

demonstrated to have passed a given STAAR Alternate assessment earned a score at least as high as the cut score for Level II: Satisfactory Academic Performance policy definitions for each grade for students taking STAAR Alternate assessments in spring 2013. For students who took a STAAR Alternate assessment in spring 2012, scores and performance

Implement a process that will allow for an adjusted cut score for students who completed the assessment in 2011–2012. Beginning in 2012–2013, the final standard will apply to all students taking the STAAR Alternate assessments.

STAAR Alternate cut scores are closely related to performance as defined by the STAAR Alternate scoring rubric. As such, the adjusted cut score is also directly related to the scoring rubric. The adjusted cut score relates to the highest score point a student who completes

gaps. Specifically, the difference in the difficulty of the TAKS–Alt and STAAR Alternate, in terms of student performance, was smaller than what was seen in the general STAAR assessments. However, during the standard setting meetings, educator input indicated that it was necessary to implement changes to the STAAR Alternate administration guidelines resulting in the need for an adjusted cut score for the first year of the new STAAR Alternate (2011–2012). Therefore, the adjusted cut score for STAAR Alternate relates more to phasing in changes to administration guidelines than phasing in a final cut score.

The following administration guidelines are being implemented over the next two years.

2012–2013

Combination of Complexity Level 1 and 2 tasks is allowable

Three total assessment attempts allowed, including both complete and incomplete attempts

ARD Committee may select complexity level of tasks

2013–2014

ARD Committee required to select complexity level of tasks

The adjusted cut score that applies to 2011–2012 allows for students who completed only Complexity Level 1 tasks to reach proficiency. In 2012–2013, it will be necessary to complete at least one Complexity Level II or III task to reach proficiency.

Level II: Satisfactory Academic Performance

The adjusted cut score is 48 out of 84 raw score points. The final cut score is 50 out of 84 raw score points.

Level III: Accomplished Academic Performance

The final cut score is 78 out of 84 raw score points.

Students taking STAAR Alternate will graduate under the Minimum High School Program. Therefore, unlike the general STAAR EOC program, STAAR Alternate does not have the requirement that students must achieve Level III performance in order to graduate under the Distinguished Achievement Program. Therefore, no adjusted cut score for the STAAR Alternate Level III standard is being implemented.

Performance standards for STAAR Alternate assessments are based on recommendations from standard setting committees. These committees – convened in September 2012 – were composed of both K–12 educators and special education experts, such that the committees included experts in this student population as well as experts in the content areas. Committee members were provided with information about previous TAKS–Alt scores, the link between TAKS–Alt and STAAR Alternate, and information about the impact of their recommended cut scores on student performance for STAAR Alternate in 2011–2012. A brief description of the standard setting process used for STAAR

Alternate assessments can be found at http://www.tea.state.tx.us/student.assessment/STAAR_AltStandSettingProcess.pdf

TEA conducted extensive research to support the standard setting process for the STAAR program. Some studies focused on creating links between the STAAR Alternate assessments and the corresponding TAKS–Alt assessments. In addition, student profiles, or examples of how students might obtain various scores on

For STAAR Alternate, parents will receive a **Confidential Student Report (CSR)** for each STAAR Alternate assessment their child took. The CSR indicates a student's performance on each STAAR Alternate assessment; it includes performance by reporting category as well as overall test. Th

The STAAR program, overall, represents an increase in rigor (in terms of difficulty and cognitive complexity) when compared with