STAAR Alternate

Reporting Information for Parents
What is STAAR Alternate?

- an alternate assessment to the State of Texas Assessment of Academic Readiness (STAAR) for students with significant cognitive disabilities
- an assessment based on the Texas Essential Knowledge and Skills (TEKS) curriculum that is linked to grade-level student expectations through prerequisite skills
- an observation of student performance on state-developed assessment tasks – *not* a traditional paper test
STAAR Alternate is available for students in the following grades and subjects/courses:

- Mathematics – grades 3-8; Algebra I
- Reading – grades 3-8; English I, II
- Writing – grades 4 and 7; English I, II
- Science – grades 5 and 8; biology
- Social Studies – grade 8; US history

Students in high school who are eligible to take STAAR Alternate must, at some point during the high school years, be enrolled in 5 courses identified in the Minimum High School Program (MHSP) and assessed in these alternate courses. The year that the student is enrolled in the alternate course is the year that the corresponding STAAR Alternate assessment is administered.
Federally mandated by the Individuals with Disabilities Education Act (IDEA) and Elementary and Secondary Education Act (ESEA) previously known as the No Child Left Behind Act of 2001 (NCLB)

- **ALL** students must have access to grade-level curriculum; in Texas this is the TEKS curriculum standards.
- **ALL** students served by special education must be included in the state assessment program, with appropriate accommodations; in Texas this is the STAAR – of which STAAR Alternate is a part.
Due to these federal requirements, there are no exemptions from STAAR Alternate.
What is the role of the ARD committee in assessment decisions?

- to determine which assessment from the state options is the best for your child
- to decide if your child meets the participation requirements for the recommended assessment
- to determine the complexity level of the tasks if STAAR Alternate is the recommended assessment (school year 2013-2014 only)
How can my child be assessed on grade-level curriculum?

- **STAAR** = assessment
- **TEKS** = curriculum standards
- All STAAR tests, including STAAR Alternate, are divided into reporting categories.
- Reporting categories are “umbrella statements” that serve as headings under which the TEKS knowledge and skills statements and student expectations are grouped.
- Your child will be assessed on the TEKS with student expectations from earlier grades that are linked to the grade-level student expectations.
Here is an example from grade 3 reading.

STAAR Reporting Category 1 – Understanding Across Genres: The student will demonstrate an ability to understand a variety of written texts across reading genres.

TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations

(3.4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to

(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots; Readiness Standard
(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; Readiness Standard
(C) identify and use antonyms, synonyms, homographs, and homophones. Supporting Standard

This is specifically what is taught from the curriculum and what your child is required to have access to by law.
STAAR Alternate summarizes the Knowledge and Skills Statement and student expectations into an *essence statement*.

<table>
<thead>
<tr>
<th>STAAR Reporting Category 1 – Understanding Across Genres: The student will demonstrate an ability to understand a variety of written texts across reading genres.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</strong></td>
</tr>
<tr>
<td>(3.4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to</td>
</tr>
</tbody>
</table>

(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots; Readiness Standard

(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; Readiness Standard

(C) identify and use antonyms, synonyms, homographs, and homophones. Supporting Standard

Your child will be assessed on four essence statements per subject or course.
Your child will access the curriculum through a prerequisite skill that has been linked to grade-level student expectations.
For each essence statement, three assessment tasks at varying complexity levels have been written by content specialists and reviewed by teachers from across Texas. Each assessment task measures a different prerequisite skill.

**Level 1**

**Prerequisite skill:** demonstrate understanding of terms used in the instructional language of the classroom

The student will be presented his or her daily schedule. The schedule will include an unfamiliar written noun for a new activity and a corresponding representation. The student will respond to the new activity on the schedule. The student will explore the representation of the noun as the written word is shown and read by the teacher. The student will participate in the activity.

Predetermined Criteria
1. The student will respond to the new activity on the schedule.
2. The student will explore the representation of the noun.
3. The student will participate in the activity.

**Level 2**

**Prerequisite skill:** identify and use words that name actions, directions, positions, sequences, and locations

The student will be presented and read a sentence using a familiar verb from the student’s sight word vocabulary. The student will identify the familiar verb. An unfamiliar verb that can meaningfully and grammatically replace the familiar verb will be presented, read, and defined for the student. The student will assist in acting out the unfamiliar verb. The student will identify a new sentence using the unfamiliar verb.

Predetermined Criteria
1. The student will identify the familiar verb.
2. The student will assist in acting out the unfamiliar verb.
3. The student will identify a new sentence using the unfamiliar verb.

**Level 3**

**Prerequisite skill:** identify words that name actions (verbs) and words that name persons, places, or things (nouns)

The student will be presented a wide array of words representing all parts of speech from the student’s sight word vocabulary. The student will classify the words into groups by parts of speech. The student will be presented an unfamiliar noun or verb along with its definition. The student will determine in which group the unfamiliar word belongs. The student will generate a sentence using the unfamiliar word.

Predetermined Criteria
1. The student will classify the words into groups by parts of speech.
2. The student will determine in which group the unfamiliar word belongs.
3. The student will generate a sentence using the unfamiliar word.

Assessment tasks for each subject and grade can be located at www.tea.state.tx.us/student.assessment/special-ed/staaralt.
Assessment tasks were written at three different complexity levels.

- Level 3 → Most complex
- Level 2 → Moderately complex
- Level 1 → Least complex
Level 3 assessment tasks are the most complex and involve applying knowledge beyond basic recall.

Some of the skills students at this level are expected to demonstrate may include:
- determining distinguishing features
- organizing information
- comparing components
- generating ideas
- predicting outcomes
- justifying answers
Level 2 assessment tasks are moderately complex and involve recalling information at a basic understanding level.

Some of the skills students at this level are expected to demonstrate may include:
- identifying or sorting elements
- assisting in procedures
- choosing options
- matching components
- replicating information
- examining features
Level 1 assessment tasks are the least complex and involve responding to knowledge at the beginning awareness level.

Some of the skills students at this level are expected to demonstrate may include:
- acknowledging features
- responding to stimuli
- experiencing events
- participating in processes
- exploring materials
- anticipating outcomes
What does a STAAR Alternate assessment task look like?

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Prerequisite skill: identify words that name actions (verbs) and words that name persons, places, or things (nouns)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student will be presented a wide array of words representing all parts of speech from the student’s sight word vocabulary. The student will classify the words into groups by parts of speech. The student will be presented an unfamiliar noun or verb along with its definition. The student will determine in which group the unfamiliar word belongs. The student will generate a sentence using the unfamiliar word.</td>
</tr>
<tr>
<td></td>
<td>Predetermined Criteria</td>
</tr>
<tr>
<td></td>
<td>1. The student will classify the words into groups by parts of speech.</td>
</tr>
<tr>
<td></td>
<td>2. The student will determine in which group the unfamiliar word belongs.</td>
</tr>
<tr>
<td></td>
<td>3. The student will generate a sentence using the unfamiliar word.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Prerequisite skill: identify and use words that name actions, directions, positions, sequences, and locations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student will be presented and read a sentence using a familiar verb from the student’s sight word vocabulary. The student will identify the familiar verb. An unfamiliar verb that can meaningfully and grammatically replace the familiar verb will be presented, read, and defined for the student. The student will assist in acting out the unfamiliar verb. The student will identify a new sentence using the unfamiliar verb.</td>
</tr>
<tr>
<td></td>
<td>Predetermined Criteria</td>
</tr>
<tr>
<td></td>
<td>1. The student will identify the familiar verb.</td>
</tr>
<tr>
<td></td>
<td>2. The student will assist in acting out the unfamiliar verb.</td>
</tr>
<tr>
<td></td>
<td>3. The student will identify a new sentence using the unfamiliar verb.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Prerequisite skill: demonstrate understanding of terms used in the instructional language of the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student will be presented his or her daily schedule. The schedule will include an unfamiliar written noun for a new activity and a corresponding representation. The student will respond to the new activity on the schedule. The student will explore the representation of the noun as the written word is shown and read by the teacher. The student will participate in the activity.</td>
</tr>
<tr>
<td></td>
<td>Predetermined Criteria</td>
</tr>
<tr>
<td></td>
<td>1. The student will respond to the new activity on the schedule.</td>
</tr>
<tr>
<td></td>
<td>2. The student will explore the representation of the noun.</td>
</tr>
<tr>
<td></td>
<td>3. The student will participate in the activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complexity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Least Complex</td>
<td>Most complex</td>
</tr>
<tr>
<td>Moderately Complex</td>
<td>Least Complex</td>
</tr>
</tbody>
</table>
Each task has three predetermined criteria that specifically target the skills that will be observed during the assessment observation.

- The verbs used in each of the predetermined criterion are specific to the complexity levels and reflect how your child should perform the skill.

### Level 2

**Prerequisite skill:** identify and use words that name actions, directions, positions, sequences, and locations

The student will be presented and read a sentence using a familiar verb from the student’s sight word vocabulary. The student will identify the familiar verb. An unfamiliar verb that can meaningfully and grammatically replace the familiar verb will be presented, read, and defined for the student. The student will assist in acting out the unfamiliar verb. The student will identify a new sentence using the unfamiliar verb.

**Predetermined Criteria**
1. The student will identify the familiar verb.
2. The student will assist in acting out the unfamiliar verb.
3. The student will identify a new sentence using the unfamiliar verb.
How can my child access a task?

A teacher can make assessment tasks accessible for your child by:

- providing the supports and materials your child routinely needs to be successful
- determining appropriate response modes that allow your child to demonstrate the verbs in the predetermined criteria
How is STAAR Alternate scored?

<table>
<thead>
<tr>
<th>Predetermined Criteria</th>
<th>Primary Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will identify the familiar verb.             | Did the student demonstrate the skill?  
                                    | ○ Yes  
                                    | ○ No  
                                    | How did the student perform the skill?  
                                    | ○ Independently  
                                    | ○ Needed Cueing  
                                    | ○ Needed Promoting |
| 2. The student will assist in acting out the unfamiliar verb.| Did the student demonstrate the skill?  
                                    | ○ Yes  
                                    | ○ No  
                                    | How did the student perform the skill?  
                                    | ○ Independently  
                                    | ○ Needed Cueing  
                                    | ○ Needed Promoting |
| 3. The student will identify a new sentence using the unfamiliar verb. | Did the student demonstrate the skill?  
                                    | ○ Yes  
                                    | ○ No  
                                    | How did the student perform the skill?  
                                    | ○ Independently  
                                    | ○ Needed Cueing  
                                    | ○ Needed Promoting |

Teachers record observation notes on each of the three predetermined criteria. Teachers then use those notes to answer a series of evaluation questions in an online system.

The online system calculates scores for both Demonstration of Skill (Yes/No) and Level of Support (Independently/Needed Cueing/Needed Prompting) based on the answers to the evaluation questions.
What is generalization?

Generalization is the ability to transfer knowledge and learned skills to new contexts. When a student with a cognitive disability demonstrates that he or she has internalized a skill by applying the skill or using the skill in a different way at a later time, this is true mastery. Generalization is an important part of STAAR Alternate.
If your child accesses a Complexity Level 3 or Level 2 assessment task, he or she may earn the opportunity to be evaluated on the skill a second time with new materials. This opportunity is dependent on the primary evaluation score. If successful with the new materials, your child will earn additional score points.

<table>
<thead>
<tr>
<th>Predetermined Criteria</th>
<th>Generalization</th>
<th>View Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify the familiar verb.</td>
<td>Did the student generalize the skill with new materials?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>How did the student perform the skill?</td>
<td>Independently</td>
</tr>
<tr>
<td>2. The student will assist in acting out the unfamiliar verb.</td>
<td>Did the student generalize the skill with new materials?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>How did the student perform the skill?</td>
<td>Independently</td>
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<td>Yes</td>
</tr>
<tr>
<td></td>
<td>How did the student perform the skill?</td>
<td>Independently</td>
</tr>
</tbody>
</table>
What is the process for administering STAAR Alternate?

- In the fall, teachers receive training on the administration of STAAR Alternate and begin instruction.
- After passing qualification activities, teachers conduct assessment observations.
- Beginning in January teachers access an online system to evaluate student performance and submit assessments.
- The assessment window closes in April and scores are generated.
How will I know how my child performed on STAAR Alternate?

- After the close of the assessment window in April, parents receive Confidential Student Reports (CSRs) along with information explaining the assessment and the results.

- The CSR indicates the total score for each subject area tested. The total score for each subject determines the category that describes your child’s performance on the assessment.
What are the STAAR Alternate performance labels?

There are 3 student performance labels:

- Level III: Accomplished Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Developing Academic Performance

Note: The Levels III, II, and I here are not the same as the STAAR Alternate Complexity Levels 3, 2, and 1.
Level III: Accomplished Academic Performance

Performance in this category indicates that students are well prepared for the assessment tasks in the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. They demonstrate consistent understanding of the knowledge and skills by generalizing the skills to a different context. Students in this category have a high likelihood of showing progress and generalization of knowledge for the assessment tasks at the next grade or course with supports.
Level II: Satisfactory Academic Performance

Performance in this category indicates that students are sufficiently prepared for the assessment tasks in the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. They demonstrate sufficient understanding of the knowledge and skills that are linked to content measured at this grade or course. Performance on the tested skills required little or no cueing. Students in this category have a reasonable likelihood of showing progress for the assessment tasks at the next grade or course with continued supports.
Level I: Developing Academic Performance

Performance in this category indicates that students are insufficiently prepared for the assessment tasks at the next grade or course even with instructional supports for accessing the curriculum through prerequisite skills. They demonstrate insufficient knowledge and skills that are linked to content measured at this grade or course. Performance on the tested skills required cueing and prompting. Students in this category are in need of significant intervention in addition to continued supports to show progress for the assessment tasks at the next grade or course.
If your child is in grades 3 – 8, you will receive one CSR with the results for all subjects assessed at the grade level.
If your child is in high school, you will receive one CSR per alternate course taken during the school year.
Since grade 7 writing only has 3 reporting categories, your child will be required to do 2 tasks in the same reporting category as in this example. Some subjects and courses have more than 3 reporting categories. Your child will be required to test on only 4 tasks.

### Reporting Categories

<table>
<thead>
<tr>
<th>Reporting Categories</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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Composition</td>
<td>3</td>
<td>9.0</td>
<td>4</td>
<td>2</td>
<td>15.0</td>
</tr>
<tr>
<td>2. Revision*</td>
<td>3</td>
<td>9.0</td>
<td>3</td>
<td>2</td>
<td>14.0</td>
</tr>
<tr>
<td>3. Editing</td>
<td>3</td>
<td>9.0</td>
<td>4</td>
<td>2</td>
<td>15.0</td>
</tr>
</tbody>
</table>

**Results**

<table>
<thead>
<tr>
<th>Level II: Satisfactory</th>
<th>Level III: Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

Total = 57

The total score on all four reporting categories determines the performance category.
A “+” means that your child will have been assessed on fewer than the 4 required reporting categories/essence statements. This will result in a partial score. The score may or may not be enough for your child to receive a satisfactory or accomplished academic performance on the assessment.

If a “+” is recorded in place of a numeral in any of the score slots, it indicates that the essence statement was not assessed.
Other Categories

Your child may receive a “No Response Observed” score if unable to display any observable or purposeful change in affect or movement due to an ongoing medical condition or the severity of your child’s disability.

If no assessment information was reported, your child’s assessment will be marked as “Not Assessed.” You may want to ask your child’s teacher why the assessment was not completed if you are unsure of the reason.
The growth measure compares your child’s score from last year as compared to his or her score this year. The information can be used to determine how much your child has improved.
Raw scores are grouped into stages in a similar method to that used for TAKS–Alt.

The first stage spans more scores since fewer students receive a score lower than 20.

The last stage reflects the scores for students who fall in the Accomplished category.
The current year’s stage is compared to the prior year’s stage. The chart shows the result of the stage comparisons.

<table>
<thead>
<tr>
<th>Prior-Year Stage</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>2</td>
<td>DN</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>3</td>
<td>DN</td>
<td>DN</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
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<tr>
<td>4</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
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<td>5</td>
<td>DN</td>
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<td>M</td>
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<td>6</td>
<td>DN</td>
<td>DN</td>
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<td>DN</td>
<td>DN</td>
<td>M</td>
<td>E</td>
<td>E</td>
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<td>7</td>
<td>DN</td>
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<td>DN</td>
<td>DN</td>
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<td>M</td>
<td>E</td>
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<tr>
<td>8</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>M</td>
</tr>
</tbody>
</table>

**Legend**

- **DN** = Did Not Meet
- **M** = Met
- **E** = Exceeded
The Growth Measure described is unique to STAAR Alternate due to the different format of the assessment from the other state assessments.

More detailed information about the STAAR Alternate Growth Measure is available on TEA’s STAAR Resources page.

- Questions and Answers (Questions 13-15)
- Calculating Progress Measure
- Implementation Schedule (Same as that for STAAR)

TEA Website > STAAR > STAAR Resources > STAAR Progress Measure Section
If your child is in grades 3-8, a copy of this brochure will accompany your child’s CSR. The brochure explains the STAAR Alternate assessment and the growth measure.

Understand Your Child’s Confidential Student Report (CSR)
A Guide for Parents

WHAT IS STAAR ALTERNATE?
The State of Texas Assessments of Academic Readiness Alternate (STAAR® Alternate) is an alternate assessment based on alternate academic achievement standards and is designed for students receiving special education services who meet specific participation requirements. STAAR Alternate is provided to meet the diverse needs of students with significant cognitive disabilities enrolled in grade 3 through high school.

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 includes three standardized assessment tasks of varying complexity developed from state-selected prerequisite skills. Teachers select the most appropriate assessment task for a given student based on the developmental level of the 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 student abilities. The teacher observes and records student performance on whether the student demonstrated the three predetermined criteria for the task and notes the level of difficulty.

WHAT ARE THE PERFORMANCE LEVELS FOR STAAR ALTERNATE?
The STAAR Alternate assessments have three categories for performance. The categories are:
- Level III: Accomplished Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Developing Academic Performance

Your child’s performance level is indicated for each assessment he or she took.

If your child’s report shows a “YES” under Level III: Accomplished Academic Performance, 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. He or she demonstrates consistent understanding of the knowledge and skills by generalizing the skills to a different context. Students in this category have a high likelihood of showing progress and generalization of knowledge for the assessment tasks at the next grade or course with supports.

If your child received a “NO” under Level III: Accomplished Academic Performance but a “YES” under Level II: Satisfactory Academic Performance, 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. He or she demonstrates sufficient understanding of the knowledge and skills that are linked to content measured at this grade or course. Performance on the tested skills required little or no cueing. Students in this category have a reasonable likelihood of showing progress for the assessment tasks at the next grade or course with continued supports.

If your child’s report shows a “NO” under Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance, he or she is insufficiently prepared for the assessment tasks at the next grade or course even with instructional supports for accessing the curriculum through prerequisite skills. He or she demonstrates insufficient knowledge and skills that are linked to content measured at this grade or course. Performance on the tested skills required cueing and prompting. Students in this category are in need of significant intervention in addition to continued supports to show progress for the assessment tasks at the next grade or course.

EXPLANATION OF RESULTS

1. Reporting Categories
   The content and skills tested on each STAAR Alternate assessment are grouped together. Each group is called a reporting category. The categories for each subject are listed in this column.

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

3. Points Achieved
   The total number of points the student received for each essence statement is reported for each STAAR Alternate reporting category. The total score is rounded to the nearest whole number. Scores with decimal places of 0.5 and above are rounded up, and scores with decimal places less than 0.5 are not.
If your child is in high school, you will not receive the parent brochure because the information in the brochure is included on each CSR that you will receive.
For additional information regarding STAAR Alternate, including reference materials and PowerPoint presentations, refer to the STAAR Alternate Resources website at: www.tea.state.tx.us/student.assessment/special-ed/staaralt.

To review the STAAR Alternate Training Modules, parents can access the following website: http://www.TexasAssessment.com/staaralternatereview.

To contact a member of the STAAR Alternate team at TEA for additional questions:
Phone: (512) 463-9536
Email: staaralt@tea.state.tx.us