

ARD Process for STAAR Alternate



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ARD Process for STAAR Alternate

- ❑ Review the participation requirements to determine eligibility, note the justification for the determination on the form, and select the assessment from the state options.
- ❑ Review the assurances to make sure that all critical considerations were discussed before the decision was made.
- ❑ Select the subjects/courses that the student will take and what corresponding assessments are required.
- ❑ Summarize the decisions and determine the instructional accommodations that will serve as the basis for the supports and materials documented on the *STAAR Alternate Documentation Form of Student Performance*.
- ❑ Develop IEP goals and objectives for the academic instruction that will be provided.

Determine who is responsible for verifying the information.

Participation Requirements

Effective 2012-2013 School Year State-required Form

 **STAAR ALTERNATE PARTICIPATION REQUIREMENTS**

Student Name _____ Grade _____ Date _____
Name of District Personnel Completing Form _____ Position _____

Step 1: 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.foa.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 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., understand words, compare and contrast, summarize simple paragraphs, writing simple phrases or sentences). However, the student observation of student performance while the student may use an augmentative communication device. A one-day, multiple-choice assessment does not show what the student has learned. Justification:		

Updated Form

Step 1

- ✓ Review the five requirements to make sure that the student meets all five criteria.
- ✓ Focus on evidence of a significant cognitive disability and how the student accesses the grade-level or course curriculum. The recorded justification does not have to be referenced by IEP page numbers, but should be based on information supplied by an assessment specialist.
- ✓ Rule out students who have a learning disability and receive a modified general education curriculum.

Participation Requirements

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 initiated by district personnel in order for the student to participate in STAAR Alternate.

- Under 34 Code of Federal Regulations (CFR) §300.320(p)(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.

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> English I Alternate 03220107 | <input type="checkbox"/> Algebra I Alternate 07100507 | <input type="checkbox"/> Biology Alternate 03010207 | <input type="checkbox"/> World Geography Alternate 03020107 |
| <input type="checkbox"/> English II Alternate 03220207 | <input type="checkbox"/> Geometry Alternate 07100707 | <input type="checkbox"/> World History Alternate 03240407 | |
| <input type="checkbox"/> English III Alternate 03220307 | | <input type="checkbox"/> 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 the student will take this school year.

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Reading Grade Complexity Level(s) ___ | <input type="checkbox"/> Mathematics Grade Complexity Level(s) ___ | <input type="checkbox"/> Science Grade Complexity Level(s) ___ | <input type="checkbox"/> Social Studies 8 Complexity Level(s) ___ |
| <input type="checkbox"/> Writing Grade Complexity Level(s) ___ | <input type="checkbox"/> Algebra I Complexity Level(s) ___ | <input type="checkbox"/> Biology Complexity Level(s) ___ | <input type="checkbox"/> World Geography Complexity Level(s) ___ |
| <input type="checkbox"/> English I Complexity Level(s) ___ | <input type="checkbox"/> Geometry Complexity Level(s) ___ | <input type="checkbox"/> World History Complexity Level(s) ___ | |
| <input type="checkbox"/> English II Complexity Level(s) ___ | | <input type="checkbox"/> U.S. History Complexity Level(s) ___ | |
| <input type="checkbox"/> English III Complexity Level(s) ___ | | | |

Step II

✓ Initial the assurances that verify that the decision was based on evidence and educational need and not on AYP calculations, previous assessment performance, placement or service delivery, or demographic information.

✓ Assure that the committee discussed the impact of the decision on graduation plans and determined the courses (PEIMS number) or subjects that will be taken that year.

Step III

✓ Summarize the assessment decisions.

- ✓ **For grades 3-8, the enrolled grade determines the subjects that will be tested.**
- ✓ **Students are required to participate in all STAAR Alternate assessments sometime during high school with the exception of the World History/World Geography option.**
- ✓ **The ARD committee determines what year each high school course and assessment will be taken.**
- ✓ **For the 2011-2012 administration, previous TAKS–Alt high school assessments counted toward the STAAR Alternate testing requirements.**

English I (Met with TAKS-Alt Grade 9 Reading)

English II (Met with TAKS-Alt Grade 10 ELA)

English III (Met with TAKS-Alt Grade 11 ELA)

Algebra I (Met with TAKS-Alt Grade 9 Math)

Geometry (Met with TAKS-Alt Grade 10 Math)

Biology (Met with TAKS-Alt Grade 10 Science)

World Geography or World History (Met with Grade 10 Social Studies)

US History (Met with Grade 11 Social Studies)

- ✓ **In 2011-2012, Students could have also received testing credit for a high school course that was taken before STAAR Alternate was developed. The ARD committee must have given the student credit towards the student's Minimum High School Plan for the course before the course credit can be applied to the testing requirement.**

For 2012-2013, the currently enrolled course will determine the assessment now that previously taken courses or assessments have been factored into the credits for graduation and assessment.

- ✓ **Students from other states can still receive testing credit for comparable state assessments or course credits.**

Audit Results



STAAR Alternate Audit Judgment Form

STUDENT FOLDER NUMBER					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

PANCLIST ID NUMBER	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

- GRADE AND SUBJECT**
- Grade 3 Mathematics
 - Grade 3 Reading
 - Grade 6 Mathematics
 - Grade 6 Reading
 - Grade 8 Mathematics
 - Grade 8 Science
 - English I
 - World History
 - Geometry

LEGEND
Y = Yes
N = No
SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree
I = Increased
M = Maintained
D = Decreased

No Response Observed is indicated on performance evaluation. Y N

Page one of state-required documentation form is completed for a No Response Observed designation. Y N

	Essence A	Essence B	Essence C	Essence D
Primary Observation				
1. State-required documentation is present for this essence statement.	<input type="radio"/> Y <input type="radio"/> N			
2. A primary performance evaluation is present for this essence statement.	<input type="radio"/> Y <input type="radio"/> N			
3. The primary documentation supports the student's performance evaluation for: a) demonstration of skill b) level of support	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> C <input type="radio"/> D <input type="radio"/> SD	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> C <input type="radio"/> D <input type="radio"/> SD	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> C <input type="radio"/> D <input type="radio"/> SD	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> C <input type="radio"/> D <input type="radio"/> SD
4. The complexity level of the primary assessment task was	<input type="radio"/> I <input type="radio"/> M <input type="radio"/> D	<input type="radio"/> I <input type="radio"/> M <input type="radio"/> D	<input type="radio"/> I <input type="radio"/> M <input type="radio"/> D	<input type="radio"/> I <input type="radio"/> M <input type="radio"/> D
Generalization Observation				
5. I believe the student earned the opportunity to generalize.	<input type="radio"/> Y <input type="radio"/> N			
6. State-required documentation is present for this essence statement.	<input type="radio"/> Y <input type="radio"/> N			
7. A generalization performance evaluation is present for this essence statement.	<input type="radio"/> Y <input type="radio"/> N			

Auditors determined that the complexity level of the assessment tasks was maintained in 94% of the documentation forms evaluated.

Auditors concluded that one of the reasons the complexity level was not maintained was because the wrong complexity level and assessment task were selected causing the test administrator to implement the task incorrectly.

Task Selection Results

	TAKS-Alt	TAKS-Alt	TAKS-Alt	STAAR Alternate
	2009	2010	2011	2012
Level 3	14 %	20%	23%	11%
Level 2	43%	49%	50%	55%
Level 1	43%	31%	27%	34%

Data shows that the task selection distribution is not representative of the developmental skill level of the range of students with cognitive disabilities.

Level 3 was not selected enough and Level 1 was selected too often.

As a result, the state will move toward the ARD committee determining the complexity level or combinations of complexity levels that will guide the test administrator to the appropriate selection of the task.

- ✓ For the 2013 STAAR Alternate administration, either the teacher or the ARD committee **can** make the complexity level decision. It is recommended that the ARD committee make this decision if an ARD is convened at a time that allows the assessment decisions to be implemented.

For 2013 assessment decisions previously determined, districts do not have to reconvene an ARD meeting to determine the complexity level. The teacher can continue to select the complexity level and tasks until the next regularly scheduled ARD meeting.

- ✓ For the 2014 STAAR Alternate administration, the ARD committee **must** make the complexity level decision and record the decision on the “STAAR Alternate Participation Requirements” document.

STARTING NOW !

For 2013-2014 the complexity level decision made by the ARD committee **must** be recorded at the bottom of the second page of the form for each assessed subject.

Step II: Discuss Assurances
 If Yes is indicated for all five eligibility criteria, the ARD committee must ensure that all of these assurances must be initiated by district personnel in order for the student to be eligible for STAAR Alternate.

Under 34 Code of Education Regulations, Administrative Code (TAC) §89.1055, if the ARD committee determines that an alternate assessment (STAAR Modified or STAAR Alternate), the IEP team must determine if the student will participate in the general assessment (STAAR) with or without an alternate assessment. An alternate assessment is appropriate for the student, including that all of the following criteria are met:

- The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is based on multiple sources of reliable, 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.
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Initial the one that applies:

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

English I Alternate 02220107 Algebra I Alternate 02100507 Biology I Alternate 03010207 World Geography Alternate 03240407
 English II Alternate 02220207 Geometry Alternate 02700707 World History Alternate 03240407
 English III Alternate 02220307 U.S. History Alternate 03240107

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 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 level(s) the student will take this school year.

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

will be given. For each assessment, the ARD committee will 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 must be included in the IEP for students being assessed with STAAR Alternate.

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

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

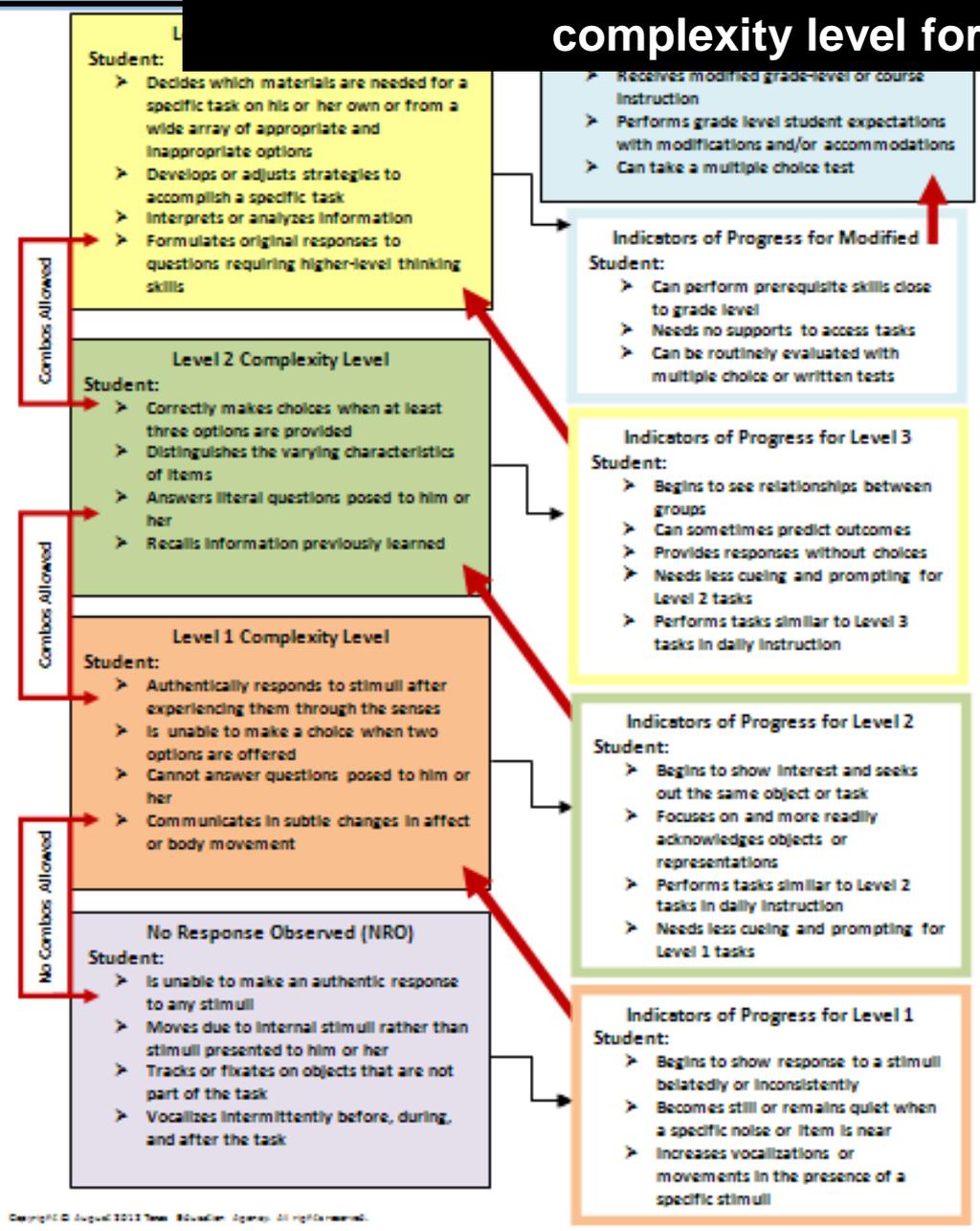
Reading Grade 6
 Complexity Levels 3 and 2

For 2012-2013 the complexity level decision if made by the ARD committee **can** be written at the bottom of the second page of the form for each assessed subject.

Options

- Level 3
- Combinations of Level 3 and 2
- Level 2
- Combinations of Level 2 and 1
- Level 1
- NRO

How does the ARD committee or teacher decide the best complexity level for a student?



After STAAR Alternate has been determined as the most appropriate assessment for a student, the teacher or ARD committee will use this chart to find the best description of the student's performance before determining the complexity level or combinations of levels to be used for the assessment.

Characteristics Choice Boxes

Level 3
 Indicators of Progress for Level 3
 Level 2
 Indicators of Progress for Level 2
 Level 1
 NRO

The teacher or ARD committee will then determine that the student should be assessed for that subject on:

- ✓ a specific complexity level (Level 3, Level 2, Level 1, or NRO) for all tasks for all four essence statements per subject

or

- ✓ a range between two complexity levels (Levels 3 and 2, Levels 2 and 1) as determined by the indicators of progress box



Solid Complexity Level Description

Complexity Level

3 2 1 NRO

Indicators of Progress Box

Combinations of Complexity Levels

3 and 2 2 and 1

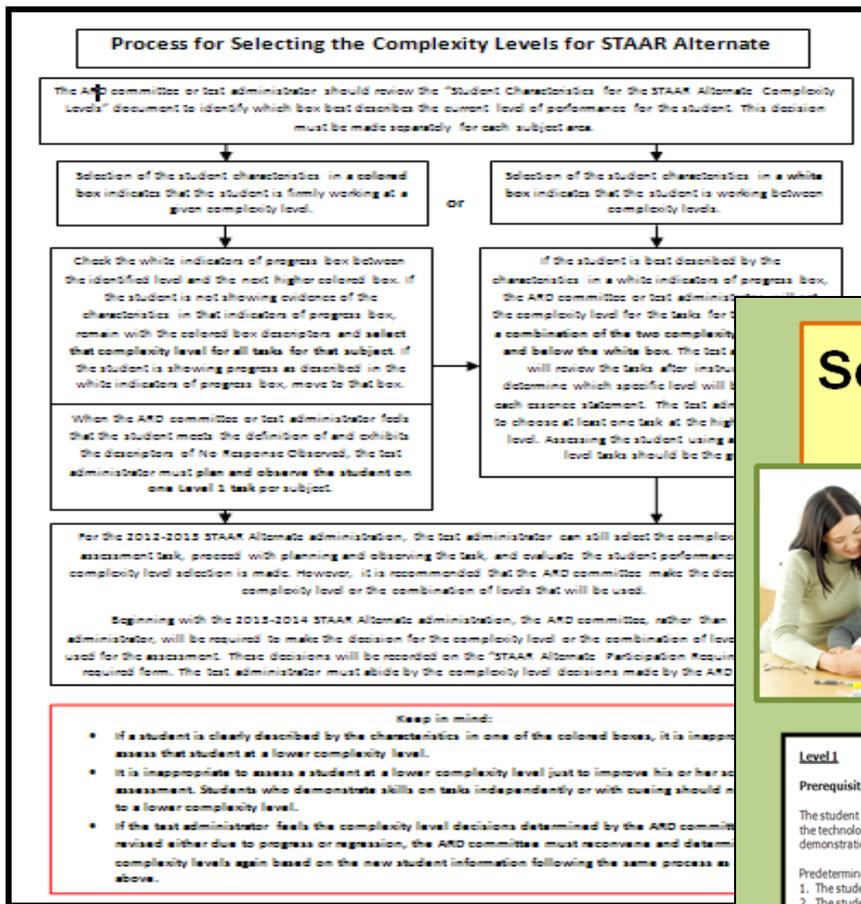
Making the Complexity Level Decision

The first step in selecting the complexity level is to pinpoint from the *Student Characteristics for the STAAR Alternate Complexity Levels* chart which characteristics from a complexity level or indicators of progress box best describes the student's maximum performance for a given subject.

This decision should be based on challenging expectations and be indicative of how the student is expected to perform after instruction.

The teacher or the ARD committee will make the decision for which complexity level or combinations of complexity levels are appropriate for a student for each subject being assessed.

Process for Selecting the Complexity Level for STAAR Alternate



For more details on determining the complexity levels, refer to these resources available on the STAAR Alternate Resources page.

Selecting the Most Appropriate Assessment Task



Level 3

Prerequisite skill: describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas

The student will generate a list of energy sources in Texas. From the list, the student will select an energy source that he or she would like to research. Using reference materials, the student will generate a presentation about the energy source. The student will determine ways the energy source impacts his or her daily life.

Predetermined Criteria

1. The student will generate a list of energy sources in Texas.
2. The student will select an energy source that he or she would like to research.
3. The student will generate a presentation about the energy source.

Level 2

Prerequisite skill: explain how science and technology change the ways in which people meet basic needs

The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.

Predetermined Criteria

1. The student will identify an example of technology.
2. The student will assist in using the technology.
3. The student will identify one way in which the technology helps people in daily life.

Process skill: express ideas orally based on knowledge and experiences

Transition

Level 1

Prerequisite skill: identify examples of technology used in the home and school

The student will be presented an example of technology. The student will acknowledge the technology. As the technology is demonstrated, the student will respond to the demonstration. The student will participate in using the technology.

Predetermined Criteria

1. The student will acknowledge the technology.
2. The student will respond to the demonstration.
3. The student will participate in using the technology.

Transition

Finalizing the Assessment Task Selection

If the teacher or ARD committee recommended a combination of two complexity levels, the teacher will make the final decision of which task between the two complexity level options will be used for the primary observation.



then

When a combination of complexity levels are being considered, at least one task at the higher complexity level must be chosen!

The teacher becomes the test administrator and prepares for the primary observation by:

- ✓ providing additional instruction according to TEA resource documents
- ✓ determining the presentation supports, materials, and response modes appropriate for each task
- ✓ documenting the preplanning decision on page one of the state-required documentation form

Keep in mind....

ARD Considerations

- ✓ If the ARD committee makes the decision regarding the complexity level or levels to be used for the assessment, the decision will need to be recorded and the teacher must abide by the decision.
- ✓ If the teacher determines at any time that the complexity level decision made by the ARD committee needs to be reviewed either due to student progress or regression, the ARD committee must reconvene and determine the new complexity level decision following the same process as outlined in this presentation.



Challenging Students



- ✓ If the student is clearly described by the characteristics in one of the complexity level boxes, it is inappropriate to assess that student at a lower complexity level.
- ✓ It is inappropriate to assess a student at a lower complexity level just to improve his or her score on the assessment. Students who demonstrate skills on tasks independently or with cueing should not be moved to a lower complexity level.
- ✓ Supervisors may monitor the teacher selection of the assessment task to ensure that the student is being challenged with the most appropriate task.

All resources for STAAR Alternate can be accessed at <http://www.tea.state.tx.us/student.assessment/special-ed/staaralt>.

To speak to a member of the STAAR Alternate Team at TEA, call 512-463-9536.

