STAAR Alternate 2

Educator Guide

2022–2023

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Purpose of This Educator Guide

This Texas Education Agency (TEA) publication is designed to familiarize educators with the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 assessment.

STAAR Alternate 2 is based on alternate academic standards and designed for those students with the most significant cognitive disabilities who receive special education services. Students must meet participation requirements to take this test, which was developed to meet the requirements of two federal acts: the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). ESEA requires that all students be assessed in specific grades and subjects throughout their academic career, whereas IDEA requires that students with disabilities have access to the same curriculum standards as their nondisabled peers and that they be included in statewide assessments.

STAAR Alternate 2, which was redesigned as a result of state legislation passed in 2013, is a standardized assessment administered individually to each eligible student. It is available for the same grades/subjects and courses assessed by STAAR.

3–8/EOC	Subjects Assessed
Grade 3	Mathematics and reading
Grade 4	Mathematics and reading
Grade 5	Mathematics, reading, and science
Grade 6	Mathematics and reading
Grade 7	Mathematics and reading
Grade 8	Mathematics, reading, science, and social studies
End-of-course (EOC)	Algebra I, English I, English II, Biology, and U.S. History

This guide includes test development information, eligibility and participation guidelines, accommodations information, and sample test questions.

Introduction to STAAR Alternate 2

The Texas Legislature required the Texas Education Agency (TEA) to redesign the STAAR Alternate program in 2013. The resulting question-based approach allows for standardization of the assessment and reduces the need for teachers to prepare tasks or materials. The assessment consists of 20 scripted questions per test with additional field-test questions as needed. The test materials include

- secure test instructions with guidelines for how to administer the test and score each question,
- the scoring document, and
- one student test booklet and one set of image cards for each student.

The student test booklet contains stimulus images and text needed for the student to select answers.

Test Development Process

As with all elements of the Texas Assessment Program, the issues of validity, reliability, fairness, accessibility, and consistency in meaning were carefully considered during the development process for STAAR Alternate 2. In order to bridge the gap between the grade-level content and the learning styles of students with significant cognitive disabilities, attention was also given from the beginning to the principles of alignment and universal design, with special consideration given to students' response modes and accommodations that allow them to access the content and show what they know and are able to do in everyday instruction.

A cognitive lab gathered information on student performance, engagement, and interaction with prototype questions, and test administrators were interviewed regarding the proposed test design and the feasibility of the assessment for students. The next step in the development process was to gather further student performance data through a pilot test and to survey test administrators about the test questions. Data from the cognitive lab and pilot test were then used to develop questions for the operational assessment, which were reviewed by committees of educators from across the state: special education specialists, special education classroom teachers whose experience included teaching students with significant cognitive disabilities, and general education teachers with strong knowledge of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). Committees reviewed STAAR Alternate 2 assessment questions to judge their alignment to the TEKS, the appropriateness of the questions for students with significant cognitive disabilities, and whether question content might contain bias that could unfairly inhibit the performance of particular subgroups of students. Feedback from the committees was used to adjust the content and wording of questions to eliminate potential bias and misalignment to the TEKS or to the student population.

ARD Committee Responsibilities

The admission, review, and dismissal (ARD) committee should hold a meeting to determine assessment decisions either before the STAAR Alternate 2 testing window opens or, for decisions to be applied the following school year, at the end of the school year. The STAAR Alternate 2 Participation Requirements, available in English and Spanish on the

STAAR Alternate 2 Resources webpage, detail the ARD committee's responsibility for ensuring that a student is eligible for STAAR Alternate 2. Step I of the document includes the five eligibility criteria that should be reviewed for any student with a significant cognitive disability requiring him or her to access the grade-level TEKS through prerequisite skills. Evidence for each "yes" answer must be documented, and evidence for a cognitive disability must be based on assessment data provided by an assessment specialist. When all five questions have been answered "yes," the ARD committee must discuss and initial the assurances in Step II of the form and complete the student's grade-level testing information.

If the ARD committee determines that a student meets all five criteria of the participation requirements, the student should be assessed with STAAR Alternate 2 in all subjects assessed at their grade level, for students in grades 3–8, or, for students in high school, in each assessed course in which he or she is enrolled. For more information, including the STAAR Alternate 2 Participation Requirements Companion Document, refer to the STAAR Alternate 2 Resources webpage.

Once an ARD committee has determined a student to be eligible to take STAAR Alternate 2 and the participation requirements form has been completed, the ARD committee determines and documents the accommodations the student needs. The test administrator will determine the accommodations that will be used for a specific assessment based on the documented accommodations in the student's IEP and the TEA guidelines for allowable accommodations for STAAR Alternate 2.

The STAAR Alternate 2 Eligibility training module has been developed to provide guidance to ARD committees in making STAAR Alternate 2 eligibility assessment decisions based on state guidelines and includes case study practice.

Medical Exceptions and No Authentic Academic Response

Students who are determined eligible by their ARD committee for Medical Exception (ME) or No Authentic Academic Response (NAAR) are not required to complete a STAAR Alternate 2 test. For both exceptions, the ARD committee reviews educational records and eligibility requirements.

Medical Exceptions

Students who are medically fragile and cannot attend to or tolerate any academic interaction may qualify for a medical exception under certain circumstances. To determine eligibility, the ARD committee reviews medical and educational records and uses the information in the STAAR Alternate 2 and TELPAS Alternate Medical Exception Eligibility Requirements on the STAAR Alternate 2 webpage. The decision must be documented in the student's IEP along with evidence to support the determination.

No Authentic Academic Response

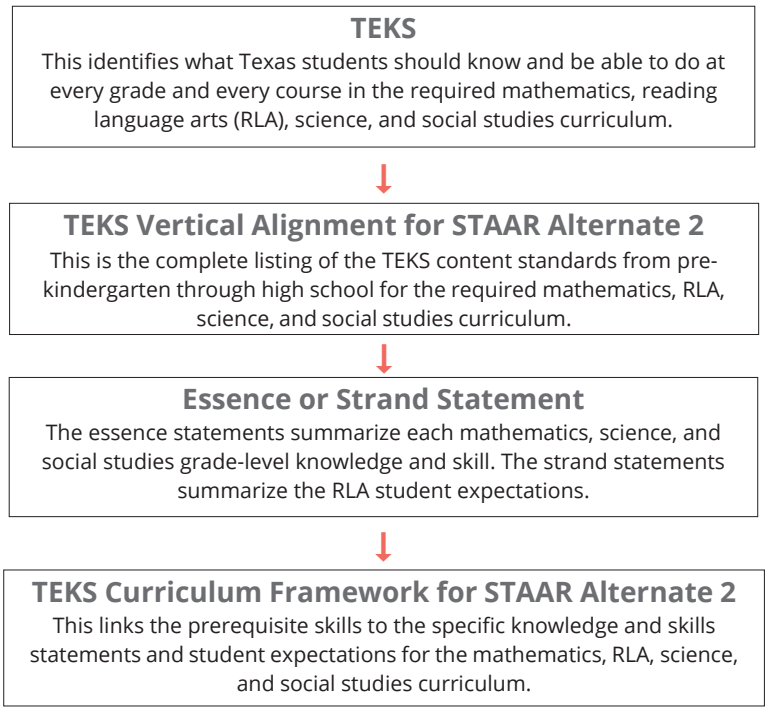
For students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition, the ARD committee uses the information in the STAAR Alternate 2 and TELPAS Alternate No Authentic Academic Response Eligibility Requirements on the STAAR Alternate 2 Resources webpage to determine if the

student is eligible for a NAAR exception.

Alignment with State Curriculum

Alignment with the state curriculum is a critical requirement for STAAR Alternate 2. ESSA mandates that alternate assessments must be aligned with the state's challenging academic content standards and academic achievement standards. Texas Education Code (TEC) Chapter 39.023 lists the subjects, grades, and courses to be tested in the Texas Assessment Program. In response to these requirements, TEA developed vertical alignment and curriculum framework documents designed to help ensure that students with significant cognitive disabilities are able to access the grade-level TEKS. The two documents help ensure that all students eligible to take an alternate assessment based on alternate achievement standards are assessed on curriculum linked to grade-level content. Through the processes illustrated below, TEA aligned the STAAR Alternate 2 assessment to the grade-level TEKS.

Access to the Grade-Level TEKS Content Standards for Students with Significant Cognitive Disabilities



TEKS Vertical Alignment for STAAR Alternate 2

To link STAAR Alternate 2 with the grade-level content standards assessed on STAAR, a curriculum review was conducted on the mathematics, RLA, science, and social studies TEKS in all tested grades and high school courses. A task force of content experts, curriculum specialists, and assessment specialists conducted an in-depth review of the TEKS and identified the STAAR reporting categories and knowledge and skills statements to be included for each grade, subject, and course. Following this review, a vertical alignment that provided a complete listing of the TEKS academic content standards from pre-kindergarten through high school was developed. The TEKS vertical alignment documents provide a complete listing of all knowledge and skills statements and student expectations throughout the grades. The student expectations provide access points to the general education curriculum by serving as

prerequisite skills for STAAR Alternate 2. The prerequisite skills do not represent a scope and sequence, but, rather, a vertically aligned curriculum.

Essence or Strand Statement

Before the curriculum framework documents were developed, each knowledge and skills statement and its corresponding student expectations for all reporting categories assessed with STAAR were summarized in an essence statement. These essence statements serve as the connection between the grade-level TEKS and STAAR Alternate 2.

The revised RLA curriculum standards are organized by strands. STAAR Alternate 2 uses RLA strand statements to serve as connectors between the grade-level standards and the tested prerequisite skills.

TEKS Curriculum Framework for STAAR Alternate 2

To further provide access to the academic content standards for students with significant cognitive disabilities, the TEKS Curriculum Framework for STAAR Alternate 2 documents were developed using the TEKS Vertical Alignment documents. The curriculum framework documents also provide prerequisite skills (TEKS student expectations from earlier grades) that are linked to the grade-level TEKS content standards through the essence statements and strand statements to provide students with the most significant disabilities access to the grade-level TEKS curriculum.

The curriculum frameworks allow the teacher to identify the appropriate access points in the form of prerequisite skills that link to the grade-level TEKS curriculum for each student. The TEKS Curriculum Framework for STAAR Alternate 2 documents contain the

- STAAR reporting category,
- knowledge and skills statements,
- essence statements or strand statements, and
- STAAR-tested student expectations.

The vertical alignment and the curriculum framework documents serve as the foundation for developing questions for each grade and subject and were reviewed and approved by educator committees. The STAAR Alternate 2 TEKS alignment documents can be found on the STAAR Alternate 2 Resources webpage.

Test Design

Each STAAR Alternate 2 test question measures a targeted prerequisite skill. A cluster of four test questions test a common skill or concept at varying levels of difficulty. Five clusters make up a test form of 20 base test items. Test forms also include one field-test cluster. The question clusters have the following characteristics:

- The range of abilities of students taking the assessment is factored in across all questions within a cluster.
- The four questions are scaffolded based on the grade level of the prerequisite skill, the difficulty of the skill, and what the student is being asked to do.
- Each cluster is written to a single essence or strand statement.

- The question types within a cluster vary in difficulty, with the first always the easiest and the last the most cognitively complex.
- The cluster design requires the student to make five concept transitions.

Test Materials

The STAAR Alternate 2 test materials include

- secure test instructions, with scripted language and guidelines for how to administer the test and score each question;
- the STAAR Alternate 2 Scoring Document, located in the back of the secure test instructions;
- one test booklet per student, containing color stimulus images and text needed for the student to select answers; and
- one set of image cards per regular-print or large-print booklet.

The images on the image cards match those in the student test booklet. While the use of the image cards is open to any STAAR Alternate 2 student and is not tied to any specific accommodation, the image cards may be used for accommodations such as

- pairing images with text,
- raising or darkening the outline in images,
- providing images separately, one at a time, or
- isolating images or text until addressed.

The image cards also serve to reduce the amount of preparation required of a test administrator and to eliminate the need to photocopy answer choices.

The STAAR Alternate 2 test should always be administered by presenting the student test booklet; the assessment cannot be given by presenting image cards only. Test administrators are not required to use the image cards. Test administrators should make sure the item number code on the back of the card matches the question number to ensure they are using the correct and corresponding materials. The image card stack includes a cover card that indicates the number of image cards. Refer to the STAAR Alternate 2 Image Card Count document for the number of image cards for each grade/subject or course and form. The document is found on the Resources section of the Texas Assessment website.

Districts have the option of ordering large-print student booklets if needed. There are no overages for large-print student booklets.

> STAAR Alternate 2 is organized by test stimulus. An image card is provided for the test stimulus only when having the photo or illustration on a separate card could be useful to the student. An image card is always provided for each answer choice in Test Stimulus "b."

Presentation Instructions

The following are examples of questions that show how the presentation instructions are scripted and what is expected of the student.

Example of First Question in a Cluster

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **This is salt from a saltshaker. This is water in a glass. This is saltwater in the ocean.**
- *Communicate:* **Find the saltwater.**

Stimulus 1

salt

water

*

saltwater

The "find" statement is constant for all question types, but the word "find" can be substituted with the words "point to," "show me," "touch," or "tell me." The "find" statement can be changed to a question format: "Where is the living organism?"

The **boldfaced** statements in all question types (other than the "find" statement) are to be communicated to the student as written without paraphrasing, substituting vocabulary, or providing additional details.

- In the first question of the cluster, the student is presented with Stimulus "a" in the Student Test Booklet.
- The answer is provided to the student through the bold print in the presentation instructions and modeled by the teacher.
- The student's correct response shows that he or she has followed the explanation and can locate what is requested from what was just presented.
- The student may be asked to locate an answer from one boxed image or from multiple images where other details must be eliminated in order to find what is requested.
- The difficulty of the first question varies from cluster to cluster depending on the amount of detail in the test stimulus.
- The first question establishes the context for the skill or concept that will be continued throughout the cluster.

Example of Second Question in a Cluster

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is saltwater in the ocean. This is freshwater in a glass.**
- *Communicate:* **Find where ocean animals, fish, and plants live.**

Options for *present*, *direct*, and *communicate* are provided in the teacher test booklet. The test administrator will use the option most appropriate for the student.

Stimulus 2a

Animals, fish, and plants in the ocean live in **saltwater**.

Stimulus 2b

The asterisk in the teacher test booklet indicates the correct answer.

*

- The student is presented with Stimulus "a."
- The test instructions allow the "find" statement to be read before or after the answer choices depending on the needs of the student. The test administrator makes this decision based on his or her knowledge of the student.
- The student's correct response shows that he or she is able to locate what is requested by matching something in Stimulus "a" to something in Stimulus "b."
- The difficulty of the second question varies from cluster to cluster and depends on how similar the two questions are that are being matched.

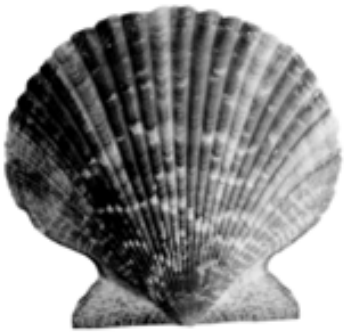
Example of Third Question in a Cluster

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
- *Direct* the student to Stimulus 3a. *Communicate:* **This is a seashell that was found on the beach.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the words that make the word "seashell."**

Stimulus 3a

seashell



Stimulus 3b

beach	ball
* sea	shell
star	fish

For all question types, the student can respond to the "find" statement in any of the student response modes described on page 14 that indicate which answer choice or picture detail is selected.

- The student is presented with Stimulus "a."
- The answer choices are usually provided in Stimulus "b" and may be read before or after the "find" statement is given.
- The student's correct response shows that he or she is able to locate the correct answer from three choices.
- In the third item in the cluster, the student may be asked to integrate multiple pieces of information.
- The difficulty of the third question varies from cluster to cluster.

Example of Fourth Question in a Cluster

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b.
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to the empty box in Stimulus 4a. *Communicate:* **One of the words is missing.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the compound word that correctly completes the sentence.**

Stimulus 4a

A boy uses a shovel, bucket, and sand to play in a [ ].

Stimulus 4b

sandpaper | wallpaper | * sandbox

- The student is presented with Stimulus "a," which continues the skill presented in the previous three questions but extends the concept with new information.
- The answer choices are usually provided in Stimulus "b" and may be read before or after the "find" statement is given.
- The student's correct response shows that he or she is able to locate the correct answer from answer choices by understanding what is being presented in Stimulus "a" and applying knowledge to locate what is requested in the "find" statement.
- The fourth item in the cluster may require the student to do multistep problem solving.
- The difficulty of the fourth question varies from cluster to cluster and depends on whether the student is being asked to compare information, evaluate a detailed stimulus, make an inference, or draw a conclusion.

TEA has released additional test questions as well as complete test forms for test administrators to become more familiar with the test format, practice the presentation instructions with students, and determine options for students to access stimulus images presented in the test questions. STAAR Alternate 2 released tests can be found on the STAAR Alternate 2 Released Tests webpage.

Accommodations

TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. It is critical that students with disabilities be provided access to the assessment through careful use of accommodations wherever appropriate. The accommodations must

- maintain the integrity of the assessment,
- avoid leading to or providing the student a direct answer,
- be used routinely in instruction,
- reflect the student's learning styles, and
- allow a student to respond using a mode that is appropriate for the student.

Accommodations may be used only if they meet the criteria above and are listed in the student's IEP. The chart below shows allowable accommodations for STAAR Alternate 2 along with additional guidelines on how some accommodations should be applied.

Allowable Accommodations	TIDE Code
Color or highlight images or text.	Color Or Highlight Images
Place color overlays on images or text.	Color Overlays
Pair images or text with photographs, picture representations, or real objects of the same content. Photographs, pictures, or real objects must be as close to the original as possible.	Photographs Or Objects Paired With Text
Attach textured materials to images or text.	Textured Materials
Demonstrate concepts or relationships in images or text.	Demonstrate Concepts
Raise or darken the outline in images or text.	Raise Or Darken Outline
Enlarge images or text. Magnification devices, photocopying, or computer magnification programs may be used.	Enlarge Images Or Text
Add braille labels to images or provide text in braille.	Braille
Describe images for students with visual impairments. Descriptions of images may include only details of what can be seen in the images without comments about the overall impression of the image.	Describe Images
Provide images or text on separate paper presented one at a time. Images must be presented in the same order or configuration as they appear in the test booklet.	Provide Images Or Text Separately
Cover or isolate images or text until addressed.	Cover Or Isolate Images
Use routine picture representations for key words in verbal directions to the student. Only what is visually presented, stated in text, or supplied in the test administrator instructions may be provided.	Picture Representations
Use calculator, manipulatives, or math tools to arrive at a response. These include fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, and counters.	Calculator, Manipulatives, Math Tools
Reread sections of the text. Follow the guidelines in the Presentation Instructions section of the STAAR Alternate 2 Test Administrator Manual for guidance on repeating presentation instructions and rereading sections of the text.	Reread Text (Prior To "Find" Statement)
Provide structured reminders. These include personal timers, token systems, color-coded or handwritten reminders, or visual schedules.	Provide Structured Reminders

In order to access some allowable accommodations, it may be necessary to photocopy secure materials. These allowable accommodations must be documented in the student's IEP, and test administrators are required to follow the photocopying guidelines in the *STAAR Alternate 2 Test Administrator Manual* in order to maintain the security and integrity of the assessment.

Contact TEA for guidance if a student needs accommodations that are not listed. Accommodations other than those described must be approved by TEA.

The accommodations used during the administration must be entered into the *STAAR ALT2 Non-Embedded Supports* fields in TIDE after the testing is complete and before the end of the testing window.

Student Response Modes

Student responses during a STAAR Alternate 2 test administration may be verbal, physical, or visual as appropriate for the student at the time of testing. Test administrators do not predetermine response modes; any response mode will be deemed acceptable for the communicated directive. The critical issue is not how the student responds but that the student clearly communicates the preferred answer choice to the test administrator.

The table below shows examples of verbal, physical, and visual responses.

Verbal Responses
■ **Student may respond by** • verbal statement, including word approximations; • communicating "yes" or "no"when presented answer choices one at a time and asked, “Is this the ...?”; • forming responses with the assistance of a communication device with preprogrammed answer choices or programmed student vocabulary; • use of an output device to indicate the answer when each answer choice is presented individually; • vocalizing positively or negatively to indicate the answer when each answer choice is presented individually; • making a negative vocalization to indicate an unmatched object; • describing the location of the answer; or • responding with a letter, number, or color name if answer choices are so labeled.
Physical Responses
■ **Student may respond by** • pointing to, reaching for, or touching an answer; • highlighting, coloring, circling, or otherwise marking a response; • nodding, smiling, or gesturing to indicate"yes" or "no" when presented answer choices one at a time and asked, “Is this the...?”; • manipulating words, sentences, or sections of a recreated answer choice; • using calculators, manipulatives, or math tools (fraction pieces, geometric shapes, number lines, counting charts, money, base-ten blocks, counters) to arrive at and display an answer; • writing or typing responses with or without the use of adaptive writing equipment; • signing a response; • formulating a response using a choice board; • isolating answer choices in a section organizer, such as a calendar box or tub; • nodding or gesturing toward the answer; or • placing a flag on the answer.
Visual Responses
■ **Student may respond by** • gazing, blinking, winking, or fixating on an answer choice.

Scoring

The Student Action column of the scoring instructions describes exactly what the student must do for his or her response to be marked correct. The test administrator will need to refer to the scoring instructions for each question to determine how to proceed once the student has answered the "find" statement correctly or incorrectly. Each question has a unique set of scoring instructions. The following examples show scoring instructions for each question type.

Scoring Instructions for First Question in a Cluster

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle,	➡	Mark **A** for question 1 and move to question 2.
If the student does not find the circle,	➡	• Remove the stimulus; • Wait at least five seconds; and • Replicate the initial presentation instructions.
After the five-second wait time, if the student finds the circle,	➡	Mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the circle,	➡	Mark **C** for question 1 and move to question 2.

- Specific instructions are given for exactly what the student must find to get full credit for the question.
- If an incorrect response is given on the first attempt, the test administrator is directed to remove the stimulus, wait at least five seconds, and then repeat the initial presentation instructions for reduced credit.
- No extra assistance is allowed, because the answer is provided and modeled during the presentation.
- If the student does not find the correct answer on the second attempt, C is marked on the scoring document and the test administrator moves to the next test question.

Scoring Instructions for Second Question in a Cluster

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle in the house in Stimulus 2b,	➡	Mark **A** for question 2 and move to question 3.
If the student does not find the circle in the house in Stimulus 2b,	➡	• Model the desired student action by finding the circle in Stimulus 2b and communicate **"Here is the circle in the house"**; and • Replicate the initial presentation instructions.
After teacher modeling, if the student finds the circle in the house in Stimulus 2b,	➡	Mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the circle in the house in Stimulus 2b,	➡	Mark **C** for question 2 and move to question 3.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must model the desired student action using the most likely way the student might respond, communicate the correct answer as

stated in the test administrator action, and repeat the initial presentation instructions.

- Although the test administrator should model the student action using the response mode the student would most likely use to communicate the answer, it is not relevant whether the student uses the anticipated response mode.

Scoring Instructions for Third Question in a Cluster

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the triangle,	➡	Mark **A** for question 3 and move to question 4.
If the student does not find the triangle,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify the number of sides each shape has; • Trace the outline of each shape; or • Highlight the outline of each shape. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the triangle,	➡	Mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the triangle,	➡	Mark **C** for question 3 and move to question 4.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must select one of the allowable teacher assists before repeating the presentation instructions. An assist must be provided after an incorrect response. Appropriate assists must be determined during the preview window prior to the administration of the test.
- While the assist must be the one that is most helpful to the student, it cannot have been provided as an accommodation during the initial presentation.
- The assist may be assigned to the student or the teacher. Assists that begin with "Have the student…" may only be performed by the student. Assists that begin with a verb may be performed by either the student or the test administrator.

Scoring Instructions for Fourth Question in a Cluster

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the square and the rectangle,	➡	Mark **A** for question 4 and move to question 5.
If the student does not find the square and the rectangle,	➡	Replicate the initial presentation instructions.
After the teacher repeats the presentation instructions, if the student finds the square and the rectangle,	➡	Mark **B** for question 4 and move to question 5.
After the teacher repeats the presentation instructions, if the student does not find the square and the rectangle,	➡	Mark **C** for question 4 and move to question 5.

- If the student is not able to provide the correct answer after the initial presentation, the initial presentation instructions must be repeated.
- No other assistance is allowed, because the student must apply prior knowledge to answer the question.

Test Results

STAAR Alternate 2 score reports include the individual performance level ratings of students, scale scores, and the number of questions answered correctly within each reporting category for each of the assessed grades and content areas.

Detailed information about STAAR Alternate 2 is provided in the Understanding Your Child's Score page on the Texas Assessment website.

Guides that display and explain examples of standard and optional assessment reports can be found on the Interpreting Assessment Reports page of the Texas Education Agency website.

STAAR Alternate 2 results may be used in the following ways:

- to help parents monitor their child's progress
- to inform instructional planning for individual students
- to report performance to local school boards, school professionals, and the community
- to evaluate programs, resources, and staffing patterns
- to evaluate districts and campuses in a variety of state and federal accountability measures

TEXAS ASSESSMENT