

# Implementing the STAAR™ Alternate Assessment

## Step 1: Choose an assessment task after instructing the student.

Note the materials/ approach used during instruction on the last page of the documentation form.

<b>Assessment Task Example Level 3</b>	The student will generate a list of energy sources in Texas. From the list, the student will select an energy source that he or she would like to research. Using reference materials, the student will generate a presentation about the energy source. The student will determine ways the energy source impacts his or her daily life.
	<p>Predetermine Criteria</p> <ol style="list-style-type: none"> <li>1. The student will generate a list of energy sources in Texas.</li> <li>2. The student will select an energy source that he or she would like to research.</li> <li>3. The student will determine ways the energy source impacts his or her daily life.</li> </ol>

<b>Assessment Task Example Level 2</b>	The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.
	<p>Predetermine Criteria</p> <ol style="list-style-type: none"> <li>1. The student will identify an example of technology.</li> <li>2. The student will assist in using the technology.</li> <li>3. The student will identify one way in which the technology helps people in daily life.</li> </ol>

<b>Assessment Task Example Level 1</b>	The student will be presented an example of technology. The student will acknowledge the technology. As the technology is demonstrated, the student will respond to the demonstration. The student will participate in using the technology.
	<p>Predetermined Criteria</p> <ol style="list-style-type: none"> <li>1. The student will acknowledge the technology.</li> <li>2. The student will respond to the demonstration.</li> <li>3. The student will participate in using the technology.</li> </ol>

Description of Materials/Approach Provided During Instruction
Stephanie was provided instruction on the definition of technology and many examples of technology found in daily life. During instructional sessions prior to the observation, Stephanie was asked to identify a microwave as a source of technology from objects: microwave, chair, table, and trashcan. She chose a package of frozen food to heat up in the microwave. She assisted in using the technology by punching in the settings and the time and activating the microwave to begin cooking. Stephanie chose the use of the microwave from action choice cards: wash, cook, write, and jump.

## Step 2: Focus on the definition of the verbs used in the assessment tasks for each complexity level.

<b>Generate</b>	Producing or creating an end product or idea; must be able to create the end product or idea on his or her own
<b>Select</b>	Making reasonable decisions on his or her own; must use information from personal knowledge of topics or from a wide array of materials when making decisions
<b>Determine</b>	Using prior knowledge, newly learned knowledge, or reference materials to make decisions or find answers on his or her own

<b>Identify</b>	Singling out the "one" that is named, described, or requested
<b>Assist</b>	Performing some steps or part of an activity with a teacher or peer that directly relates to the skill being measured in the task; must be actively involved in the task for the entire process but is not required to perform all steps of the process

<b>Acknowledge</b>	Having an awareness of a single object, item, individual, or idea when presented to the student; requires limited knowledge or understanding of the object, item, individual, or idea; does not require the student to make a decision or choice
<b>Respond</b>	Reacting to stimuli; may be positive or negative but must be authentic or purposeful
<b>Participate</b>	Having involvement in an activity with a teacher or peer; involves awareness of the activity throughout the process

## Step 3:

Plan supports and materials to help the student access the task.

Level 2 Verbs	Verbal/Auditory Access	Physical Access	Visual Access
	determine the appropriateness of his or her choice	manipulated	
<b>assist</b>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>provide oral directions for sections of the task that the student can perform</li> <li>provide opportunities for the student to state the steps as the teacher and student perform the task</li> <li>provide opportunities for the student to state what the teacher did after a step or what should be done next</li> </ul>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>provide tools or objects for a task that the student can give to the teacher during the activity</li> <li>provide stabilization using standers or other equipment so the student can perform some of the steps in a task</li> <li>provide switches that can be activated by the student to perform an action</li> </ul>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>provide visuals indicating the steps and objects that will be used during an activity for the student to reference</li> <li>provide opportunities for the student to focus on objects or locations to indicate what the next step should be for the teacher to perform</li> </ul>
<b>choose</b>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>provide at least three auditory options such as spoken or signed words or text, music or sounds, or tape recordings</li> <li>provide appropriate wait time and encouragement for responses</li> <li>state the name of each item provided to help student focus on each individual item</li> <li>allow verbal approximations</li> </ul>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>provide at least three options for the student to point or gesture toward the chosen option</li> <li>program at least three options into a communication device for the student to activate to provide the answer</li> <li>provide objects or other materials for the student to manipulate before deciding which is best to use</li> </ul>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>provide at least three visual options using objects, pictures, highlighted text, teacher demonstrations, or video clips</li> <li>pair text with pictures or objects</li> <li>point to each item provided to help student focus on each individual item before choosing</li> </ul>
<b>complete</b>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>provide oral information, stopping at some point for the student to finish with a verbal response</li> <li>provide a defined number of oral repetitions of directions</li> <li>provide extended wait time for verbal responses</li> </ul>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>provide objects, word cards, or pictures to be placed on templates to complete the task</li> <li>provide computer software and touch screens allowing the student to manipulate or arrange pictures or words</li> </ul>	<p>The teacher could:</p> <ul style="list-style-type: none"> <li>provide partially completed templates, outlining, or color coding to show the area in which items should be placed</li> <li>point to each visual choice before the student makes a selection</li> </ul>

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<b>STAAR Alternate Documentation Form of Student Performance</b>		<b>Social Studies   Grade 8</b>
<b>Student Name:</b> Stephanie		<b>School Year:</b> 2012-2013
<b>STAAR Reporting Category 4</b>		
The student will demonstrate an understanding of economic and technological influences on historical issues and events.		
<b>TEKS Knowledge and Skills Statement</b>		
<b>(8.28) Science, technology, and society.</b> The student understands the impact of scientific discoveries and technological innovations on daily life in the United States.		
<b>Essence Statement</b>		
Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States.		
<b>Prerequisite Skill</b>		
Explain how science and technology change the ways in which people meet basic needs.		
<b>Assessment Task</b>		
<b>Level 2</b> The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.		
<b>Preplanned Presentation Supports/Materials</b>	<b>Student Response Modes</b>	
<i>Refer to the "Presentation Supports/Materials for STAAR Alternate" document to complete this section. Supports used must not alter the complexity level of the task or give the student the answer. Supports can only provide access to the task. Any supports listed in this section MUST be provided for the observation to be considered fair.</i>	<i>Refer to the "Ways to Demonstrate the Verbs" document to complete this section. Each verb in the predetermined criteria must describe the method the student will use to perform the predetermined criteria. Only one response mode for each verb can be identified. A student must perform the criteria as described below in order to receive credit for demonstration of skill.</i>	
<b>Materials:</b> Objects put on a table for the student to explore by moving around the table and interacting with the items: computer, map, ruler, book, backpack Labeled pictures of places in the community for the student to select to learn more about: hospital, fire station, police station Verb cards with pictures: drink, learn, eat, sleep, run Computer set up for a Google search.	<b>Predetermined criteria:</b> 1. identify by: touching the example of technology  2. assist by: entering the information into the mode of technology and hitting the activation key  3. identify by: pointing to the picture that shows how technology helps people	
<b>Supports:</b> Visual redirections to objects or pictures no more than 2 times Directives printed on cards with picture icons: "Show me which one is technology." "Show me how technology helps you."		
Social Studies Grade 8 Reporting Category 4 (8.28) Level 2		

## Step 4:

Plan response modes to show what action the student must do to perform the verbs in the predetermined criteria.

Verbs Level 2	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
<b>Assist</b>	Performing some steps or part of an activity with a teacher or peer that directly relates to the skill being measured in the task; must be actively involved in the task for the entire process but is not required to perform all steps of the process	<p><b>The student will assist by:</b></p> <p><b>Verbally</b></p> <ul style="list-style-type: none"> <li>asking others questions as part of a survey</li> <li>instructing another person as to what to do to perform an activity</li> </ul> <p><b>Physically</b></p> <ul style="list-style-type: none"> <li>placing items or words in specified locations</li> <li>manipulating objects or tools at appropriate times in an experiment or procedure</li> <li>using sequenced flash cards of the steps to complete a task in a procedure</li> <li>manipulating pages of a text in order to find information</li> <li>placing specified information in a presentation</li> </ul> <p><b>Visually</b></p> <ul style="list-style-type: none"> <li>verifying the correctness of an observed step performed by another person</li> <li>focusing on the steps in a procedure represented by photos or drawings to indicate the sequential order of a process</li> <li>eye-gazing to the next step or needed material to continue a procedure</li> </ul>
<b>Choose</b>	Making decisions from choices provided; more than one correct choice may be provided as these tasks typically require the student to choose a preference such as in "choose a topic to write about" or "choose a non-standard tool for measuring length"	<p><b>The student will choose by:</b></p> <p><b>Verbally</b></p> <ul style="list-style-type: none"> <li>communicating yes/no when presented with options one at a time and being asked "Is this the one you want?"</li> <li>stating a preference through words or vocal approximations</li> <li>activating a communication device to express an opinion or choice</li> </ul> <p><b>Physically</b></p> <ul style="list-style-type: none"> <li>pointing to objects, pictures, or words</li> <li>picking up objects, pictures, or words</li> <li>smiling to indicate a choice when presented with options one at a time and being asked "Is this the one you want?"</li> <li>nodding head in the direction of the preferred option</li> </ul> <p><b>Visually</b></p> <ul style="list-style-type: none"> <li>scanning items or words and maintaining focus on the desired option</li> </ul>
<b>Complete</b>	Finishing or bringing a task to an end; typically requires the student to finish an activity that has already been partially completed	<p><b>The student will complete by:</b></p> <p><b>Verbally</b></p> <ul style="list-style-type: none"> <li>telling what needs to be done to finish a process or task</li> <li>dictating responses for the task</li> </ul>

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## Step 5: Conduct the observation.

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## Step 6: Record and evaluate the student's performance.