STAAR ALTERNATE PARTICIPATION REQUIREMENTS

Student Name_____ **Grade** _____**Date** _____

Name of District Personnel Completing Form_____**Position**_____

Step I: Review the Eligibility Criteria for STAAR Alternate

Prior to reviewing the eligibility criteria for STAAR Alternate, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. This information can be found on the ARD Committee Resources for the Texas Assessment Program webpage at http://www.tea.state.tx.us/student.assessment/ard/.

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 committee must use this form to document its assessment decisions.

*If STAAR Alternate is being considered, the ARD committee must review the five criteria below and circle **Yes** or **No** if applicable to the student. To be eligible to participate in STAAR Alternate, the answer to all five of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in STAAR Alternate and must participate in one of the other statewide assessments. Each **Yes** answer requires a justification that contains evidence that the student meets the criterion.*

ELIGIBILITY CRITERIA

1. Does the student have a significant cognitive disability? **Yes** **No**

A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's individualized education program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.

Justification:

2. Does the student require specialized supports to access the grade-level curriculum and environment? **Yes** **No**

Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

Justification:

3. Does the student require intensive, individualized instruction in a variety of instructional settings? **Yes** **No**

The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.

Justification:

4. Does the student access and participate in the grade-level TEKS through prerequisite skills? **Yes** **No**

Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Justification:

5. Does the student primarily demonstrate knowledge and skills through performance tasks? **Yes** **No**

The student may be able to perform some literacy skills (e.g., tracing words, copying spelling words, completing simple worksheets, writing simple phrases or sentences). However, the student is typically evaluated by methods other than paper and pencil, such as observation of student performance while the student manipulates items, verbalizes responses, eye gazes, or activates an augmentative communication device. A one-day, multiple-choice test would not be an appropriate assessment format to effectively show what the student has learned.

Justification:

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Student Name_____ **Grade** _____**Date** _____

Step II: Discuss Assurances

*If **Yes** is indicated for all five eligibility criteria, the ARD committee must discuss the following assurances. All of these assurances must be initialed by district personnel in order for the student to participate in STAAR Alternate.*

_____ Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055, if the ARD committee determines that the student will take an alternate assessment (STAAR Modified or STAAR Alternate), the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why an alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

_____ The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is based on multiple sources of measurable, objective evidence, including (but not limited to) current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluation (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on a statewide assessment.

_____ The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is made by the ARD committee, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in Adequate Yearly Progress (AYP) performance calculations. Although alternate assessments are intended for a small number of students, the proficiency caps do not limit the number of students receiving special education services who may take an alternate assessment.

_____ The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is based on the student's educational need and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

Initial the one that applies:

_____ For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.

_____ For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Alternate that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills. Coursework accessed through prerequisite skills results in the student graduating on the Minimum High School Program (MHSP). Students who graduate on the MHSP are not eligible for automatic admission into a Texas four-year university.

Indicate the alternate high school courses and PEIMS course numbers the student will be enrolled in this school year.

- ❑ *English I Alternate 03220107*
- ❑ *English II Alternate 03220207*
- ❑ *English III Alternate 03220307*
- ❑ *Algebra I Alternate 03100507*
- ❑ *Geometry Alternate 03100707*
- ❑ *Biology Alternate 03010207*
- ❑ *World Geography Alternate 03320107*
- ❑ *World History Alternate 03340407*
- ❑ *U.S. History Alternate 03340107*

Step III: Summarize Assessment Decisions

The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate assessments will be given. For each assessment, the ARD committee can determine the complexity level (3, 2, 1, NRO) or the combinations of levels (3 and 2, 2 and 1) to be used to select the tasks. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. These accommodations will be the basis for the STAAR Alternate presentation supports, materials, and response modes provided during the assessment observation. Note: The student will take STAAR Alternate for all required subjects or enrolled high school courses on the MHSP. This form may be included in the IEP for students being assessed with STAAR Alternate.

Indicate the STAAR Alternate tests at the determined complexity levels(s) the student will take this school year.

- ❑ *Reading Grade* ___ Complexity Level(s) ___
- ❑ *Writing Grade* ___ Complexity Level(s) ___
- ❑ *English I* Complexity Level(s) ___
- ❑ *English II* Complexity Level(s) ___
- ❑ *English III* Complexity Level(s) ___
- ❑ *Mathematics Grade* ___ Complexity Level(s) ___
- ❑ *Algebra I* Complexity Level(s) ___
- ❑ *Geometry* Complexity Level(s) ___
- ❑ *Science Grade* ___ Complexity Level(s) ___
- ❑ *Biology* Complexity Level(s) ___
- ❑ *Social Studies 8* Complexity Level(s) ___
- ❑ *World Geography* Complexity Level(s) ___
- ❑ *World History* Complexity Level(s) ___
- ❑ *U.S. History* Complexity Level(s) ___