

State of Texas Assessments of Academic Readiness (STAAR) Assessments Comparison Chart for the 2012–2013 School Year

	STAAR	STAAR Spanish	STAAR L	STAAR Modified	STAAR Alternate
Curriculum	TEKS* for enrolled grade/course	TEKS* for enrolled grade	TEKS* for enrolled grade/course	TEKS* for enrolled grade/course accessed through modifications	TEKS* for enrolled grade/course accessed through prerequisite skills
Eligibility	All students who were first enrolled in grade 9 or below in 2011–2012 and who do not qualify for one of the other STAAR assessments	ELLs in grades 3–5 for whom a Spanish-version of STAAR is the most appropriate measure of academic progress; LPAC decision, with ARD committee collaboration if student also receives special education services	ELLs who were first enrolled in grade 9 or below in 2011–2012 and who meet requirements for linguistically accommodated version of STAAR; LPAC decision, with ARD committee collaboration if student also receives special education services; mathematics, science, and social studies subject areas only	Students who were first enrolled in grade 9 or below in 2011–2012 and who are receiving special education services and have a disability that significantly affects academic progress; ARD committee decision based on participation requirements, with LPAC collaboration if student is also an ELL	Students in grades 3–8 and high school receiving special education services who have a significant cognitive disability; ARD committee decision based on participation requirements, with LPAC collaboration if student is also an ELL
Format	Multiple choice with 4 answer choices; written composition; short-answer and griddable questions; thematically linked selections; Verdana font; EOC assessments available online as well as on paper	Multiple choice with 4 answer choices; written composition; griddable questions; thematically linked selections; Verdana font	Multiple choice with 4 answer choices; griddable questions; Verdana font; administered on paper in 2012 (and online starting in 2013)	Multiple choice with 3 answer choices; written composition; griddable questions; no short-answer questions or thematically linked selections; fewer questions than STAAR; simplified selections and questions; Verdana font	Not a traditional paper or multiple-choice test; teachers observe as students complete assessment tasks; teachers evaluate student performance based on the dimensions of the STAAR Alternate rubric; results are submitted through an online instrument
Standard Setting	Standards for EOC posted on the STAAR Resources webpage; standards for grades 3–8 to be set in fall 2012 then posted on the same webpage	Standards to be set in fall 2012 (standards to be aligned to English versions of STAAR) then posted on the STAAR Resources webpage	Same standards as STAAR	Standards to be set in fall 2012 then posted on the STAAR Modified Resources webpage	Standards to be set in fall 2012 then posted on the STAAR Alternate Resources webpage
Accommodations	Available for students who are eligible for allowable accommodations (including linguistic accommodations if the student is an ELL) as outlined on the Accommodation Resources webpage; certain accommodations must be approved through submission of an Accommodation Request Form to TEA; accommodations must be documented, as applicable, by ARD committee in IEP, LPAC in permanent record file, 504 committee in IAP, or other appropriate campus-designated team (e.g., RTI team, student assistance team)	Available for students who are eligible for allowable accommodations as outlined on the Accommodation Resources webpage; certain accommodations must be approved through submission of an Accommodation Request Form to TEA; see STAAR for documentation requirements	Particular types of linguistic accommodations available for ELLs in accordance with eligibility criteria as outlined on the Accommodation Resources webpage; ELLs with disabilities may also qualify for accommodations that address their disabling condition as outlined on the Accommodation Resources webpage; see STAAR for documentation requirements	Available for students who are eligible for allowable accommodations (including linguistic accommodations if the student is an ELL) as outlined on the Accommodation Resources webpage; certain accommodations must be approved through submission of an Accommodation Request Form to TEA; accommodations must be documented by ARD committee in IEP (and by LPAC in permanent record file if the student is also an ELL)	Supports that are routinely used by the student and follow TEA guidelines should be recorded before the observation in the Presentation Supports/Materials section of the documentation form; accommodations must be documented by ARD committee in IEP (and by LPAC in permanent record file if the student is also an ELL)
Graduation	The type of high school graduation program—Distinguished, Recommended, or Minimum—the student graduates under is dependent on the student's course credits and performance on STAAR EOC assessments. Refer to the STAAR Graduation Flowchart for Students Receiving Special Education Services.	Not applicable	The type of high school graduation program—Distinguished, Recommended, or Minimum—the student graduates under is dependent on the student's course credits and performance on STAAR EOC assessments. Refer to the STAAR Graduation Flowchart for Students Receiving Special Education Services.	Student graduates under the Minimum High School Program. Refer to the STAAR Graduation Flowchart for Students Receiving Special Education Services.	Student graduates under the Minimum High School Program. Refer to the STAAR Graduation Flowchart for Students Receiving Special Education Services.

*Includes ELPS for ELLs
Detailed information regarding state and federal accountability is available at <http://www.tea.state.tx.us/perfreport>.