

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.

The student is **NOT** eligible for STAAR Alternate 2 and must be assessed with STAAR. Members of the ARD committee should be trained on STAAR accommodations to make informed assessment decisions.

YES	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?	NO
YES	Does the student routinely participate in alternate or non-traditional methods of assessment? <i>This may include but is not limited to isolating information, tactile support, formulating a response using a choice board, or pointing to, reaching for, or touching an answer choice one at a time.</i>	NO
YES	Does the student have significant needs that impact access and progress in ALL academic areas, affecting the student's ability to function independently?	NO
YES	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? <i>Functional goals include personal care and hygiene and social skills. Ongoing adult assistance includes prompting, cueing, and physical assist.</i>	NO
YES	Does the student need ongoing, individualized, specialized supports to function safely in daily life and to participate in academic instruction across ALL settings? <i>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.</i>	NO

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.

NO

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.

NO

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 require individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level?

NO

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

The student is **NOT** eligible for STAAR Alternate 2 and must be assessed with STAAR. Members of the ARD committee should be trained on STAAR accommodations to make informed assessment decisions.

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)