

STAAR Alternate 2 Assessments

Program Overview

Refer to the table in the [General Information](#) section that includes the assessments available for the State of Texas Assessments of Academic Readiness (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 who receive special education or Section 504 services and 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 graduation requirement.

The assessment consists of 20 scripted questions aligned to the grade-level Texas Essential Knowledge and Skills (TEKS) curriculum through prerequisite skills. Additional field-test questions are included as needed. The test materials for each student include one teacher test booklet with scripted questions and guidelines for administering and scoring the test, one student test booklet with stimulus images and text for the student to select answers, one set of image cards, and one scoring document used to transcribe student responses in the online system. This design allows for standardization of the assessment.

Assessment Scores

The following paragraphs give 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](#), which is available on the Texas Education Agency's (TEA) Student Assessment Division website.

Raw Score

The raw score is the number of items answered correctly or the number of points received 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 should not be compared across test administrations. The raw score is reported by overall assessment and by reporting category.

Scale Score

The scale score allows a comparison of scores by adjusting for variations in the difficulty of the forms used in different test administrations. 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 paragraphs give 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](#), which is 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](#) document.

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 the content measured for 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 multistep 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 the content measured for 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 require additional instructional supports for accessing the curriculum through prerequisite skills. Students can acknowledge some concepts, but they demonstrate a minimal or inconsistent understanding of the knowledge and skills that are linked to the content measured in this grade or course. Even with continued support, students in this category need 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](#), which is 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 for any single test 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 test 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, which is available on TEA's Student Assessment Division website.

Score Use

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

Program Evaluation

Standardized assessments are a valuable tool for evaluating programs. However, an assessment can provide only one part of the picture. The STAAR Alternate 2 assessments are unable 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 available for STAAR Alternate 2 assessments. Assessment reports are provided automatically to districts. Districts can access additional services for assessment reports for a fee. A district must submit a request through the [Additional Reports Order Form](#) to receive additional copies of the STAAR Alternate 2 Report Card or Confidential Student Label.

The Summary Report presents assessment results in an aggregated format. All other reports contain confidential student-level results. More information about the confidentiality of students' assessment results is contained in the [General Information](#) section of this guide.

NOTE: The sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Information does not correspond to real values.

Resources

Refer to the General Information section of this guide 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 rest of the STAAR Alternate 2 section of this guide describes the following standard reports indicated by the page number they begin on:

| | |
|--|------|
| STAAR Alternate 2 Report Card (Confidential) | 4.6 |
| Confidential Student Label | 4.12 |
| Confidential Campus Roster | 4.14 |
| Summary Report | 4.17 |
| Individual Student Data File (Confidential) | 4.20 |

STAAR Alternate 2 Report Card (Confidential)

Examples shown: [Grade 8](#) and [End-of-Course](#)

A separate **STAAR Alternate 2 Report Card** 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 both pages of the STAAR Alternate 2 Report Card contains identification information for the student (name, identification number, etc.) and the school (district, class group, etc.). For confidentiality, the student's Texas Student Data System (TSDS) student ID is indicated by five asterisks followed by the last five digits of the ID number. The grade and the report date are also indicated in this section.

B. Performance Levels

Performance levels are listed with abbreviated descriptions. Refer to the [Performance Standards](#) section for complete descriptions.

C. Performance at a Glance

Each subject assessed is listed in this section with the performance level achieved. Refer to the Performance Standards section for additional information about these standards.

D. Date of Testing

The date of the assessment is listed.

E. Scale Score

The scale score corresponding to the raw score shows the student's performance on the assessment. The scale score allows you to 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 Assessment Scoring and Reporting webpage](#).

Test Results

In place of a scale score, a variety of report comments might appear, indicating the student's performance status or scoring information. Changes in policy might result in different messages. The following are possible messages and their explanations:

- **NOT TESTED – MEDICAL EXCEPTION**

The student is unable to participate in the assessment based on the student's medical condition.

- **NOT TESTED – NO AUTHENTIC ACADEMIC RESPONSE**

The student is unable to participate in the assessment based on 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” due to reasons such as illness during testing or test administration irregularities.

- **NOT TESTED – ABSENT**

The student was absent during the assessment.

F. Reporting Categories Listed by Subject Area

Reporting categories are listed in abbreviated form. STAAR Alternate 2 assesses the same reporting categories as STAAR. The complete wording of each reporting category can be found in the [Assessed Curriculum](#) documents in the charts on the STAAR Resources webpage.

G. Points Achieved

This section shows the number of points achieved out of the total points possible in each reporting category. The bottom of these columns shows the total points achieved (the raw score) on the assessment followed by the total points possible.

H. 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 score ranges for each performance level are also indicated.

I. Student Portal Information

This section provides the web address and unique access code for parents and students to access information from the report card online.

J. Document Number and Process Number

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

K. Understanding the STAAR Alternate 2 Report Card

This section explains the information contained in each section of the report card.

L. Parent Resources

This section directs parents and caretakers to additional resources that they can use to help their child(ren).



Informed Parents. Better Schools.

State of Texas Assessments of Academic Readiness (STAAR) Alternate 2

2022 STAAR Alternate 2 Report Card

FIRSTNAME M. LASTNAME

A

Grade: 8

Date of Birth: 01/01/2008 Student ID: *****99999 Local Student ID: 999999999 District: 999-999 DISTRICTNAMEXX

As a parent of four children myself, I know that no single test can tell me everything about my children. However, the STAAR Alternate 2 tests have been designed to provide useful information about how much our children have learned academically and how well prepared they are for what comes next. This report gives you information on how your child is performing on prerequisite skills aligned to your child's grade level and provides resources for you to help them learn even more.



Mike Morath, Commissioner of Education

B PERFORMANCE LEVELS

➔ Level I: Developing

✓ Level II: Satisfactory

🏆 Level III: Accomplished

students require additional instructional supports

students are sufficiently prepared for the next grade or course with instructional supports.

students are well prepared for the next grade or course with instructional supports

C Your Child's Performance at a Glance



Reading



Level III: Accomplished



Mathematics



Level II: Satisfactory



Social Studies



Level I: Developing



Science



Level III: Accomplished

Reading Spring 2022

Accomplished



| | | |
|--|--|-----|
| | | 418 |
|--|--|-----|

Developing (100-299) Satisfactory (300-378) Accomplished (379-488)

| CATEGORY | POINTS ACHIEVED |
|--|-----------------|
| 1. Understanding/Analysis Across Genres | 7 of 8 |
| 2. Understanding/Analysis of Literary Texts | 15 of 16 |
| 3. Understanding/Analysis of Informational Texts | 14 of 16 |
| TOTAL | 36 of 40 |

Mathematics Spring 2022

Satisfactory



| | | |
|--|-----|--|
| | 325 | |
|--|-----|--|

Developing (100-299) Satisfactory (300-384) Accomplished (385-494)

| CATEGORY | POINTS ACHIEVED |
|--|-----------------|
| 1. Numerical Representations and Relationships | 4 of 8 |
| 2. Computations and Algebraic Relationships | 4 of 8 |
| 3. Geometry and Measurement | 8 of 16 |
| 4. Data Analysis and Personal Financial Literacy | 6 of 8 |
| TOTAL | 22 of 40 |

Social Studies Spring 2022

Developing



| | | |
|--|-----|--|
| | 299 | |
|--|-----|--|

Developing (101-299) Satisfactory (300-371) Accomplished (372-484)

| CATEGORY | POINTS ACHIEVED |
|--|-----------------|
| 1. History | 3 of 8 |
| 2. Geography and Culture | 2 of 8 |
| 3. Government and Citizenship | 8 of 16 |
| 4. Economics, Science, Technology, and Society | 4 of 8 |
| TOTAL | 17 of 40 |

Science Spring 2022

Accomplished



| | | |
|--|--|-----|
| | | 394 |
|--|--|-----|

Developing (129-299) Satisfactory (300-381) Accomplished (382-483)

| CATEGORY | POINTS ACHIEVED |
|-------------------------------|-----------------|
| 1. Matter and Energy | 6 of 8 |
| 2. Force, Motion, and Energy | 5 of 8 |
| 3. Earth and Space | 13 of 16 |
| 4. Organisms and Environments | 8 of 8 |
| TOTAL | 32 of 40 |

XXX999 Unique Access Code

To view your child's scores online and progress from last year, go to TexasAssessment.gov

Test Result ID 123456780

999-999.999.1

Understanding the STAAR Alternate 2 Report Card

Your child took STAAR Alternate 2 in Spring 2022. Students respond to questions asked by a trained test administrator in a one-on-one setting. Test questions are based on prerequisite skills linked to the Texas Essential Knowledge and Skills (TEKS), the statewide curriculum. The content and skills tested on each STAAR Alternate 2 assessment are grouped together into content categories.









The generic report images below provide details about what information is provided in the STAAR Alternate 2 Report Card.

STAAR ALTERNATE 2

PERFORMANCE AT A GLANCE

A quick summary of results for all tests the student took this year.

Your Child's Performance at a Glance

| | | | |
|---|--|---|---|
|  Reading  Level III: Accomplished |  Mathematics  Level II: Satisfactory |  Social Studies  Level I: Developing |  Science  Level III: Accomplished |
|---|--|---|---|

PERFORMANCE LEVEL

For each test you can see the student's performance level.




SCALE SCORE

For each test you can see the student's exact score, and where the score is in relation to the three performance levels.

REPORTING CATEGORY

The score is broken down by major content category for each test.


Reading Spring YYYY

| | | |
|--|--|--|
| Accomplished  | Satisfactory  | Developing  |
| <p style="font-size: 8px;">Developing (100-299) Satisfactory (300-378) Accomplished (379-486)</p> | | |

| CATEGORY | POINTS ACHIEVED |
|--|-----------------|
| 1. Understanding/Analysis Across Genres | 7 of 8 |
| 2. Understanding/Analysis of Literary Texts | 15 of 16 |
| 3. Understanding/Analysis of Informational Texts | 14 of 16 |
| TOTAL | 36 of 40 |

STUDENT PORTAL

Parents can log in to the student portal using the unique access code to view student scores online.



To view your child's scores online and progress from last year, go to [TexasAssessment.gov](https://tea.texas.gov)

Parent Resources

Online family resources for parent/guardians of students accessing the TEKS through pre-requisite skills
 For more information visit: <https://tea.texas.gov/special-ed/parents/>

For more information about STAAR Alternate 2, contact your child's school.



To view your child's scores online and progress from last year, go to [TexasAssessment.gov](https://tea.texas.gov)





Informed Parents. Better Schools.

State of Texas Assessments of Academic Readiness (STAAR) Alternate 2

2022 STAAR Alternate 2 Report Card

FIRSTNAME M. LASTNAME

A

Grade: 9

Date of Birth: 03/01/2007 Student ID: *****99999 Local Student ID: 999999999 District: 999-999 DISTRICTNAMEXX

As a parent of four children myself, I know that no single test can tell me everything about my children. However, the STAAR Alternate 2 tests have been designed to provide useful information about how much our children have learned academically and how well prepared they are for what comes next. This report gives you information on how your child is performing on prerequisite skills aligned to your child's grade level and provides resources for you to help them learn even more.



Mike Morath, Commissioner of Education

B PERFORMANCE LEVELS

Level I: Developing

students require additional instructional supports

Level II: Satisfactory

students are sufficiently prepared for the next grade or course with instructional supports.

Level III: Accomplished

students are well prepared for the next grade or course with instructional supports

C

Your Child's Performance at a Glance



English II



Level II: Satisfactory



U.S. History



Level I: Developing

English II

Spring 2022

Satisfactory



D

331

E

Developing (100-299)

Satisfactory (300-365)

Accomplished (366-508)

H

CATEGORY

POINTS ACHIEVED

| | |
|--|-----------------|
| 1. Understanding/Analysis Across Genres | 5 of 8 |
| 2. Understanding/Analysis of Literary Texts | 8 of 8 |
| 3. Understanding/Analysis of Informational Texts | 8 of 8 |
| 5. Revision | 8 of 8 |
| 6. Editing | 0 of 8 |
| TOTAL | 29 of 40 |

F

G

U.S. History

Spring 2022

Developing



187

Developing (100-299)

Satisfactory (300-367)

Accomplished (368-484)

CATEGORY

POINTS ACHIEVED

| | |
|--|----------------|
| 1. History | 0 of 8 |
| 2. Geography and Culture | 2 of 8 |
| 3. Government and Citizenship | 0 of 16 |
| 4. Economics, Science, Technology, and Society | 0 of 8 |
| TOTAL | 2 of 40 |

There are two report cards for your child because your child was assessed in more than three subjects this year. For more information on the STAAR Alternate 2 tests, please contact your child's school.



To view your child's scores online and progress from last year, go to TexasAssessment.gov

I

Test Result ID 123456780

J

999-999.999.1B

K

Understanding the STAAR Alternate 2 Report Card




Your child took STAAR Alternate 2 in Spring 2022. Students respond to questions asked by a trained test administrator in a one-on-one setting. Test questions are based on prerequisite skills linked to the Texas Essential Knowledge and Skills (TEKS), the statewide curriculum. The content and skills tested on each STAAR Alternate 2 assessment are grouped together into content categories.

The generic report images below provide details about what information is provided in the STAAR Alternate 2 Report Card.

STAAR ALTERNATE 2

PERFORMANCE AT A GLANCE
A quick summary of results for all tests the student took this year.


Your Child's Performance at a Glance

| | | |
|--|---|---|
|  Algebra I Level II: Satisfactory |  Biology Level III: Accomplished |  English I Level I: Developing |
|--|---|---|

PERFORMANCE LEVEL
For each test you can see the student's performance level.


SCALE SCORE
For each test you can see the student's exact score, and where the score is in relation to the three performance levels.

REPORTING CATEGORY
The score is broken down by major content category for each test.

| Algebra I | Spring YYYY | | |
|--|-------------|-------------------------|---------------------------|
| Satisfactory  | 337 | Developing (100-299) | Accomplished (361-500) |

| CATEGORY | POINTS ACHIEVED |
|---|-----------------|
| 1. Number and Algebraic Methods | 6 of 8 |
| 2. Describing and Graphing Linear Relationships | 5 of 8 |
| 3. Writing and Solving Linear Relationships | 7 of 8 |
| 4. Quadratic Functions and Equations | 6 of 8 |
| 5. Exponential Functions and Equations | 5 of 8 |
| TOTAL | 29 of 40 |

STUDENT PORTAL
Parents can log in to the student portal using the unique access code to view student scores online.

 To view your child's scores online and progress from last year, go to [TexasAssessment.gov](https://tea.texas.gov)

L

Parent Resources

Online family resources for parent/guardians of students accessing the TEKS through pre-requisite skills
For more information visit: <https://tea.texas.gov/special-ed/parents/>

For more information about STAAR Alternate 2, contact your child's school.



To view your child's scores online and progress from last year, go to [TexasAssessment.gov](https://tea.texas.gov)



Confidential Student Label

Example shown: [Grade 9](#)

An adhesive **Confidential Student Label** is provided for each student 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. 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's name, student identification number (TSDS), 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 Alternate 2 scale scores. The raw score conversion tables for the STAAR Alternate 2 test administration can be found on [TEA's Assessment Scoring and Reporting webpage](#).

D. 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. Changes in policy might result in different messages. The following are possible messages and their explanations:

- **ABSENT**

The student was absent during the assessment.

- **MEDICAL EXCEPTION**

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

- **NO AUTHENTIC ACADEMIC RESPONSE**

The student was unable to participate in the assessment based on 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" due to reasons such as illness during the assessment or administration irregularities.

E. Satisfactory and Accomplished Academic Performance

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

EOC

STUDENT: **STUDENT G. SAMPLE**

STUDENT ID (TSDS): *******90007**


DISTRICT: **999-999 DEMO ISD**

CAMPUS: **001 DEMO HIGH SCHOOL**

CONFIDENTIAL

DOB: **12/07/2007**

GRADE: **9**



STAR
Alternate 2

State of Texas
Department of
Assessment Programs
March 2022

| | TEST DATE | SCALE SCORE | LEVEL II | LEVEL III |
|---------------------|-----------|-------------|----------|-----------|
| Algebra I | Spr22 | 365 | YES | NO |
| Biology | Spr22 | ABSENT | | |
| English I | Spr22 | 300 | YES | NO |
| English II | Spr22 | ABSENT | | |
| U.S. History | Spr22 | ABSENT | | |

999-999.001.7

Confidential Campus Roster

Example shown: [Biology](#)

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 assessment date are also indicated.

B. Student Information

Students are identified by name and student identification number (TSDS).

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 test administration can be found on [TEA's Assessment Scoring and Reporting webpage](#).

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.

Changes in policy might result in different messages. The following are possible messages and their explanations:

- **NO INFORMATION AVAILABLE**
No information is available for this subject.
- **NOT SCORED**
The student’s answer document was coded “O” due to 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 based on the student’s medical condition.
- **NOT TESTED – NO AUTHENTIC ACADEMIC RESPONSE**
The student was unable to participate in the assessment based on 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.

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 lower-right corner of the report is a unique number that is assigned to the report by the testing contractor each administration. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2

Confidential Campus Roster

Biology
All Students

District: 256-999 ZX CRUSE ISD
Campus: 041 XEBEC M S

Report Date: JUNE 2022
Date of Testing: SPRING 2022

2022 TEXAS STUDENT ASSESSMENT PROGRAM INTERPRETING ASSESSMENT REPORTS

4.16

| Student | Student-ID (TSDS ID) | Gr | Scale Score | Level II | Level III | Results for Each Reporting Category | | | | | |
|---------------------------|----------------------|--------------|-------------|----------|-----------|-------------------------------------|---|---|----------------------------------|--|--|
| | | | | | | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | Cell Structure and Function | Mechanisms of Genetics | Biological Evolution and Classification | Biological Processes and Systems | Interdependence within Environmental Systems | |
| | | | | | | Number of Points Possible | | | | | |
| | | | 8 | 8 | 8 | 8 | 8 | 8 | | | |
| | | | | | | Number of Points Achieved | | | | | |
| STAARLTH | GRADENINE | E 9700009928 | 09 | 240 | NO | NO | 0 | 0 | 4 | 4 | |
| STAARLTI | GRADENINE | B 9700009929 | 09 | 245 | NO | NO | 1 | 0 | 4 | 4 | |
| STUDENT-ALTA | GRADETEN | 9700000701 | 10 | 132 | NO | NO | 0 | 0 | 0 | 0 | |
| STUDENT-ALTB | GRADETEN | 9700000702 | 10 | 132 | NO | NO | 0 | 0 | 0 | 0 | |
| STUDENT-ALTC | GRADETEN | 9700000703 | 10 | 214 | NO | NO | 4 | 0 | 0 | 0 | |
| STUDENT-ALTD | GRADETEN | 9700000704 | 10 | 240 | NO | NO | 8 | 0 | 0 | 0 | |
| STUDENT-ALTE | GRADETEN | 9700000705 | 10 | 214 | NO | NO | 0 | 4 | 0 | 0 | |
| STUDENT-ALTF | GRADETEN | 9700000706 | 10 | 240 | NO | NO | 0 | 8 | 0 | 0 | |
| STUDENT-ALTG | GRADETEN | 9700000707 | 10 | 214 | NO | NO | 0 | 0 | 4 | 0 | |
| STUDENT-ALTH | GRADETEN | 9700000708 | 10 | 240 | NO | NO | 0 | 0 | 8 | 0 | |
| STUDENT-ALTI | GRADETEN | A 9700000709 | 10 | 214 | NO | NO | 0 | 0 | 4 | 0 | |
| STUDENT-ALTJ | GRADETEN | B 9700000710 | 10 | 240 | NO | NO | 0 | 0 | 8 | 0 | |
| TAKSALTA | GRADETEN | C 9700000801 | 10 | 214 | NO | NO | 0 | 0 | 0 | 4 | |
| TAKSALTB | GRADETEN | D 9700000802 | 10 | 240 | NO | NO | 0 | 0 | 0 | 8 | |
| TAKSALTC | GRADETEN | E 9700000803 | 10 | 171 | NO | NO | 0 | 0 | 0 | 1 | |
| TAKSALTD | GRADETEN | D 9700000804 | 10 | --- | --- | --- | NOT TESTED-ABSENT | | | | |
| TAKSALTE | GRADETEN | E 9700000805 | 10 | --- | --- | --- | NOT TESTED-MEDICAL EXCEPTION | | | | |
| TAKSALTF | GRADETEN | 9700000806 | 10 | --- | --- | --- | NOT TESTED-NO AUTHENTIC ACADEMIC RESPONSE | | | | |
| TAKSALTG | GRADETEN | 9700000807 | 10 | --- | --- | --- | NOT SCORED | | | | |
| TAKSALTH | GRADETEN | 9700000808 | 10 | 251 | NO | NO | 0 | 0 | 4 | 6 | |
| TAKSALTI | GRADETEN | 9700000809 | 10 | 251 | NO | NO | 0 | 0 | 4 | 6 | |
| TAKSALTJ | GRADETEN | 9700000810 | 10 | 251 | NO | NO | 0 | 0 | 4 | 6 | |
| WHIZKID'ALTA | GRADETEN | 9700000901 | 10 | 251 | NO | NO | 0 | 0 | 2 | 8 | |
| WHIZKID'ALTB | GRADETEN | 9700000902 | 10 | 251 | NO | NO | 2 | 0 | 4 | 4 | |
| WHIZKID'ALTC | GRADETEN | A 9700000903 | 10 | --- | --- | --- | NOT TESTED-ABSENT | | | | |
| WHIZKID'ALTD | GRADETEN | B 9700000904 | 10 | --- | --- | --- | NOT TESTED-MEDICAL EXCEPTION | | | | |
| WHIZKID'ALTE | GRADETEN | C 9700000922 | 10 | --- | --- | --- | NOT SCORED | | | | |
| WHIZKID'ALTF | GRADETEN | D 9700000906 | 10 | --- | --- | --- | NOT TESTED-NO AUTHENTIC ACADEMIC RESPONSE | | | | |
| WHIZKID'ALTG | GRADETEN | E 9700000907 | 10 | --- | --- | --- | NOT SCORED | | | | |
| WHIZKID'ALTH | GRADETEN | D 9700000908 | 10 | --- | --- | --- | NOT TESTED-ABSENT | | | | |
| WHIZKID'ALTI | GRADETEN | E 9700000909 | 10 | --- | --- | --- | NOT TESTED-MEDICAL EXCEPTION | | | | |
| WHIZKID'ALTJ | GRADETEN | 9700000910 | 10 | --- | --- | --- | NOT TESTED-NO AUTHENTIC ACADEMIC RESPONSE | | | | |
| TOTAL STUDENTS LISTED: 72 | | | | 280 | | | | | | | |
| TOTAL STUDENTS TESTED: 60 | | | | | 21 | 6 | | | | | |
| | | | | | 35 | 10 | | | | | |
| AVERAGE NUMBER: | | | | | | | | | | | |
| PERCENT: | | | | | | | | | | | |

--- = No Information Available

Summary Report

Example shown: [End-of-Course](#)

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. *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.

C. *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.

D. *Passed*

The number and percentage of students who achieved satisfactory and/or 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 the content measured for 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 the content measured for 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 multistep 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 can acknowledge concepts, but they demonstrate a minimal or inconsistent understanding of the knowledge and skills that are linked to the content measured in this grade or course. Even with continued support, students in this category need significant intervention to show progress in the next grade or course.

F. *Process Number*

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

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2

Summary Report



District: 256-999 ZX CRUSE ISD
Campus: 041 XEBEC M S

Report Date: MAY 2022
Date of Testing: SPRING 2022

| Administration Summary | | | ALGEBRA I | | | | | | | BIOLOGY | | | | | | U.S. HISTORY | | | | | | | | |
|--|--------------|---------|--|------------------------|-------------------------|---------------------|----|--------------|----|------------------------|-----------------------------------|-------------------------|---------------------|------------------------|-------------------------|---------------------|------------------------|--|-------------------------|---------------------|----|--------------|--|--|
| Subject | Number | Percent | C Number of Algebra I Students Tested | D PASSED | | | | DID NOT PASS | | | Number of Biology Students Tested | PASSED | | | DID NOT PASS | | | Number of U.S. History Students Tested | PASSED | | | DID NOT PASS | | |
| | | | | Level II: Satisfactory | Level III: Accomplished | Level I: Developing | | | | Level II: Satisfactory | | Level III: Accomplished | Level I: Developing | Level II: Satisfactory | Level III: Accomplished | Level I: Developing | Level II: Satisfactory | | Level III: Accomplished | Level I: Developing | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | | |
| Algebra I | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Tested | 79 | 95 | | | | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | |
| Total Students | 83 | 100 | | | | | | | | | | | | | | | | | | | | | | |
| Biology | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Tested | 59 | 83 | | | | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | 12 | 17 | | | | | | | | | | | | | | | | | | | | | | |
| Total Students | 71 | 100 | | | | | | | | | | | | | | | | | | | | | | |
| U.S. History | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Tested | 59 | 83 | | | | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | 12 | 17 | | | | | | | | | | | | | | | | | | | | | | |
| Total Students | 71 | 100 | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 79 | | 28 | 35 | 14 | 18 | 51 | 65 | 59 | 23 | 39 | 6 | 10 | 36 | 61 | 59 | 20 | 34 | 9 | 15 | 39 | 66 | | |
| Male | 24 | | 7 | 29 | 3 | 13 | 17 | 71 | 15 | 6 | 40 | 0 | 0 | 9 | 60 | 19 | 5 | 26 | 3 | 16 | 14 | 74 | | |
| Female | 55 | | 21 | 38 | 11 | 20 | 34 | 62 | 44 | 17 | 39 | 6 | 14 | 27 | 61 | 40 | 15 | 38 | 6 | 15 | 25 | 63 | | |
| No Information Provided | 0 | | | | | | | | 0 | | | | | | | 0 | | | | | | | | |
| Hispanic/Latino | 29 | | 16 | 55 | 8 | 28 | 13 | 45 | 14 | 9 | 64 | 1 | 7 | 5 | 38 | 16 | 4 | 25 | 2 | 13 | 12 | 75 | | |
| Am. Indian or Alaska Native | 4 | | | | | | | | 3 | | | | | | | 4 | | | | | | | | |
| Asian | 7 | | 1 | 14 | 1 | 14 | 6 | 86 | 6 | 0 | 0 | 0 | 0 | 6 | 100 | 4 | | | | | | | | |
| Black or African American | 8 | | 3 | 38 | 0 | 0 | 5 | 63 | 8 | 5 | 63 | 0 | 0 | 3 | 38 | 8 | 0 | 0 | 0 | 0 | 8 | 100 | | |
| Native Hawaiian/Pacific Islander | 4 | | | | | | | | 3 | | | | | | | 3 | | | | | | | | |
| White | 15 | | 5 | 33 | 5 | 33 | 10 | 67 | 14 | 6 | 43 | 5 | 36 | 8 | 57 | 13 | 6 | 46 | 2 | 15 | 7 | 54 | | |
| Two or More Races | 11 | | 2 | 18 | 0 | 0 | 9 | 82 | 10 | 3 | 30 | 0 | 0 | 7 | 70 | 11 | 4 | 36 | 3 | 27 | 7 | 64 | | |
| No Information Provided | 1 | | | | | | | | 1 | | | | | | | 0 | | | | | | | | |
| Economically Disadvantaged | Yes | 46 | 14 | 30 | 5 | 11 | 32 | 70 | 33 | 10 | 30 | 0 | 0 | 23 | 70 | 28 | 14 | 50 | 5 | 18 | 14 | 50 | | |
| No | 21 | 13 | 62 | 8 | 38 | 8 | 38 | 18 | 13 | 72 | 6 | 33 | 5 | 28 | 18 | 5 | 28 | 3 | 17 | 13 | 72 | | | |
| No Information Provided | 12 | 1 | 8 | 1 | 8 | 11 | 92 | 8 | 8 | 0 | 0 | 0 | 0 | 8 | 100 | 13 | 1 | 8 | 1 | 8 | 12 | 92 | | |
| Title I, Part A | Participants | 38 | 16 | 42 | 10 | 26 | 22 | 58 | 33 | 14 | 42 | 6 | 18 | 19 | 58 | 28 | 14 | 50 | 8 | 29 | 14 | 50 | | |
| Nonparticipants | 26 | 9 | 35 | 1 | 4 | 17 | 65 | 19 | 9 | 47 | 0 | 0 | 10 | 53 | 20 | 5 | 25 | 0 | 0 | 15 | 75 | | | |
| No Information Provided | 15 | 3 | 20 | 3 | 20 | 12 | 80 | 7 | 0 | 0 | 0 | 0 | 7 | 100 | 11 | 1 | 9 | 1 | 9 | 10 | 91 | | | |
| Migrant | Yes | 30 | 11 | 37 | 4 | 13 | 19 | 63 | 16 | 6 | 38 | 0 | 0 | 10 | 63 | 14 | 4 | 29 | 3 | 21 | 10 | 71 | | |
| No | 35 | 15 | 43 | 8 | 23 | 20 | 57 | 35 | 17 | 49 | 6 | 17 | 18 | 51 | 32 | 15 | 47 | 5 | 16 | 17 | 53 | | | |
| No Information Provided | 14 | 2 | 14 | 2 | 14 | 12 | 86 | 8 | 0 | 0 | 0 | 0 | 8 | 100 | 13 | 1 | 8 | 1 | 8 | 12 | 92 | | | |
| Identified as Emergent Bilingual/English Learner | | | | | | | | | | | | | | | | | | | | | | | | |
| Monitored 1st Year, reclassified from EB/EL | 5 | | 1 | 20 | 1 | 20 | 4 | 80 | 4 | | | | | | | 7 | 3 | 43 | 0 | 0 | 4 | 57 | | |
| Monitored 2nd Year, reclassified from EB/EL | 10 | | 1 | 10 | 1 | 10 | 9 | 90 | 7 | 0 | 0 | 0 | 0 | 7 | 100 | 5 | 5 | 100 | 0 | 0 | 0 | 0 | | |
| Monitored 3rd Year, reclassified from EB/EL | 8 | | 5 | 63 | 3 | 38 | 3 | 38 | 4 | | | | | | | 5 | 1 | 20 | 1 | 20 | 4 | 80 | | |
| Monitored 4th Year, reclassified from EB/EL | 6 | | 3 | 50 | 2 | 33 | 3 | 50 | 5 | 5 | 100 | 0 | 0 | 0 | 0 | 5 | 1 | 20 | 1 | 20 | 4 | 80 | | |
| Former EB/EL (Post Monitoring) | 0 | | | | | | | | 0 | | | | | | | 0 | | | | | | | | |
| Non-Emergent Bilingual/Non-English Learner | 23 | | 12 | 52 | 5 | 22 | 11 | 48 | 21 | 12 | 57 | 6 | 29 | 9 | 43 | 12 | 6 | 50 | 3 | 25 | 6 | 50 | | |
| No Information Provided | 8 | | 1 | 13 | 1 | 13 | 7 | 88 | 4 | | | | | | | 8 | 1 | 13 | 1 | 13 | 7 | 88 | | |
| Bilingual | Participants | 20 | 9 | 45 | 2 | 10 | 11 | 55 | 10 | 5 | 50 | 0 | 0 | 5 | 50 | 12 | 2 | 17 | 2 | 17 | 10 | 83 | | |
| Nonparticipants | 44 | | 16 | 36 | 9 | 20 | 29 | 64 | 41 | 18 | 44 | 6 | 15 | 23 | 56 | 36 | 17 | 47 | 6 | 17 | 19 | 53 | | |
| No Information Provided | 15 | | 3 | 20 | 3 | 20 | 12 | 80 | 8 | 0 | 0 | 0 | 8 | 100 | 11 | 1 | 9 | 1 | 9 | 10 | 91 | | | |
| ESL | Participants | 38 | 16 | 42 | 9 | 24 | 22 | 58 | 34 | 18 | 53 | 6 | 18 | 16 | 47 | 32 | 12 | 38 | 6 | 19 | 20 | 63 | | |
| Nonparticipants | 25 | | 9 | 36 | 2 | 8 | 16 | 64 | 17 | 5 | 29 | 0 | 0 | 12 | 71 | 15 | 7 | 47 | 2 | 13 | 8 | 53 | | |
| No Information Provided | 18 | | 3 | 19 | 3 | 19 | 13 | 81 | 8 | 0 | 0 | 0 | 0 | 8 | 100 | 12 | 1 | 8 | 1 | 8 | 11 | 92 | | |
| Special Education | Yes | 79 | 28 | 35 | 14 | 18 | 51 | 65 | 59 | 23 | 39 | 6 | 10 | 36 | 61 | 59 | 20 | 34 | 9 | 15 | 39 | 66 | | |
| No | 0 | | | | | | | | 0 | | | | | | | 0 | | | | | | | | |
| No Information Provided | 0 | | | | | | | | 0 | | | | | | | 0 | | | | | | | | |
| Gifted/Talented | Participants | 10 | 6 | 80 | 5 | 50 | 4 | 40 | 0 | | | | | | | 1 | | | | | | | | |
| Nonparticipants | 15 | | 2 | 13 | 1 | 7 | 13 | 87 | 59 | 23 | 39 | 6 | 10 | 36 | 61 | 58 | 20 | 34 | 9 | 16 | 38 | 66 | | |
| No Information Provided | 54 | | 20 | 37 | 8 | 15 | 34 | 63 | 0 | | | | | | | 0 | | | | | | | | |
| At-Risk | Yes | 17 | 5 | 29 | 4 | 24 | 12 | 71 | 3 | | | | | | | 1 | | | | | | | | |
| No | 7 | | 2 | 29 | 1 | 14 | 5 | 71 | 56 | 23 | 41 | 6 | 11 | 33 | 59 | 58 | 20 | 34 | 9 | 16 | 38 | 66 | | |
| No Information Provided | 55 | | 21 | 38 | 9 | 16 | 34 | 62 | 0 | | | | | | | 0 | | | | | | | | |

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

Individual Student Data File (Confidential)

The **Individual 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 assessments are provided in separate files.

Additional Printed Copies of Reports

A district must submit a request through the [Additional Reports Order Form](#) to receive additional printed copies of reports. Refer to the [Standard Reports](#) section for examples of these reports. Additional printed copies for the following standard reports are available to districts for a fee:

- STAAR Alternate 2 Report Card (Confidential)
- Confidential Student Label