How did Firstname do on the Algebra I assessment?

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Level of Complexity</th>
<th>Demonstration of Skill</th>
<th>Level of Support</th>
<th>Generalization of Skill</th>
<th>Points Achieved</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functional Relationships</td>
<td>3</td>
<td>9.0</td>
<td>4</td>
<td>2</td>
<td>15.0</td>
<td>21</td>
</tr>
<tr>
<td>2. Properties and Attributes of Functions</td>
<td>3</td>
<td>9.0</td>
<td>4</td>
<td>2</td>
<td>15.0</td>
<td>21</td>
</tr>
<tr>
<td>3. Linear Functions</td>
<td>3</td>
<td>9.0</td>
<td>3</td>
<td>2</td>
<td>14.0</td>
<td>21</td>
</tr>
<tr>
<td>4. Linear Equations and Inequalities</td>
<td>3</td>
<td>9.0</td>
<td>3</td>
<td>1</td>
<td>13.0</td>
<td>21</td>
</tr>
<tr>
<td>5. Quadratic and Other Nonlinear Functions</td>
<td>REPORTING CATEGORY NOT APPLICABLE IN CCYY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 57 84

Level II: Satisfactory
Level III: Accomplished
STAAAR Alternate Progress Measure
Did Not Meet

What are the performance levels for STAAR Alternate?

Level II: Satisfactory
Level III: Accomplished

What is STAAR Alternate?

STAAR Alternate is not a traditional paper or multiple-choice test. Teachers observe a student completing state-developed assessment tasks that link to the grade-level Texas Essential Knowledge and Skills (TEKS) curriculum. Each knowledge and skills statement has been summarized into an “essence” or main idea statement. Each subject includes four essence statements for which students are assessed. Each of the essence statements include three standardized assessment tasks of varying complexity developed from state-selected prerequisite skills. Teachers select the most appropriate assessment task for a given student.

Before the assessment observation, the teacher determines presentation supports and materials that may be used during the observation, as well as appropriate response modes for the student. Individualizing the assessment tasks in this way allows access for a wide range of abilities.

Choosing the most appropriate assessment task and determining how best to implement the task for the student are the first two steps in the STAAR Alternate assessment process. The third step involves the teacher observing and recording student performance on how well the student demonstrated the three predetermined criteria for the task and noting the level of support (cueing and prompting) the student required. If the student earns the opportunity to generalize, the task is then repeated on a different day with new materials. The fourth step requires the teacher to refer to the notes taken on the observation day to determine if the student met the predetermined criteria for the task and noting the level of support (cueing and prompting) the student required.

What are the testing requirements for graduation?

In addition to taking required courses for the Minimum 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 are determined by the student’s admission, review and dismissal (ARD) committee.

What are the performance levels for STAAR Alternate?

The STAAR Alternate assessment has three categories for performance: Level III: Accomplished Academic Performance, Level II: Satisfactory Academic Performance and Level I: 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 Level III: 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 Level III: Accomplished but a “YES” under Level II: 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 with instructional supports for accessing the curriculum through prerequisite skills. If your child’s report shows a “NO” under Level II: 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.

The STAAR Alternate Progress Measure is based on a comparison of your child’s mathematics score last year with his or her mathematics score this year. This measure gives you information about how much your child improved in mathematics from one year to the next. For more information about the STAAR Alternate Progress Measure, contact your child’s school or visit TEA’s website at http://www.tea.state.tx.us/student.assessment/parents.