Scoring STAAR Alternate 2 Assessments

Each item is scored according to the level of independence with which a student responds. The scoring rubric is as follows:

■ If a student responds correctly to the first presentation of an item, he or she receives a score point of **2.** If the student does not respond or responds incorrectly, the item is presented again with allowable teacher assists.

■ If the student responds correctly to the second presentation of the item, he or she receives a score point of **1**.

■ If the student does not respond or responds incorrectly to the second presentation, he or she receives a score point of **0.**

Each item is scored in the same manner. Item scores range from 0 to 2. There are 20 scored items per test, resulting in a total test score range of 0 to 40 points.

Description of Scores
Scores for the STAAR Alternate 2 assessments consist of the number of points earned (raw scores), scale scores, and the resulting performance level associated with the student's score.

RAW SCORE
The number of points that a student earns on a STAAR Alternate 2 assessment is the student's raw score. The raw score can be interpreted only in terms of the specific set of test items on that test form. However, because the difficulty of items might vary among test forms over time, raw scores alone cannot be used to compare performance across tests or administrations. To make these comparisons, raw scores must be converted to scale scores.

SCALE SCORE
A scale score is a conversion of the raw score onto a scale that is common to all test forms for that assessment. Scale scores allow for direct comparisons of student performance between specific sets of test items from different test administrations. The scale score is used to determine whether a student attained Level I: Developing Academic Performance, Level II: Satisfactory Academic Performance or Level III: Accomplished Academic Performance.

STAAR Alternate 2 Raw Score to Scale Score Conversion Tables for each administration can be found here. https://tea.texas.gov/student-assessment/testing/staar-alternate/staar-alternate-2-raw-score-conversion-tables

STAAR
Alternate 2
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Assessments of
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Performance Levels and Policy Definitions

For the STAAR Alternate 2 assessments, the performance levels are

■ Level I: Developing Academic Performance,

■ Level II: Satisfactory Academic Performance, and

■ Level III: Accomplished Academic Performance.

LEVEL I: DEVELOPING ACADEMIC PERFORMANCE

Performance in this category indicates that students require additional instructional supports for accessing the curriculum through prerequisite skills. Students are able to acknowledge some concepts, but they demonstrate a minimal or inconsistent understanding of the knowledge and skills that are linked to content measured in this grade or course. Even with continued support, students in this category are in need of significant intervention to show progress in the next grade or course.

LEVEL II: SATISFACTORY ACADEMIC PERFORMANCE

Performance in this category indicates that students are sufficiently prepared for the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. Students demonstrate sufficient understanding of the knowledge and skills that are linked to content measured at this grade or course. Students exhibit the ability to determine relationships, integrate multiple pieces of information, extend details, identify concepts, and match concepts that are similar. With continued support, students in this category have a reasonable likelihood of showing progress in the next grade or course.

LEVEL III: ACCOMPLISHED ACADEMIC PERFORMANCE

Performance in this category indicates that students are well prepared for the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. Students demonstrate a strong understanding of the knowledge and skills that are linked to content measured at this grade or course. Students exhibit the ability to use higher-level thinking and more complex skills, which includes making inferences, comparisons, and solving multi-step problems. With support, students in this category have a high likelihood of showing progress in the next grade or course through prerequisite skills.