**Companion Document**

**STAAR Alternate 2 Participation Requirements**

This document should be used in conjunction with the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 Participation Requirements. Admission, review, and dismissal (ARD) committees are responsible for determining state assessment eligibility by reviewing the student’s unique educational and adaptive needs. Sources of evidence for a student’s eligibility for STAAR Alternate 2 are on page 2 of this document.

A student that meets eligibility for special education and related services due to a specific learning disability (SLD) or a speech impairment (SI) as the ONLY disability designation is **NOT** eligible for STAAR Alternate 2 and must take STAAR.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Does the student have academic goals aligned to prerequisite skills significantly below enrolled grade-level Texas Essential Knowledge and Skills (TEKS) in ALL content areas?</td>
<td>NO</td>
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<tr>
<td>Does the student routinely participate in alternate or non-traditional methods of assessments?</td>
<td>NO</td>
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<tr>
<td>This may include but is not limited to isolating information, tactile support, formulating a response using a choice board, pointing to, reaching for, and touching an answer choice one at a time.</td>
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<tr>
<td>Does the student have significant needs that impact access and progress in ALL academic areas, which affect the student’s ability to function independently?</td>
<td>NO</td>
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<tr>
<td>Does the student have functional goals implemented across ALL settings to support access to the grade-level TEKS with the need for ongoing adult assistance for student progress?</td>
<td>NO</td>
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<tr>
<td>Functional goals include personal care and hygiene and social skills. Ongoing adult assistance includes prompting, cueing, and physical assist.</td>
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</tr>
<tr>
<td>Does the student need ongoing, individualized, specialized supports to function safely in daily life and to participate in academic instruction across ALL settings?</td>
<td>NO</td>
</tr>
<tr>
<td>These supports may include but are not limited to voice output devices, tactile support, symbol or picture text support, repeated prompting and cueing, and isolating information to present one at a time.</td>
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</tbody>
</table>

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Student Assessment Division
October 2023
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#### Does the student require ongoing adult assistance to initiate, perform, and complete self-care routines?

*Ongoing adult assistance includes prompting, cueing, and physical assist. The student’s requirement of adult assistance is NOT due to a physical disability alone but rather to the student’s significant cognitive disability. Self-care routines include, but are not limited to, feeding, dressing, toileting, and personal hygiene. The ARD committee should consider all areas of self-care to determine if the student requires adult assistance because he or she has not mastered self-care routines.*

#### Does the student require ongoing, individualized, specialized supports and ongoing adult assistance to follow directions, daily routines, and schedules?

*Ongoing, individualized, specialized supports include but is not limited to modifications, first/then charts, tactile schedules, and social narratives. Ongoing adult assistance includes prompting, cueing, and physical assist.*

#### Is the student in the process of developing a functional and consistent mode of communication (e.g., currently non-verbal, uses very limited non-symbolic communication)?

**OR**

Does the student use traditional response modes (e.g., verbal, sign language, written) but may be inconsistent when expressing wants and needs AND requires individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level?

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This student is eligible to participate in STAAR Alternate 2 upon completion of the state required ARD assessment decision-making processes, including marking all the assurances on the student’s STAAR Alternate 2 participation requirements document.

### Sources of Evidence

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

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