Student Characteristics for the STAAR Alternate Complexity Levels

Level 3 Complexity Level

Student:

- Decides which materials are needed for a specific task on his or her own or from a wide array of appropriate and inappropriate options
- Develops or adjusts strategies to accomplish a specific task
- Interprets or analyzes information
- Formulates original responses to questions requiring higher-level thinking skills

STAAR Modified/ TAKS-Modified (TAKS-M)

Student:

- Receives modified grade-level or course instruction
- Performs grade level student expectations with modifications and/or accommodations
- Can take a multiple choice test

Indicators of Progress

Student:

- Can perform prerequisite skills close to grade level
- Needs no supports to access tasks
- Can be routinely evaluated with multiple choice or written tests

Combos Allowed

Level 2 Complexity Level

Student:

- Correctly makes choices when at least three options are provided
- Distinguishes the varying characteristics of items
- Answers literal questions posed to him or her
- Recalls information previously learned

Indicators of Progress

Student:

- Begins to see relationships between groups
- Can sometimes predict outcomes
- Provides responses without choices
- Needs less cueing and prompting for Level 2 tasks
- Performs tasks similar to Level 3 tasks in daily instruction

No Combos Allowed

Level 1 Complexity Level

Student:

- Authentically responds to stimuli after experiencing them through the senses
- Is unable to make a choice when two options are offered
- Cannot answer questions posed to him or her
- Communicates in subtle changes in affect or body movement

Indicators of Progress

Student:

- Begins to show interest and seeks out the same object or task
- Focuses on and more readily acknowledges objects or representations
- Performs tasks similar to Level 2 tasks in daily instruction
- Needs less cueing and prompting for Level 1 tasks

No Combos Allowed

No Response Observed (NRO)

Student:

- Is unable to make an authentic response to any stimuli
- Moves due to internal stimuli rather than stimuli presented to him or her
- Tracks or fixates on objects that are not part of the task
- Vocalizes intermittently before, during, and after the task

Indicators of Progress

Student:

- Begins to show response to a stimuli belatedly or inconsistently
- Becomes still or remains quiet when a specific noise or item is near
- Increases vocalizations or movements in the presence of a specific stimuli

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