

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name: _____ Grade: _____ Date: _____

Name of District Personnel Completing Form: _____ Position: _____

with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and also indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and substantial supports that are neither temporary nor specific to a particular content area.

If STAAR Alternate 2 is being considered, the ARD committee reviews these participation requirements against the criteria that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

- The student meets eligibility for special education and related services due to speech impairment (S) which is the ONLY disability designation.

Yes
No

If Yes is marked stop here. The student does not meet the eligibility criteria as a student with a significant disability per 34 CFR 300.8(c)(11): An SI "means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance."



STEP II: DETERMINE IF THE STUDENT HAS SIGNIFICANT COGNITIVE DISABILITY

Review the criteria in each row below regarding the student's access to enrolled grade-level curriculum and adaptive behavior skills and check the box that is most applicable to the student. One box must be checked in each of the rows after reviewing all available data the committee is struggling to decide between Column 1 and Column 2, presume competence and select the criteria in Column 1.

| The student's IEP documents the following: | |
|--|--|
| COLUMN 1 | COLUMN 2 |
| Academic goals aligned to enrolled grade-level Texas Essential Knowledge and Skills (TEKS) with accommodations or modifications in some or all content areas | Academic goals aligned to prerequisite skills significantly below enrolled grade-level TEKS in ALL content areas |
| Routinely participates in traditional methods of assessment (e.g., multiple choice, short answer, essay) with or without individualized supports (e.g., modifications, accommodations, assistive technology) | Routinely participates in alternate or nontraditional methods of assessment (e.g., isolating information; tactile support; pointing to, reaching for, or touching an answer choice; formulating a response using a choice board) |

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Needs that impact access and progress in several or
academic areas

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Under 34 CFR §300.320(a)(2)(ii), students who take STAAR Alternate 2 must have two ~~short~~ objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1. [Question and Answer Document: IEP Measurable Annual Goals](#))

If the ARD committee determines that the student ~~meets~~ the participation requirements for STAAR Alternate 2, the committee understands that instructional and assessment decisions may impact a student's graduation plan in high school as described in 19 TAC §89.1070.

Under 34 CFR §4789.7h Td [(e)-13.7 -2.7 (a)8(nd 3vf -10 -1.>>BDC P)f EMC Br Do034 CF er(e)4.7C 3vf -10 -1(U)2 (n)5 (d6c8)-