

# STAR Autism Support Vendor FAQ

**Product Name: STAR Program and Links Curriculum assessments**

**Vendor Name: STAR Autism Support**

| Question   | Answers   |
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| <p><b>What grades are covered?</b></p>   | <p>STAR Program: Life skills and Special Education: Prekindergarten through 5th grade; English Language Arts (reading, writing, speaking, listening and language) and Mathematics, Links Curriculum: Life skills and Special Education: 6th-12th grade; English Language Arts (reading, writing, speaking, listening and language) and Mathematics. Links Curriculum also includes Academic Teaching Units covering ELA, Math, U.S. History, World History, Life Science and Biology, and Physical Science for special education students.</p>  |
| <p><b>Is there a pre/post-test?</b></p>  | <p>STAR Program: Yes, the STAR Student Learning Profile assessment can be used for beginning-of-year, mid-year and end-of-year assessments for all students using the STAR Program to measure student annual growth in ELA, Math and communication skills.<br/>Links Curriculum: Yes, the Links Assessment can be used for beginning-of-year, mid-year and end-of-year assessments for all students using the STAR Program to measure student annual growth in ELA, math and communication skills.</p>  |
| <p><b>What are the STAR Program and Links Curriculum assessments?</b></p>                | <p>The STAR Student Learning Profile is an individual student assessment of their skills in ELA, math and communication. It is designed to be administered with students with autism and special needs. The assessment items are aligned with the Texas Essential Knowledge and Skills (TEKS) for English Language Arts, reading and math for K-5<sup>th</sup> grade.<br/>The Links Assessment is an individual student assessment of their skills in ELA, math and communication. It is designed to be administered with students with autism and special needs. The assessment items are aligned with the Texas Essential Knowledge and Skills (TEKS) for English Language Arts, reading and math for 6<sup>th</sup>-12<sup>th</sup> grade.</p> |
| <p><b>What was the STAR Program and Links Curriculum assessments designed to do?</b></p> | <p>The STAR Student Learning Profile and the Links Assessment are designed to measure skill acquisition in ELA, math and communication in alignment with the TEKS and show progress toward mastery of academic skills, communication skills and IEP goals. These assessments are intended to be used to document beginning of the year and end of the year student progress. The data from these assessments provide baseline and on-going student progress towards acquisition of academic and communication skills, provide data to support instructional decisions, guide IEP development, consider Least Restrictive Environment (LRE), and document progress &amp; content understanding.</p>  |

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| <p><b>How can I use STAR Program and Links Curriculum assessments?</b></p>   | <p>The STAR Student Learning Profile (SLP) and the Links Assessment can be used to show pre-post student progress over the course of the school year in ELA (reading, writing, speaking, listening and language skills) and Math skills.</p> <ul style="list-style-type: none"> <li>• Teachers begin by using the SLP or the Links Assessment to establish baseline performance and identify learning targets. This guides the creation of individualized lesson plans and IEP goals aligned with the curriculum’s scope and sequence.</li> <li>• Teachers use the SLP and Links assessment to track student progress and adjust instruction as needed, reinforcing the program’s commitment to individualized student growth.</li> <li>• Teachers update the assessment data as skills are acquired or at mid year and end of the year reporting periods.</li> <li>• The data from the SLP and the Links Assessment will provide detailed student growth on specific skills aligned to the TEKS in academic and communication skills that are also appropriate for IEP Progress Reports.</li> </ul> |
| <p><b>Does STAR Program or Links Curriculum assessments provide expected growth targets for students?</b></p>                                      | <p>No. It is up to each district’s discretion to identify expected growth targets for students.</p> <p>While the STAR Student Learning Profile assessment or the Links Assessment does not prescribe fixed growth targets, it supports an individual growth model through a curriculum-based assessment system. Using the assessment data to establish baseline data and monitor progress across developmental domains, enabling educators to set and evaluate progress on IEP goals.</p>  |
| <p><b>How can districts use the STAR Program and Links Curriculum assessments to determine end-of-year student growth for purposes of TIA?</b></p> | <p>Districts can use the STAR Student Learning Profile assessment and the Links Assessment to evaluate end-of-year student growth by comparing initial, mid-year and final SLP or Links Assessments. This process aligns with the IEP goal tracking process and offers a reliable method for tracking progress in academics, communication and life skills for students in special education. The system supports data-driven decision-making and accountability within an individual growth model framework.</p>  |

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| <p><b>What types of data reporting capabilities are included with the STAR Program and Links Curriculum assessments?</b></p>   | <p>The STAR Student Learning Profile assessment and the Links Assessment are comprehensive assessments that allow educators to track and report student progress at the beginning of the year, mid-year and at the end of the year effectively. Educators can use both assessments to report the following:</p> <ul style="list-style-type: none"> <li>• Progress on academic, communication and math skills</li> <li>• Mastery by curriculum area</li> <li>• IEP-aligned progress reports</li> <li>• Grading period summaries</li> <li>• Classroom- and district-wide data</li> <li>• Standards alignment reports</li> </ul> <p>These reports are accessible through the STAR Student Learning Profile, Links Curriculum and the STAR Standards Alignment Tool. STAR Autism Support customer service can support educators to create the above reports as needed. Educators can use this data to identify areas of need, guide instruction, and communicate progress to stakeholders.</p>  |
| <p><b>What outcomes studies have been done on the STAR Program and Links Curriculum and assessment tools to show the efficacy of the tools used and outcomes for student growth/performance?</b></p> | <p>The following outcome studies have been done on the STAR Program using the STAR Student Learning Profile assessment:</p> <p>Arick, J., Young, H., Falco, R., Loos, L., Krug, D., Gense, M., &amp; Johnson, S. (2003). Designing an outcome study to monitor the progress of students with autism spectrum disorders. <i>Focus on Autism and Other Developmental Disabilities</i>, 18(2), 75–87.</p> <p>Bacon, E., Dufek, S., Schreibman, L., Stahmer, A., Pierce, K., &amp; Courchesne, E. (2014). Measuring outcome in early intervention program for toddlers with autism spectrum disorder. <i>Autism Research and Treatment</i>, 2014, Article ID 964704. <a href="https://doi.org/10.1155/2014/964704">https://doi.org/10.1155/2014/964704</a></p> <p>Stahmer, A. C., Rieth, S., Reisinger, E., Mandell, D., &amp; Connell, J. (2015). Training teachers to use evidence-based practices for autism: Examining procedural implementation fidelity. <i>Psychology in the Schools</i>, 52(2), 181–195.</p> <p>Yehia, A. A., Rania, M. A., &amp; Heba, E. G. (2019). The impact of high intensity versus low intensity behavioral therapy in establishment of functional routines in children with autism. <i>The Egyptian Journal of Otolaryngology</i>, 35, 321–327.</p> <p>Young, H., Falco, R., &amp; Makoto, H. (2015). Randomized, controlled trial of a comprehensive program for young students with autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i>, 45(5), 1509–1524.</p> <p>The following outcome reports have been completed on the Links Curriculum using the Links Assessment:</p> <p>Arick, J., Hoffman, T. and Nave, G. (2000). Reliability and Validity of the Links Routine Assessment and Development System. Oregon Department of Education: Statewide Alternate Assessment for Students with Disabilities Technical Adequacy Report</p> <p>Arick, J.R., Hoffman, T. and Arick, J. M. (2012). Implementation of the Links Curriculum: Study of Student Independence During Routines. Links Implementation Manual, Chapter 2. STAR Autism Support, Portland, OR.</p> |

For more information on this resource please refer to the vendor website and reach out to a representative.

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For more information on the Teacher Incentive Allotment, please visit the [Teacher Incentive Allotment website](#).

