

# STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name:

Grade:

Date:

Name of District Personnel Completing Form:

Position:

## Background and Instructions

Prior to reviewing the participation requirements for the State of Texas Assessments of Academic Readiness (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 that may only be considered for students with the most significant cognitive disabilities. A student 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 who 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 needs substantial supports that are neither temporary nor sp

- Yes
- No

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If Yes is marked, stop here. The student does not meet the eligibility criteria as a student. 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 support (e.g., modifications, accommodations, assistive technologies)	Routinely participates in alternate or non-traditional 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 all academic areas	Significant needs that impact access and progress in ALL academic areas, which affect the student's ability to function independently
Functional goals ( <i>e.g., study skills, self-advocacy, behavior</i> ) to support access to the enrolled grade-level TEKS that may be implemented in one or more settings	Functional goals ( <i>e.g., personal care and hygiene, communication, social skills</i> ) implemented across ALL settings to support access to the enrolled grade-level TEKS with the need for ongoing adult assistance ( <i>e.g., prompting, cueing, physical assist</i> )-2.3 (t)-2iTc 0.003 l ass al

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Under 34 CFR §300.320(a)(2)(ii), all students who take STAAR Alternate 2 must have two short-term objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1.16 in [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 §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee determines that the student will take STAAR Alternate

Grade 8 mathematics, RLA, science,  
and social studies