

2. Develop performance labels and policy definitions	Committee convened jointly by the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) to recommend performance categories, performance category labels, and general policy definitions for each performance category. The STAAR Alternate performance labels and policy definitions were adapted from those created by the committee.	September 2010
3. Convene policy committee	Committee considered policy implications of performance standards and empirical study results and made recommendations to identify reasonable ranges ("neighborhoods") for the STAAR EOC cut scores. The STAAR EOC recommendations served as the foundation for decisions made regarding STAAR Alternate.	February 2012
4. Develop grade/course specific performance level descriptors (PLDs)	TEA created draft specific PLDs and educator committees reviewed and edited the PLDs. A goal of the development and review of the specific PLDs was to create an aligned system, describing a reasonable progression of skills within each content area (mathematics, reading, science and social studies).	July 2012
5. Convene standards setting committees	Committee consisting of general education and special education experts with experience in grades 3–12 used performance labels, policy definitions, specific PLDs and pre-determined ranges within which to recommend cut scores for each STAAR Alternate assessment. These committees also provided comments to assist TEA with finalizing the specific PLDs.	September 2012
6. Review performance standards for reasonableness	TEA reviewed the cut score recommendations across content areas.	October 2012
7. Approve performance standards	The Commissioner of Education approved the STAAR Alternate performance standards.	December 2012
8. Implement performance standards	Performance standards were reported to students based on the spring 2012 administration. The process for adjusting cut scores for the 2011–2012 school year was also determined.	January 2013