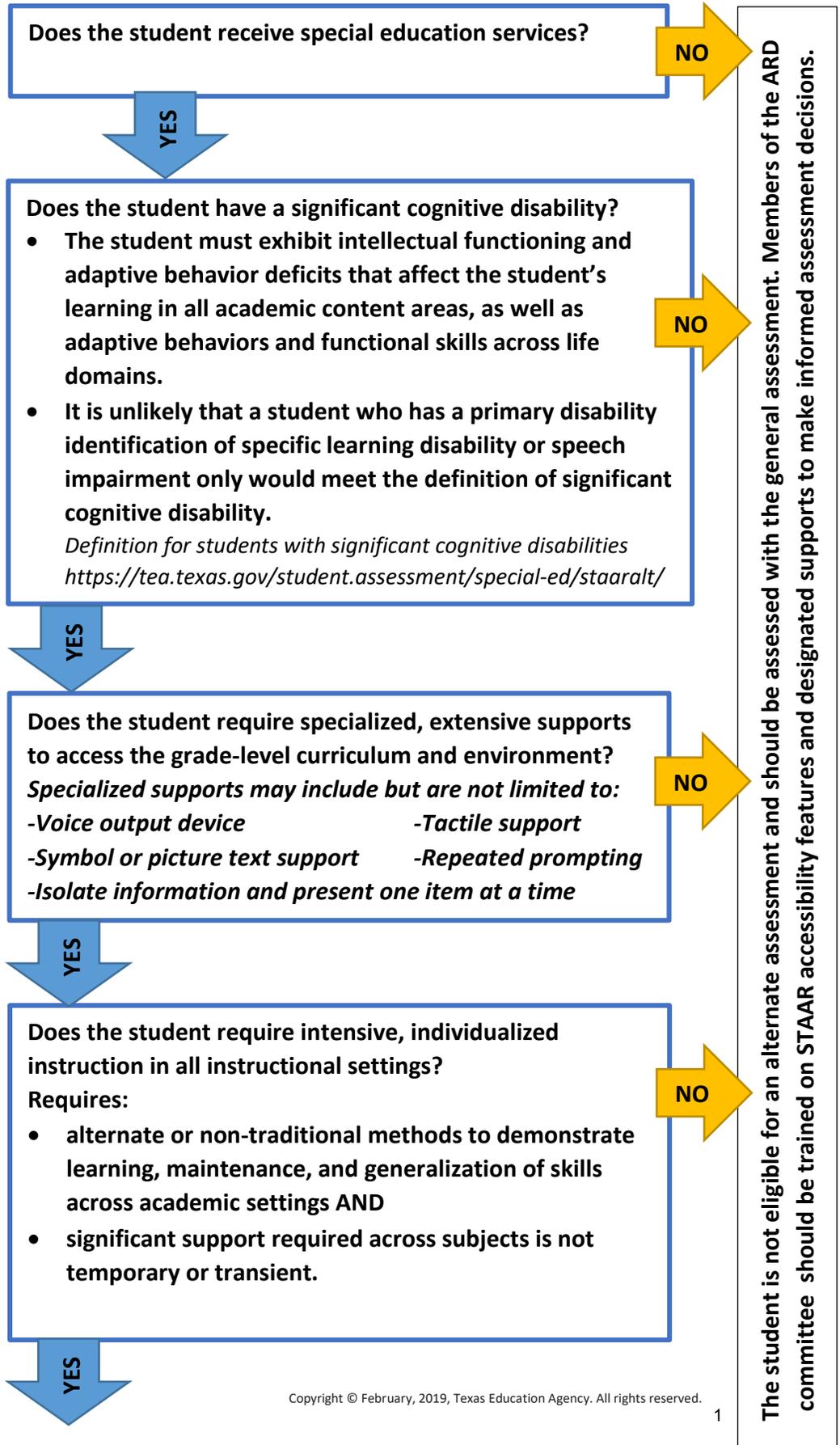




Sources of Evidence

- Results of cognitive ability tests
- Results of adaptive behavior skills assessments
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements
- Data from research-based interventions
- Progress monitoring data
- Results of informal assessments or teacher collected data and checklists
- Examples from student's goals/objectives
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- Post-school outcomes documented in the Transition Plan portion of the Individual Education Program (IEP)





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Does the student access and participate in the grade-level TEKS through prerequisite skills?

- elementary students may be 3-4 levels below grade-level TEKS
- middle school students may be 5-6 levels below grade-level TEKS
- high school students may be 7-9 levels below grade-level TEKS

NO



The decision to administer STAAR Alternate 2 is NOT based on a student's

- racial or economic background,
- English learner status,
- excessive or extended absences,
- location of service delivery,
- anticipated disruptive behavior or emotional distress, or
- low performance on past state assessments.

NO



This student is eligible for participation in the STAAR Alternate 2 assessment, upon completion of state required ARD assessment decision-making processes.

The student is not eligible for an alternate assessment and should be assessed with the general assessment. Members of the ARD committee should be trained on STAAR accessibility features and designated supports to make informed assessment decisions.