



STAAR A Eligibility Requirements

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

STAAR A is an online version of STAAR that contains certain embedded accommodations such as pop-ups, rollovers, and oral administration (i.e., text-to-speech). Both STAAR and STAAR A are considered the general assessment; however, STAAR with approved or allowable accommodations (as outlined in the Accommodations Triangle) should be the first consideration when determining which assessment is most appropriate for a student. The decision to administer STAAR A should not be based solely on the student's disability category, disabling condition, placement setting, or the student's previous performance on a state assessment. Admission, review, and dismissal (ARD) and Section 504 committees should ensure the following when making assessment decisions.

- _____ The decision to administer STAAR A is based on the determination that STAAR with or without approved or allowed accommodations does not best meet the student's needs.
- _____ The decision to administer STAAR A is based on the accommodations the student routinely receives in the classroom and that are documented in the student's individualized education program (IEP) or individualized accommodation plan (IAP).
- _____ The decision to administer STAAR A is based on the eligibility criteria outlined in Step I and Step II of this documentation form. According to 19 Texas Administrative Code (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. **As a result, the ARD or Section 504 committee (in conjunction with the language proficiency assessment committee (LPAC) if the student is an English language learner (ELL)) must include this form in the student's IEP or IAP to document eligibility for STAAR A.**

Step I: Indicate Eligible Services *Indicate the service the student is receiving. If a student is not receiving either of these services, the student is not eligible to participate in STAAR A and must take one of the other state assessments.*

- The student has an identified disability and is receiving special education services.
- The student is identified with dyslexia or a related disorder as defined in Texas Education Code (TEC) §38.003, and is receiving Section 504 services.

Step II: Review Eligibility Criteria The ARD or Section 504 committee (in conjunction with the LPAC if the student is an ELL) must circle the subject(s) for which STAAR A is being considered and check the accommodation(s) the student routinely receives in the classroom for that subject. If a particular subject is not applicable, circle NA. To be eligible to participate in STAAR A in a particular subject, **TWO OR MORE** accommodations must be checked in that subject. If fewer than two accommodations are checked, the student is not eligible to participate in STAAR A in that subject.

NA Reading 3-8	<input type="checkbox"/> Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading	<input type="checkbox"/> Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	<input type="checkbox"/> Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)			
NA Writing 4/7	<input type="checkbox"/> Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading	<input type="checkbox"/> Clarification or rewording of complex questions and concepts using definitions, similes, and literal language, etc.	<input type="checkbox"/> Direct student attention to specific information (e.g., parts of the selection, parts of an answer choice)	<input type="checkbox"/> Use of writing process checklist	<input type="checkbox"/> Reading Support (i.e., revising passages and questions)	
NA English I English II	<input type="checkbox"/> Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading	<input type="checkbox"/> Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	<input type="checkbox"/> Direct student attention to specific information (e.g., parts of the selection, parts of a graphic, parts of an answer choice)	<input type="checkbox"/> Scaffold understanding of open-ended questions about texts (i.e., short answer questions)	<input type="checkbox"/> Use of writing process checklist	<input type="checkbox"/> Reading Support (i.e., revising passages and questions)
NA Mathematics 3-8 Algebra I	<input type="checkbox"/> Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	<input type="checkbox"/> Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	<input type="checkbox"/> Scaffold steps in a process (i.e., bullet each step, space out each step)	<input type="checkbox"/> Use of generic and question-specific graphic organizers	<input type="checkbox"/> Identification of formula(s) to use with specific questions	
NA Science 5/8 Biology	<input type="checkbox"/> Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	<input type="checkbox"/> Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	<input type="checkbox"/> Scaffold steps in a process (i.e., bullet each step, space out each step)	<input type="checkbox"/> Use of generic and question-specific graphic organizers	<input type="checkbox"/> Identification of formula(s) to use with specific questions	
NA Social Studies 8 U.S. History	<input type="checkbox"/> Clarification or rewording of vocabulary, complex sentences, and concepts using definitions, similes, literal language, graphics, animation, etc.	<input type="checkbox"/> Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	<input type="checkbox"/> Scaffold steps in a process (i.e., bullet each step, space out each step)			

Step III: Summarize Assessment Decision The ARD or Section 504 committee (in conjunction with the LPAC if the student is an ELL) should indicate the STAAR A test(s) the student will take for the school year under consideration. **This form must be included in the student's IEP or IAP to serve as the required documentation of the state academic achievement decision.** Additional testing accommodations may be allowed and must be documented in the student's paperwork as well. Refer to the Accommodation Triangle on the TEA Student Assessment website for more information.

Indicate the STAAR A tests the student will take for the school year under consideration.

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| <input type="checkbox"/> Reading Grade ____ | <input type="checkbox"/> English II | <input type="checkbox"/> Science Grade ____ | <input type="checkbox"/> U.S. History |
| <input type="checkbox"/> Writing Grade ____ | <input type="checkbox"/> Mathematics Grade ____ | <input type="checkbox"/> Biology | |
| <input type="checkbox"/> English I | <input type="checkbox"/> Algebra I | <input type="checkbox"/> Social Studies Grade 8 | |