

Understanding Your Child's Confidential Student Report (CSR)

A Guide for Parents

STAAR Alternate 3–8 Assessments

Grade 3–8	Grade 4 & 7	Grade 5 & 8	Grade 8
Reading	Writing	Science	Social Studies
Mathematics			

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 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 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 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. A student's score is automatically generated by the system based on the teacher's evaluation that is inputted into the system.

WHAT IS THE PURPOSE OF THIS PARENT GUIDE?

Every child who takes a STAAR Alternate test gets a report showing his or her test results. This report is called the Confidential Student Report, or CSR. Carefully reviewing your child's test results can help you identify where your child is doing well and where he or she may need more help.

This parent guide is based on a sample CSR for grade 7. You will notice that the grade 7 CSR on the next page shows test results for three subject areas: reading, mathematics, and writing. If your child took these subject-area tests at a different grade, his or her results will be reported in the same way as they are at grade 7. If your child took a science or social studies test, his or her test results will be reported in a similar way as the results for reading, mathematics, and writing. So no matter what grade your child is in, this grade 7 sample report will help you understand your child's actual test results.

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, and 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

- A 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.
- B 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 TEA's website at http://www.tea.state.tx.us/student_assessment/parents.
- C Points Achieved**
The total number of points the student received for each essence statement as reported for each STAAR Alternate reporting category is noted here, along with the points possible for each essence statement. The student's total score for the subject area and the number of points possible across all essence statements are noted at the bottom of this column. After adding together the score on each essence statement, 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.

Explanation of Results, Continued

D Student Results

This area on the CSR shows the total score the student received and if the student achieved Level II: Satisfactory Academic Performance or Level III: Accomplished Academic Performance for the subject area. The 21 points possible on the CSR refer to the highest point total for a generalized Complexity Level 3 performance.

E Level of Complexity

Each standardized assessment task is assigned a level of complexity (3—most complex/application; 2—moderately complex/basic recall; or 1—least complex/beginning awareness). The complexity level is selected by the ARD committee based on the student’s current developmental level.

F Demonstration of Skill

Demonstration of Skill indicates the score points for student performance based on how many of the three predetermined criteria the student successfully demonstrated for each assessment task. For each predetermined criterion, the teacher responds to the question, “Did the student demonstrate the skill?” If “Yes,” 2 points are awarded; if “No,” 0 points are awarded for Demonstration of Skill. If a student is prompted for his/her Level of Support, the student also receives 0 points for Demonstration of Skill. The student’s Demonstration of Skill score for each essence statement is weighted according to the complexity level of the assessment task. As a result, the maximum number of points possible for a task varies depending on the complexity level of the task completed. The maximum points possible for a task ranges from 12 points (Complexity Level 1), to 19 points (Complexity Level 2), to 21 points (Complexity Level 3).

G Level of Support

For each essence statement, a total of 6 points is possible for Level of Support. Level of Support indicates the score points for each predetermined criterion based on the amount of assistance the student needed during the observation beyond what the teacher had preplanned as allowable supports. Level of Support is calculated based on whether the student demonstrated the predetermined criteria for each assessment task independently (2 points), with cueing (1 point), or with prompting (0 points).

H Generalization of Skill

Additional score points can be obtained if a student accessing a Complexity Level 3 or Complexity Level 2 assessment task demonstrates the skill for all three predetermined criteria without prompting. The student is then observed and evaluated on Generalization of Skill by performing the three predetermined criteria again with different materials than used during the primary observation. Students accessing a Complexity Level 1 assessment task are not eligible for Generalization of Skill since student performance is being measured at a beginning awareness level. N/A indicates that the student was not eligible for generalization.

I Other Score Codes

A STAAR Alternate CSR may show test scores that are unique to this assessment. PARTIAL SCORE: A student may receive a “Partial Score” if the student moved into the

How did Firstname do on the grade 7 assessments?

READING							
Reporting Categories	Level of Complexity	Demonstration of Skill	Level of Support	Generalization of Skill	Points Achieved	Points Possible	
1. Understanding/Analysis Across Genres	+	+	+	+	0.0	21	
2. Understanding/Analysis of Literary Texts	3	6.0	3	N/A	9.0	21	
3. Understanding/Analysis of Informational Texts *	3	9.0	5	2	16.0	21	
	2	7.2	5	2	14.2	21	
PARTIAL SCORE					TOTAL	39	84
Level II: Satisfactory		Level III: Accomplished		STAAR Alternate Progress Measure			
NO		NO		Did Not Meet			

* Two essence statements assessed for this reporting category + Partial Assessment

WRITING							
Reporting Categories	Level of Complexity	Demonstration of Skill	Level of Support	Generalization of Skill	Points Achieved	Points Possible	
1. Composition	3	9.0	4	2	15.0	21	
2. Revision*	3	9.0	3	2	14.0	21	
	3	9.0	3	1	13.0	21	
3. Editing	3	9.0	4	2	15.0	21	
PARTIAL SCORE					TOTAL	57	84
Level II: Satisfactory		Level III: Accomplished		STAAR Alternate Progress Measure			
YES		NO		Did Not Meet			

* Two essence statements assessed for this reporting category

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE
Confidential Student Report
GRADE 7

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
 Class Group: CLASS GROUP NAME

Report Date: MONTH YEAR
 Date of Testing: SEASON YEAR
 Grade: 7

MATHEMATICS							
Reporting Categories	Level of Complexity	Demonstration of Skill	Level of Support	Generalization of Skill	Points Achieved	Points Possible	
1. Numbers, Operations, and Quantitative Reasoning	1	6.0	3	N/A	9.0	21	
2. Patterns, Relationships, and Algebraic Reasoning	+	+	+	+	0.0	21	
3. Geometry and Spatial Reasoning	+	+	+	+	0.0	21	
4. Measurement	+	+	+	+	0.0	21	
5. Probability and Statistics	REPORTING CATEGORY NOT APPLICABLE IN CCYY						
PARTIAL SCORE					TOTAL	9	84
Level II: Satisfactory		Level III: Accomplished		STAAR Alternate Progress Measure			
NO		NO		Did Not Meet			

+ Partial Assessment

Level of Complexity: assigned to each assessment task based on the complexity of the task. Level 3 tasks are the most complex; Level 2 tasks are moderately complex; and Level 1 tasks are the least complex.

Demonstration of Skill: score points earned based on the number of predetermined criteria the student successfully demonstrated for each task. The Demonstration of Skill score is weighted according to the complexity level of the task. Level 3 tasks receive the highest numerical weighting and Level 1 the lowest. As a result, the maximum number of points possible for a task varies depending on the complexity level of the task completed. The maximum points possible for a task ranges from 12 points (Level 1), 19 points (Level 2), and 21 points (Level 3).

Level of Support: score points earned based on whether the student demonstrated the predetermined criteria independently, with cueing, or with prompting.

Generalization of Skill: additional score points earned based on whether the student completed the predetermined criteria for each task with new materials and no prompting. Only students assessed at Level 2 or 3 who demonstrate the predetermined criteria successfully without prompting are eligible for generalization provided on a different day than the primary observation. N/A indicates that the student was not eligible for generalization.

Total Score: sum after adding together each essence statement 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 rounded down.

Partial Score: an incomplete assessment resulting from a medical condition or emergency or if the student moved into the district without enough time for the assessment to be completed.

No Response Observed: a score given to a subject if the student is unable to display any observable change in affect or movement due to an ongoing medical condition or the severity of the student’s disability.

Not Assessed: no evaluation data was provided for the student.

More information regarding STAAR Alternate may be accessed at <http://www.tea.state.tx.us/student/assessment/special-ed/staaralt>.

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.

Document # 9999-99999 For more information about the STAAR tests, contact your child’s school. mmddy-ZZZZZZ-CCCCCCCC-SSSSSS

district without enough time for his or her teacher to complete the assessment, or if the student has a medical condition or emergency that results in an incomplete assessment. At least part of an essence statement must be evaluated for the student to receive “Partial Score” in a given subject.

NO RESPONSE OBSERVED: A student may receive a “No Response Observed” score for the subject if the student is unable to display any observable change in affect or movement due to an ongoing medical condition or the severity of the student’s disability.

NOT ASSESSED: A student will receive this score if he or she was not assessed in a subject.

J Student Data Portal

Through the student data portal, parents and students can access assessment information across administrations and years. You may access the portal by using the web address and student access code that are listed at the bottom of your child’s actual test report.

See the other side of this brochure for an explanation of the three STAAR Alternate student performance standards.