STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE
Confidential Student Report
ALGEBRA I

FIRSTNAME I. LASTNAME

Date of Birth: mm/dd/yy
Student ID (PEIMS): *****9999
Local Student ID: 999999999

District: 999-999 DISTRICT NAMEXX
Campus: 999 CAMPUS NAMEXXXX
Class Group: CLASS GROUP NAME

Report Date: SEASON YEAR
Date of Testing: SEASON YEAR
Grade: 9

How did Firstname do on the Algebra I assessment?

Reporting Category	Level of Complexity	Demonstration of Skill	Level of Support	Generalization of Skill	Points Achieved	Points Possible
1. Functional Relationships	3	9.0	4	2	15.0	21
2. Properties and Attributes of Functions	3	9.0	4	2	15.0	21
3. Linear Functions	3	9.0	3	2	14.0	21
4. Linear Equations and Inequalities	3	9.0	3	1	13.0	21
5. Quadratic and Other Nonlinear Functions		REPORTING CATEGORY NOT APPLICABLE IN 2012				
				TOTAL	**57**	**84**
Satisfactory Performance **YES**		Accomplished Performance **NO**				

What is STAAR Alternate? STAAR Alternate is not a traditional paper or multiple-choice test. Teachers observe a student completing state-developed assessment tasks that link to the grade-level Texas Essential Knowledge and Skills (TEKS) curriculum. Each knowledge and skills statement has been summarized into an “essence” or main idea statement. Each subject includes four essence statements for which students are assessed. Each of the essence statements include three standardized assessment tasks of varying complexity developed from state-selected prerequisite skills. Teachers select the most appropriate assessment task for a given student.

Before the assessment observation, the teacher determines presentation supports and materials that may be used during the observation, as well as appropriate response modes for the student. Individualizing the assessment tasks in this way allows access for a wide range of student abilities.

Choosing the most appropriate assessment task and determining how best to implement the task for the student are the first two steps in the STAAR Alternate assessment process. The third step involves the teacher observing and recording student performance on how well the student demonstrated the three predetermined criteria for the task and noting the level of support (cueing and prompting) the student required. If the student earns the opportunity to generalize, the task is then repeated on a different day with new materials. The fourth step requires the teacher to refer to the notes taken on the required documentation form during the observation and evaluate the student’s performance in the Texas Assessment Management System. A student’s score is automatically generated by the system based on the teacher’s evaluation that is inputted into the system.

What are the testing requirements for graduation? In addition to taking required courses for the Minimum High School Plan, students must take end-of-course assessments for all the enrolled alternate assessment courses during the year of enrollment. Graduation requirements for students assessed with STAAR Alternate are determined by the student’s admission, review and dismissal (ARD) committee.

What are the performance levels for STAAR Alternate? The STAAR Alternate assessment has three categories for performance: Level III - Accomplished Academic Performance, Level II - Satisfactory Academic Performance and Level I - Developing Academic Performance. Your child’s performance is indicated in the bottom row of the graphic. If your child’s report shows a “YES” under Accomplished Academic Performance, he or she performed at a level that indicates he or she is well prepared for the assessment tasks in the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. If your child received a “NO” under Accomplished Academic Performance but a “YES” under Satisfactory Academic Performance, he or she performed at a level that indicates he or she is sufficiently prepared for the assessment tasks in the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. If your child’s report shows a “NO” under Satisfactory Academic Performance, he or she performed at a level that indicates he or she is insufficiently prepared for the assessment tasks in the next grade or course, even with instructional supports for accessing the curriculum through prerequisite skills.

More information regarding STAAR Alternate may be accessed at http://www.tea.state.tx.us/student.assessment/special-ed/staaralt.

What do the various scoring terms for STAAR Alternate mean?

Level of Complexity: assigned to each assessment task based on the complexity of the task. Level 3 tasks are the most complex; Level 2 tasks are moderately complex; and Level 1 tasks are the least complex.

Demonstration of Skill: score points earned based on the number of predetermined criteria the student successfully demonstrated for each task. The Demonstration of Skill score is weighted according to the complexity level of the task. Level 3 tasks receive the highest numerical weighting and Level 1 the lowest. As a result, the maximum number of points possible for a task varies depending on the complexity level of the task completed. The maximum points possible for a task ranges from 12 points (Level 1), 19 points (Level 2), and 21 points (Level 3).

Level of Support: score points earned based on whether the student demonstrated the predetermined criteria independently, with cueing, or with prompting.

Generalization of Skill: additional score points earned based on whether the student completed the predetermined criteria for each task with new materials and no prompting. Only students assessed at Level 2 or 3 who demonstrate the predetermined criteria successfully without prompting are eligible for generalization provided on a different day than the primary observation. N/A indicates that the student was not eligible for generalization.

Total Score: sum after adding together each essence statement rounded to the nearest whole number. Scores with decimal places of 0.5 and above are rounded up and scores with decimal places less than 0.5 are rounded down.

Partial Score: an incomplete assessment resulting from a medical condition or emergency or if the student moved into the district without enough time for the assessment to be completed.

No Response Observed: a score given to a subject if the student is unable to display any observable change in affect or movement due to an ongoing medical condition or the severity of the student’s disability.

Not Assessed: no evaluation data was provided for the student.

Para ver las calificaciones de su hijo en internet, visite la página: http://www.TexasAssessment.com/students. La clave de acceso individual es XXXXXX. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

To view your child’s scores online, go to: http://www.TexasAssessment.com/students. The Unique Access Code is xxxxxx.