



# STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**Step I: Review the Eligibility Criteria for STAAR Alternate 2**

Prior to reviewing the eligibility criteria for STAAR Alternate 2, 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. STAAR Alternate 2 is a statewide assessment for students with the most significant cognitive disabilities. STAAR Alternate 2 may only be considered if the student’s disability includes intellectual functioning and adaptive behavior deficits that primarily and significantly affect the student’s ability to plan, comprehend, reason, and apply social and practical skills in everyday life.

If STAAR Alternate 2 is being considered, the ARD committee must review the five criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all five of the questions below must be **Yes**. If the answer to any one of the questions is **No**, the student is not eligible to participate in STAAR Alternate 2 and must participate in STAAR. Each **Yes** answer requires a justification that contains evidence that the student meets the criterion.

	<b>Yes    No</b>
<p><b>1. Does the student have a significant cognitive disability?</b></p> <ul style="list-style-type: none"> <li>• A determination of significant cognitive disability is made by the ARD committee and must be based on the student’s most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND</li> <li>• Results from the FIE must indicate a deficit in the student’s ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student’s ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.</li> </ul>	<p><b>Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:</b></p>
<p><b>2. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?</b></p> <ul style="list-style-type: none"> <li>• Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND</li> <li>• A student with a significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student’s ability to live independently and will require specialized supports for the student to function safely in daily life across all life domains, not just the school environment.</li> </ul>	<p><b>Enter justification that must include data from the student’s individualized education program (IEP), progress monitoring, and/or the FIE:</b></p>
<p><b>3. Does the student require intensive, individualized instruction in all instructional settings?</b></p> <ul style="list-style-type: none"> <li>• A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND</li> <li>• A student with a significant cognitive disability requires classroom assessments administered in alternate or non-traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings. AND</li> <li>• A student with a significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.</li> </ul>	<p><b>Enter justification that must include data from the student’s IEP, progress monitoring, and/or the FIE:</b></p>

<b>4. Does the student access and participate in the grade-level TEKS through prerequisite skills?</b>		<b>Yes    No</b>
<ul style="list-style-type: none"> <li>A student with a significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the Texas Essential Knowledge and Skills (TEKS) through prerequisite skills that are significantly below grade-level instruction. For instance, an elementary student may be 3–4 levels below grade-level instruction while a student in high school may be 7–9 levels below.</li> </ul>	<p><b>Enter justification that must include data from the student’s IEP, progress monitoring, and/or the FIE:</b></p>	
<b>5. Is the STAAR Alternate 2 assessment determination based on the student’s significant cognitive disability and NOT on any other factors?</b>		<b>Yes    No</b>
<ul style="list-style-type: none"> <li>The decision to administer STAAR Alternate 2 is NOT based on a student’s racial or economic background, English learner status, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.</li> </ul>	<p><b>Enter justification that must include data from the student’s IEP, progress monitoring, and/or the FIE:</b></p>	

**Step II: Discuss Assurances**

If **Yes** is indicated for all five eligibility criteria, the ARD committee must discuss the following assurances. All assurances must be initialed by district personnel for the student to participate in STAAR Alternate 2.

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\_\_\_\_\_ 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 STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all five eligibility criteria are met.

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\_\_\_\_\_ The decision to administer STAAR Alternate 2 is made by the ARD committee based solely on the student’s educational need, not administratively based on federal accountability requirements, which limit the number of students assessed with an alternate assessment to no more than 1.0% of the total number of students in the State who are assessed in a subject.

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\_\_\_\_\_ For a student whom the ARD committee deems eligible to take STAAR Alternate 2, the committee understands that instructional and assessment decisions made may impact a student’s graduation plan in high school, as described in 19 Texas Administrative Code (TAC) §89.1070.

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\_\_\_\_\_ According to 19 (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. If the ARD committee determines that the student will take STAAR Alternate 2, justification that is based on the information in this form and the student’s individual allowable accommodations must be documented in the student’s IEP.

**Complete the information below only for the grade (grades 3–8 or high school) the student is enrolled in during the applicable school year.**

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\_\_\_\_\_ Students in grades 3–8 who are eligible for STAAR Alternate 2 should be assessed only in the grade/subjects in which they are enrolled and should NOT be assessed in above-grade enrolled curriculum. Indicate the student’s enrolled grade during the applicable school year. This will indicate which STAAR Alternate 2 assessments the student will take.

<input type="checkbox"/> Grade 3: mathematics and reading	<input type="checkbox"/> Grade 5: mathematics, reading, and science	<input type="checkbox"/> Grade 7: mathematics, reading, and writing
<input type="checkbox"/> Grade 4: mathematics, reading, and writing	<input type="checkbox"/> Grade 6: mathematics and reading	<input type="checkbox"/> Grade 8: mathematics, reading, science, and social studies

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\_\_\_\_\_ For a student in high school, the student is enrolled in a course that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills. Indicate the alternate high school courses with associated PEIMS course numbers the student will be enrolled in during the applicable school year. This will indicate which STAAR Alternate 2 end-of-course assessment(s) the student will take.

<input type="checkbox"/> English I Alternate 03220107	<input type="checkbox"/> Algebra I Alternate 03100507	<input type="checkbox"/> U.S. History Alternate 03340107
<input type="checkbox"/> English II Alternate 03220207	<input type="checkbox"/> Biology Alternate 03010207	