 999-999 DISTRICT NAMEXXX
 Campus: 999 CAMPUS NAMEXXXX
 Class Group: CLASS GROUP NAME

Report Date: MONTH YEAR
 Date of Testing: SEASON YEAR
 Grade: 8

How did Firstname do on the grade 8 assessments?



Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es XXXXXX. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is xxxxxx.

For more information about the STAAR tests, contact your child's school.

Document # 9899-98989

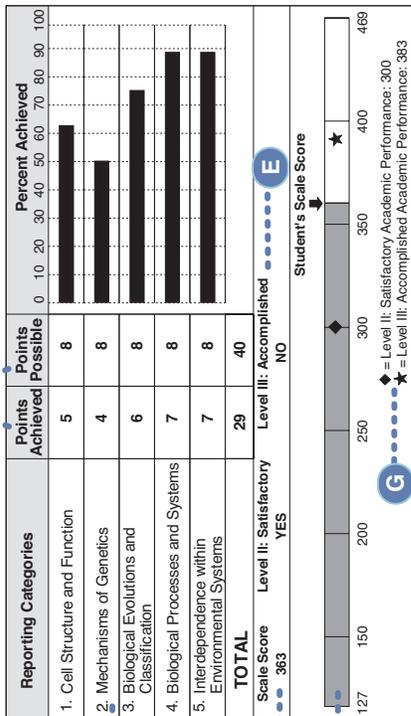
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2
 Confidential Student Report
 BIOLOGY

FIRSTNAME I. LASTNAME
 Date of Birth: mm/dd/yyyy
 Student ID (PEIMS): *****9999
 Local Student ID: 999999999

Report Date: SEASON YEAR
 Date of Testing: SEASON YEAR
 Grade: 99

District: 999-999 DISTRIC NAMEXX
 Campus: 999 CAMPUS NAMEXXXX
 Class Group: CLASS GROUP NAME

How did Firstname do on the biology assessment?



What is STAAR Alternate 2?
 STAAR Alternate 2 is an item-based assessment that is administered in a one-on-one setting. The student responds to scripted questions asked by a trained test administrator. STAAR Alternate 2 test questions link to the grade-level Texas Essential Knowledge and Skills (TEKS) curriculum. Each STAAR reporting category, TEKS knowledge and skills statement, and student expectation assessed on the STAAR tests were summarized into an essence statement that serves as the connection between the grade-level TEKS and STAAR Alternate 2. Each STAAR Alternate 2 assessment measures a student's knowledge and skills in a specific grade or course.

What are the testing requirements for graduation?
 In addition to taking required courses for the Minimum High School Plan or the Foundation High School Plan, students must take end-of-course assessments for all the enrolled alternate assessment courses during the year of enrollment. Graduation requirements for students assessed with STAAR Alternate 2 are determined by the student's admission, review and dismissal (ARD) committee.

What are the performance levels for STAAR Alternate 2?
 The STAAR Alternate 2 assessment has three categories for performance: Accomplished Academic Performance, Satisfactory Academic Performance, and Developing Academic Performance. Your child's performance is indicated in the bottom row of the graphic. If your child's report shows a "YES" under Accomplished, he or she performed at a level that indicates he or she is well prepared for the assessment tasks in the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. If your child received a "NO" under Accomplished but a "YES" under Satisfactory, he or she performed at a level that indicates he or she is sufficiently prepared for the assessment tasks in the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. If your child's report shows a "NO" under Satisfactory, he or she performed at a level that indicates he or she is insufficiently prepared for the assessment tasks in the next grade or course, even with instructional supports for accessing the curriculum through prerequisite skills.

How do these results provide information about a student's performance?
 The content and skills tested on each STAAR Alternate 2 assessment are grouped together. Each group is called a Reporting Category. For each category in the graphic above, the first column shows the number of points your child achieved for the reporting category. The second column shows the total number of points possible in that category. The final column shows the percentage of points your child received for the category. At the bottom of the test results, you will find a number, called a scale score that shows your child's performance on the test. The STAAR Alternate 2 scale score lets you compare your child's score with the Satisfactory and Accomplished performance levels. The scale score indicates how far above or below these performance levels your child's achievement is. To the right of the scale score, you will see whether your child achieved Satisfactory and Accomplished performance. The scale score graph shows how well students could perform on the test. The arrow shows where your child actually performed on the test. The scores needed to achieve Satisfactory and Accomplished performance are also marked.

Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es XXXXX. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is xxxxxx.

For more information about the STAAR tests, contact your child's school.

Confidential Student Label

Example shown: [Grade 7](#)

An adhesive **Confidential Student Label** is provided for each examinee for whom a STAAR Alternate 2 online record was submitted. Assessment results are shown for each subject or course assessed, and these labels should be placed on the individual student's permanent record.

Available:

The STAAR Alternate 2 results are combined on one label per student.

A. Identification information

Identification information shown at the top of the label includes the student name, student identification number (as used for PEIMS), birth date, district number and name, campus number and name, and grade.

B. Test date

The test date is given for each subject area.

C. Scale Score

The scale score corresponding to the student's subject-area raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for the STAAR Alternate 2 administration can be found on [TEA's Student Assessment Division website](#).

D. Satisfactory and Accomplished Academic Performance

The label indicates for each subject area whether the student achieved satisfactory (Level II) or accomplished (Level III) performance. Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

E. Test information

For students for whom STAAR Alternate 2 online records were submitted, the following message will appear above the assessment results.

**** STAAR Alternate 2 ****

F. Test results

In place of a scale score, a variety of report comments might appear in each subject area, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **ABSENT**

The student was absent during the assessment.

- **MEDICAL EXCEPTION**

The student was unable to participate in the assessment on the basis of the student's medical condition.

- **NO AUTHENTIC RESPONSE**
The student was unable to participate in the assessment on the basis of the student's disability, resulting in the inability to make an authentic response.
- **NO INFORMATION AVAILABLE**
No information is available for this subject.
- **NOT SCORED**
The student's assessment was coded "O" for reasons such as illness during the assessment or administration irregularities.

CONFIDENTIAL

STUDENT: LASTNAME FIRSTNAME I
STUDENT-ID (PEIMS): 000000000
DISTRICT: 000-000 EXAMPLE ISD
CAMPUS: 000 EXAMPLE JH

DOB: 99/99/99
GRADE: 7

** *STAAR Alternate 2* **

Info	Test Date	Scale Score	Level II	Level III
Reading	Spr16	379	YES	YES
Mathematics	Spr16	265	YES	NO
Writing	Spr16	NOT SCORED		

The diagram includes six callout boxes labeled A through F, connected to the report by dashed lines. Callout A points to the student name field. Callout B points to the 'Test Date' column header. Callout C points to the 'STAAR Alternate 2' title. Callout D points to the 'Level II' column header. Callout E points to the district information. Callout F points to the 'NOT SCORED' value in the Writing row.

Confidential Campus Roster

Example shown: [Algebra I](#)

The **Confidential Campus Roster** is available for each subject assessed at each campus and lists every student for whom a STAAR Alternate 2 online record was submitted. This report provides detailed student-level results for each subject assessed.

A. Identification information

The top of the report contains identification information for the campus. The grade assessed, subject area, report date, and/or assessment date are also indicated.

B. Student information

Students are identified by name and student identification number (as used for PEIMS).

C. Grade

The student's enrolled grade is indicated.

D. Scale score

The scale score corresponding to the student's raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the scale scores. The raw score conversion tables for the STAAR Alternate 2 administration can be found on [TEA's Student Assessment Division website](#).

E. Performance Standards

■ Level II: Satisfactory

- If the student met Level II: Satisfactory, "YES" is shown.
- If the student did not meet Level II: Satisfactory, "NO" is shown.
- If the student was not assessed or no response was observed, "---" is shown.

■ Level III: Accomplished

- If the student met Level III: Accomplished, "YES" is shown.
- If the student did not meet Level III: Accomplished, "NO" is shown.
- If the student was not assessed or no response was observed, "---" is shown.

F. Results for Each Reporting Category

Reporting category titles appear in the column headings. The number of points possible in each reporting category is indicated below the reporting category titles.

Messages

In place of reporting category-level data, a variety of report messages might appear, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **NO INFORMATION AVAILABLE**

No information is available for this subject.

- **NOT SCORED**
The student's answer document was coded "O" for reasons such as illness during the assessment and administration irregularities.
- **NOT TESTED - ABSENT**
The student was absent during the assessment.
- **NOT TESTED - MEDICAL EXCEPTION**
The student was unable to participate in the assessment on the basis of the student's medical condition.
- **NOT TESTED - NO AUTHENTIC ACADEMIC RESPONSE**
The student was unable to participate in the assessment on the basis of the student's disability, resulting in the inability to make an authentic response.

G. Total Students Listed and Total Students Tested

Total Students Listed indicates the number of students included on the report. Total Students Tested indicates the number of students included on the report that were assessed.

H. Average Scale Score

On the final page of the report, this number represents the average scale score of the total number of students tested on the report.

I. Performance Results

- Number on the final page of the report; this number represents the total number of "YES" results for the entire report.
- Percent on the final page of the report; this number represents the percentage of "YES" results for all students tested on the report.

J. Process number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.

Summary Report

Example shown: [Grade 4](#)

The **STAAR Alternate 2 Summary Report** is available for each STAAR Alternate 2 subject assessed at each campus or district and contains aggregate information about every student for whom a STAAR Alternate 2 online record was submitted.

A. Identification information

The top of the report contains identification information for the campus or district. The grade or subject, date of testing, and the report date are also indicated.

B. Number of students tested

The number of students tested is provided for each subject area and demographic group. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

C. Administration summary

This section of the report lists the total number and percentage of records submitted for students assessed and students not assessed in all subjects.

D. Passed

The number and percentage of students who achieved satisfactory performance and/or achieved accomplished performance are displayed for each demographic group.

■ **Level II:**

Satisfactory Academic Performance indicates that students are sufficiently prepared for the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. Students demonstrate sufficient understanding of the knowledge and skills that are linked to content measured at the grade or course assessed. Students exhibit the ability to determine relationships, integrate multiple pieces of information, extend details, identify concepts, and match concepts that are similar. With continued support, students in this category have a reasonable likelihood of showing progress in the next grade or course.

■ **Level III:**

Accomplished Academic Performance indicates that students are well prepared for the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. Students demonstrate a strong understanding of the knowledge and skills that are linked to content measured at the grade or course assessed. Students exhibit the ability to use higher-level thinking and more complex skills, which includes making inferences, comparisons, and solving multi-step problems. With support, students in this category have a high likelihood of showing progress in the next grade or course.

E. Did Not Pass

The number and percentage of students who received unsatisfactory performance are displayed for each demographic group.

■ **Level I:**

Developing Academic Performance indicates that students are insufficiently prepared for the next grade or course and need additional instructional support for accessing the curriculum through prerequisite skills. Students are able to acknowledge concepts, but they demonstrate a minimal or inconsistent understanding of the knowledge and skills that are linked to content measured in this grade or course. Even with continued support, students in this category are in need of significant intervention to show progress in the next grade or course.

F. Process number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2
 Summary Report
 GRADE 4

District: 999-999 DISTRICT NAME

Report Date: MONTH YEAR
 Date of Testing: SEASON YEAR

Administration Summary	READING			MATHEMATICS			WRITING								
	PASSED		DID NOT PASS	PASSED		DID NOT PASS	PASSED		DID NOT PASS						
	Level II: Satisfactory	Level III: Accomplished		Level II: Satisfactory	Level III: Accomplished		Level II: Satisfactory	Level III: Accomplished							
Number Tested	#	%	#	%	#	%	#	%							
Reading	48	83	3	6	8	17	1	2	48	44	92	8	17	4	8
Students Tested	48	100	0	0	0	0	0	0	48	37	77	11	23	5	14
Students Not Tested	0	0	0	0	0	0	0	0	0	11	23	3	7	3	7
Total Students	48	100	0	0	0	0	0	0	48	48	100	14	29	8	17
Mathematics	48	100	0	0	0	0	0	0	48	47	98	1	2	3	6
Students Tested	48	100	0	0	0	0	0	0	48	36	75	12	25	25	52
Students Not Tested	0	0	0	0	0	0	0	0	0	11	23	3	7	3	7
Total Students	48	100	0	0	0	0	0	0	48	47	98	1	2	3	6
Writing	48	100	0	0	0	0	0	0	48	47	98	1	2	3	6
Students Tested	48	100	0	0	0	0	0	0	48	36	75	12	25	25	52
Students Not Tested	0	0	0	0	0	0	0	0	0	11	23	3	7	3	7
Total Students	48	100	0	0	0	0	0	0	48	47	98	1	2	3	6
All Students	48	100	0	0	0	0	0	0	48	47	98	1	2	3	6
Male	37	78	1	3	8	22	1	3	37	36	97	1	3	3	8
Female	11	23	2	18	0	0	0	0	11	11	100	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	10	21	0	0	0	0	0	0	10	10	100	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	10	21	6	60	0	0	4	40	10	9	90	0	0	1	10
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	24	50	20	83	3	13	4	17	24	24	100	0	0	2	8
Two or More Races	2	4	0	0	0	0	0	0	2	2	100	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	11	23	9	82	0	0	2	18	11	10	91	1	9	9	82
Free Meals	3	6	0	0	0	0	0	0	3	3	100	0	0	0	0
Reduced Meals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Information Provided	33	69	27	82	3	9	6	18	33	33	100	0	0	31	65
Title I, Part A	12	25	11	92	0	0	1	8	12	12	100	0	0	12	100
Schoolwide Program Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Targeted Assistance Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonparticipating (Previous Participants)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homeless Participants at Non-Title I Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonparticipating (Not Previous Participants)	35	73	28	80	3	9	7	20	35	34	97	1	3	35	100
No Information Provided	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No	47	98	39	83	3	6	8	17	47	46	98	1	2	47	100
No Information Provided	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Limited English Proficient	3	6	0	0	0	0	0	0	3	3	100	0	0	0	0
Current LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-LEP (Monitored 1st Year)	1	2	0	0	0	0	0	0	1	1	100	0	0	0	0
Non-LEP (Monitored 2nd Year)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Non-LEP	43	90	36	84	3	7	16	43	43	98	0	0	43	100	
No Information Provided	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Bilingual/ESL Program	1	2	0	0	0	0	0	0	1	1	100	0	0	0	0
Bilingual/ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Neither	44	92	36	82	3	7	8	18	44	43	98	1	2	44	100
No Information Provided	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1

--- = No Data Reported For Fewer Than Five Students

Administration Student Data File (Confidential)

The **Administration Student Data File** contains individual data records for each student for whom a STAAR Alternate 2 online record was submitted. The student record includes identification and demographic data as well as assessment scores. Reporting-category level data are also included. Results for STAAR Alternate 2 grades 3–8 and STAAR Alternate 2 End-of-Course are provided on separate files.

Confidential Student Item Analysis Report

Example shown: [Grade 4](#)

This report provides detailed student-level results for each subject tested. Indicated on this report is the reporting category measured by each test item and which answer choice the student selected for the item. The information in this report might be useful to students, parents, and teachers for identifying item types students might find difficult and for exploring possible reasons why incorrect answer choices were made. Districts might find it helpful to use the Confidential Student Item Analysis Report in conjunction with the 2016 released STAAR Alternate 2 tests.

A. Identification information

The top of the report contains identification information, both for the student (name, identification number, etc.) and the school (district, campus, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated.

B. Test results

This section gives the student's scale score and indicates whether the student achieved Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR Alternate 2 scale scores. The raw score conversion tables for all STAAR Alternate 2 administrations can be found on [TEA's Student Assessment Division website](#). Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

C. Item number

The item number corresponds to the item number of the 2016 released test for that grade and/or subject area.

D. Reporting category

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the Confidential Student Report. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

E. Student's response

The student's response is shown for each test item. STAAR Alternate 2 test questions are scored according to the level of independence with which a student responds to an item. If a student responds correctly to the first presentation of an item, the test administrator marks "A" on the scoring document, and the student receives a score point of 2. If the student does not respond or responds incorrectly, the item is presented again with allowable teacher assists. If the student responds correctly to the second presentation of the item, the test administrator marks "B" on the scoring document, and the student receives a score point of 1. If the student does not respond or responds incorrectly to the second presentation, the test administrator marks "C" on the scoring document, and the student receives a score point of 0.

F. Messages

In place of item analysis data, a variety of report messages might appear. Possible messages are listed below. Changes in policy might result in different messages.

- **NOT TESTED - MEDICAL EXCEPTION**
The student is unable to participate in the assessment on the basis of the student's medical condition.
- **NOT TESTED - NO AUTHENTIC ACADEMIC RESPONSE**
The student is unable to participate in the assessment on the basis of the student's disability, resulting in the inability to make an authentic response.
- **NO INFORMATION AVAILABLE**
No information is available for this subject.
- **NOT SCORED**
The student's record was coded "O" for reasons such as illness during testing or test administration irregularities.
- **NOT TESTED - ABSENT**
The student was absent during the assessment.

G. Document number and process number

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2
Confidential Student Item Analysis Report
GRADE 4

..... **A**

FIRSTNAME I. LASTNAME

Date of Birth: mm/dd/yy
 Student ID (PEIMS): *****9999
 Local Student ID: 999999999

District: 999-999 DISTRICT NAMEXX
 Campus: 999 CAMPUS NAMEXXXX

Report Date: MONTH YEAR
 Date of Testing: SEASON YEAR
 Grade: 4

B

READING			MATHEMATICS			WRITING		
Scale Score: 999			Scale Score: 999			Scale Score: 999		
Level II: Satisfactory Performance: YES			Level II: Satisfactory Performance: YES			Level II: Satisfactory Performance: YES		
Level III: Accomplished Performance: NO			Level III: Accomplished Performance: NO			Level III: Accomplished Performance: NO		
Item	Reporting Category	Student's Response*	Item	Reporting Category	Student's Response*	Item	Reporting Category	Student's Response*
1.	3	C	1.	3	C			
2.	1	B	2.	1	B	NO INFORMATION AVAILABLE		
3.	3	A	3.	3	A			
4.	3	B	4.	3	B			
5.	3	C	5.	3	C			
6.	3	B	6.	3	B			
7.	1	A	7.	1	A			
8.	3	B	8.	3	B			
9.	3	B	9.	3	B			
10.	2	C	10.	2	C			
11.	1	A	11.	1	A			
12.	2	C	12.	2	C			
13.	2	B	13.	2	B			
14.	2	B	14.	2	B			
15.	2	A	15.	2	A			
16.	2	A	16.	2	A			
17.	1	B	17.	1	B			
18.	2	A	18.	2	A			
19.	2	C	19.	2	C			
20.	2	B	20.	2	B			

F

* STAAR Alternate 2 test questions are scored according to the level of independence with which a student responds to an item as follows:
 - If a student responds correctly to the first presentation of an item, the test administrator marks "A" on the scoring document, and the student receives a score point of 2. If the student does not respond or responds incorrectly, the item is presented again with allowable teacher assists.
 - If the student responds correctly to the second presentation of the item, the test administrator marks "B" on the scoring document, and the student receives a score point of 1.
 - If the student does not respond or responds incorrectly to the second presentation, the test administrator marks "C" on the scoring document, and the student receives a score point of 0.

C **D** **E**

Additional information about this student's performance and a listing of the reporting categories are found on the Confidential Student Report.

Document # 9999-99999 mmdyy-ZZZZZZZ-CCDDDccc-SSSSSS

G

STAAR ALTERNATE 2

Item Analysis Summary Report

Example shown: [STAAR Alternate 2 grade 4](#)

This report shows the item number, the reporting category measured by the item, and the percentage of students selecting each possible answer choice for that test item. This summary report is provided for all students. Districts might find it helpful to use the Item Analysis Summary Report in conjunction with the 2016 released STAAR Alternate 2 tests.

A. Identification information

The top of the report contains identification information for the campus. The grade or subject assessed, report date, and date of testing are also indicated.

B. Number of students tested

The number of students assessed is provided for each subject.

C. Item number

The item number corresponds to the item number on the test for that subject.

D. Reporting category

The number of the reporting category measured by each test item is listed. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

E. Percent at each response

The percentage of students responding at each response level is shown for each test item. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

F. Process number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2
 Item Analysis Summary Report
 GRADE 4

..... A

District: 999-999 DISTRICT NAMEXX
 Campus: 999 CAMPUS NAMEXXXX

Report Date: MONTH YEAR
 Date of Testing: SEASON YEAR

STAAR ALTERNATE 2

READING					MATHEMATICS					WRITING				
Number of Students Tested: 5					Number of Students Tested: 6					Number of Students Tested: 999999				
Item	Reporting Category	Percent at Each Response*			Item	Reporting Category	Percent at Each Response*			Item	Reporting Category	Percent at Each Response*		
		A	B	C			A	B	C			A	B	C
1.	3	80	20	0	1.	4	83	17	0	1.	3	No Data Reported for Fewer Than Five Students		
2.	3	80	0	20	2.	4	67	17	17	2.	3			
3.	3	60	20	20	3.	4	83	0	17	3.	3			
4.	3	80	20	0	4.	4	50	50	0	4.	3			
5.	1	40	60	0	5.	1	50	33	17	5.	3			
6.	1	80	0	20	6.	1	83	0	17	6.	3			
7.	1	60	20	20	7.	1	50	50	0	7.	3			
8.	1	60	20	20	8.	1	83	17	0	8.	3			
9.	2	80	20	0	9.	1	67	17	17	9.	2			
10.	2	80	0	20	10.	1	83	0	17	10.	2			
11.	2	60	20	20	11.	1	50	50	0	11.	2			
12.	2	80	20	0	12.	1	83	17	0	12.	2			
13.	3	40	60	0	13.	3	67	17	17	13.	2			
14.	3	80	20	0	14.	3	83	0	17	14.	2			
15.	3	80	0	20	15.	3	50	50	0	15.	2			
16.	3	60	20	20	16.	3	83	17	0	16.	2			
17.	2	40	60	0	17.	2	67	17	17	17.	3			
18.	2	80	20	0	18.	2	83	0	17	18.	3			
19.	2	80	0	20	19.	2	50	50	0	19.	3			
20.	2	60	20	20	20.	2	83	17	0	20.	3			

..... B

* STAAR Alternate 2 test questions are scored according to the level of independence with which a student responds to an item as follows:
 - If a student responds correctly to the first presentation of an item, the test administrator marks "A" on the scoring document, and the student receives a score point of 2. If the student does not respond or responds incorrectly, the item is presented again with allowable teacher assists.
 - If the student responds correctly to the second presentation of the item, the test administrator marks "B" on the scoring document, and the student receives a score point of 1.
 - If the student does not respond or responds incorrectly to the second presentation, the test administrator marks "C" on the scoring document, and the student receives a score point of 0.

C D E

A listing of the reporting categories is found on the Confidential Student Report.

F mmddyy-ZZZZZZZ-CCDDccc-SSSSSS

Additional Reports

Additional reports for the following standard reports are available for a fee to districts. A district must submit a request through the Assessment Management System to receive the additional reports, which includes additional copies of paper reports. Refer to the “Standard Reports” section for examples of these reports.

- Confidential Student Report
- Confidential Student Label
- Confidential Campus Roster, All Students
- Summary Reports