

Sources of Evidence

- Results of cognitive ability tests
- Results of adaptive behavior skills assessments
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements
- Data from research-based interventions
- Progress monitoring data
- Results of informal assessments or teacher collected data and checklists
- Examples from student's goals/objectives
- Work samples from school or community-based instruction
- Post-school outcomes documented in the Transition Plan portion of the Individual Education Program (IEP)

STAAR Alternate 2 Participation Requirements Companion Document

Must be used in conjunction with the STAAR Alternate 2 Participations Requirements.

Does the student receive special education services? NO **YES** Does the student have a significant cognitive disability? The student must exhibit intellectual functioning and adaptive behavior deficits that affect the student's learning in all academic content areas, as well as NO adaptive behaviors and functional skills across life domains. It is unlikely that a student who has a primary disability identification of specific learning disability or speech impairment only would meet the definition of significant cognitive disability. Definition for students with significant cognitive disabilities https://tea.texas.gov/student.assessment/special-ed/staaralt/ YES Does the student require specialized, extensive supports to access the grade-level curriculum and environment? NO Specialized supports may include but are not limited to: -Voice output device -Tactile support -Symbol or picture text support -Repeated prompting -Isolate information and present one item at a time Does the student require intensive, individualized instruction in all instructional settings? NO **Requires:** alternate or non-traditional methods to demonstrate learning, maintenance, and generalization of skills across academic settings AND significant support required across subjects is not temporary or transient.

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committee should be trained on STAAR accessibility features and designated supports to make informed assessment decisions.



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