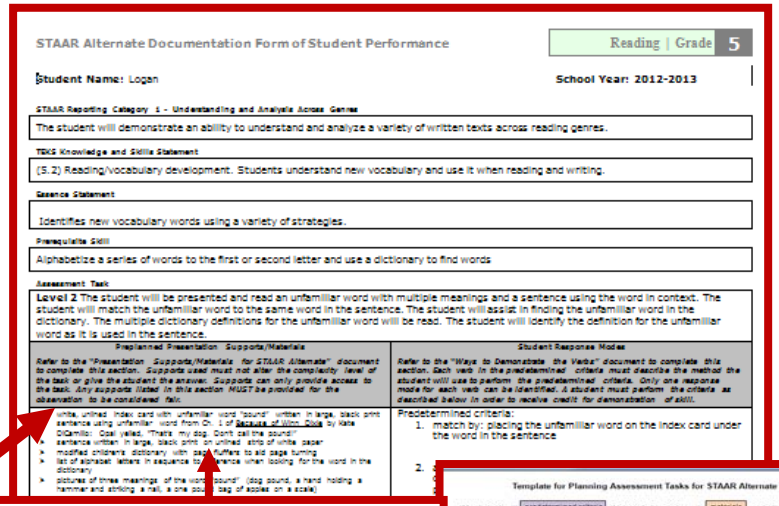
# Presentation Supports and Materials for STAAR Alternate

Assessment tasks are written very broadly in order to allow access for a wide range of student abilities. Because of this broad access, it is critical that STAAR Alternate tasks be accessible for each student through the use of accommodations in the form of presentation supports and materials. Without access the student will not be able to demonstrate the skills he or she may have acquired. Since the teacher knows the student best, the teacher must select materials and determine how the materials will be presented to the student while considering the student's learning style preference. The teacher should plan the task in a manner that allows the student to perform the predetermined criteria without additional assistance from what was preplanned prior to the observation. Students do not receive lower scores because of these needed supports. Supports level the playing field so that the student's disability is not a factor in his or her performance. As long as the support does not change the complexity level of the task or give the student the answer, the student can have any routinely used accommodations/supports necessary to access the task. Starting on page 2, examples of possible supports and materials are provided for the verbs in each complexity level. These supports and materials can be used for students with cognitive disabilities as they perform the predetermined criteria for each assessment task.

**Supports must:**

- **Provide access to the task to compensate for the student's disability**
- **Be routinely and successfully used in instruction**
- **Address the skill and subject that is being measured**
- **Be age appropriate**
- **Allow the student to be as independent as possible**
- **Be clearly defined with a definitive end**
- **Not contain any terminology from the *Hierarchy of Cueing and Prompting* document**
- **Maintain the integrity of the assessment task complexity level**
- **Not give the student the answer**
- **Be *preplanned* and recorded on the first page of the documentation form *before* the observation begins**

***SUPPORTS = ACCOMMODATIONS = ACCESS***



STAAR Alternate Documentation Form of Student Performance — Reading | Grade 5

Student Name: Logan — School Year: 2012-2013

STAAR Reporting Category 1 - Understanding and Analyzing Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

TEKS Knowledge and Skills Statement

(5.2) Reading/vocabulary development. Students understand new vocabulary and use it when reading and writing.

Essence Statement

Identifies new vocabulary words using a variety of strategies.

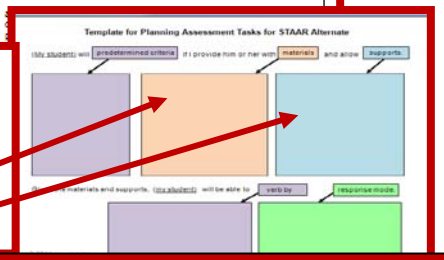
Prerequisite Skill

Alphabetize a series of words to the first or second letter and use a dictionary to find words

Assessment Task

**Level 2** The student will be presented and read an unfamiliar word with multiple meanings and a sentence using the word in context. The student will match the unfamiliar word to the same word in the sentence. The student will assist in finding the unfamiliar word in the dictionary. The multiple dictionary definitions for the unfamiliar word will be read. The student will identify the definition for the unfamiliar word as it is used in the sentence.

| Preplanned Presentation Supports/Materials | Student Response Modes |
|---|---|
| *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.* | *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.* |
| white, unlined index card with unfamiliar word "sound" written in large, black print<br>sentence using unfamiliar word from Ch. 1 of Because of Winn-Dixie by Kate DiCamillo: Gail yelled, "That's my dog. Don't call the sound!"<br>sentence written in large, black print on unlined strip of white paper<br>modified children's dictionary with page fluffers to aid page turning<br>list of alphabet letters in sequence to assist sentence when looking for the word in the dictionary<br>pictures of three meanings of the word "sound" (dog sound, a hand holding a hammer and striking a nail, a one pound bag of apples on a scale) | Predetermined criteria:<br>1. match by: placing the unfamiliar word on the index card under the word in the sentence<br>2. |



Template for Planning Assessment Tasks for STAAR Alternate

The *Template for Planning Assessment Tasks for STAAR Alternate* can be used as a resource to help plan the content for the "Preplanned Presentation Supports/Materials" section of the form.

**Note: It is inappropriate to cut and paste information directly from this document to page 1 of the state-required documentation form when recording supports and materials. Supports and materials should be described in detail and specific to the task and the individual needs of the student.**



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# EXAMPLES OF SUPPORTS AND MATERIALS

## Level 3 Assessment Tasks

The examples listed below are designed for the initial, preplanned presentation for a task. The presentation supports can never give the student the answer or appear as choices for Level 3 tasks. For some tasks, the student may be provided a ***wide array of materials*** for the student to determine which is appropriate and how the materials will be used to accomplish the task. The wide array should include both related and unrelated items to the task. The examples presented here are specific to the verb for one predetermined criterion and will need to be taken into context for the entire task. When the student begins to struggle, any additional assistance beyond the preplanned supports must be recorded as cues and prompts. Although the format for the listed supports focuses on a signal mode of access, students may benefit from supports incorporating multiple modalities.

| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **analyze** | The teacher could:<br>• ask probing questions when presenting the task to encourage high-level thinking<br>• provide tapes, talking calculators, talking dictionaries or other oral presentations of information for the student to consider before arriving at a decision or relationship<br>• provide opportunities for the student to talk about the issues involved and their reactions to the information to help focus on relevant details | The teacher could:<br>• provide materials and tools for the student to use in trial-and-error investigations<br>• provide objects or pieces of information for the student to manipulate to determine the relationships between facts, data, or actions<br>• provide note-taking options for the student to record important facts that can be used to formulate the final opinion | The teacher could:<br>• provide completed graphic organizers, charts, maps, outlines, timelines, concept maps to help the student consider important ideas before arriving at a decision or relationship<br>• provide multimedia presentations to help the student focus on relationships<br>• present objects or data in different configurations allowing the student to compare variations to form his or her own opinion of what was observed |



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| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **answer** | The teacher could:<br>• provide a defined number of question repetitions or rephrasing to elicit a student response<br>• provide opportunities for the student to summarize or talk about what he or she heard or observed before answering the question<br>• provide extended wait time for the student to retrieve the words he or she chooses to use<br>• state the question first for the student before the auditory presentation is provided to allow student to know what to focus on | The teacher could:<br>• provide the student with a wide array of vocabulary options using his or her preferred communication device from which to formulate answers<br>• allow use of adaptive writing equipment or word prediction software for shortened or approximated written responses<br>• provide a wide array of words on cards that can be used to formulate a response | The teacher could:<br>• provide picture/word question cards to help the student understand what type of higher-level question is being asked (Why, What if, How)<br>• provide a list of written or pictorial questions for the student to think about before the information is presented<br>• highlight several smaller sections of a large text to reduce the amount to review<br>• provide enlarged text in chunks to aid the student in locating his or her answers |
| **classify** | The teacher could:<br>• state the name of each object provided to help the student focus on each individual item<br>• place items in a group or on graphic organizers as directed by the student to reflect the student's preferences for placement<br>• provide tapes or other oral presentations of information for the student to hear in small chunks before deciding on placement | The teacher could:<br>• provide objects or pieces of information for the student to manipulate to form defined groups<br>• provide computer software that allows sections of information to be moved around and placed according to student preference | The teacher could:<br>• provide objects with various visual attributes for the student to observe similarities and differences<br>• provide information on cards and sentence strips for the student to use to organize ideas<br>• provide a wide array of unlabeled visuals such as webs, timelines, or graphs for the student to select and use in arranging the information<br>• present objects or data randomly allowing the student to form groups |



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| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **compare** | The teacher could:<br>• provide auditory information from various media for the student to hear<br>• reduce background or environmental noise to help the student focus on auditory information<br>• provide sound amplification or listening devices to assist the student during the investigation process<br>• record similarities and differences as dictated by the student to be read later for review | The teacher could:<br>• provide textured or tactilely interesting objects to be investigated<br>• provide a blank template for the student to record similarities and differences as each item is investigated<br>• stabilize or position the student to provide best physical access to materials<br>• provide markings or changes in texture to easily feel the differences between objects or concepts | The teacher could:<br>• provide interesting objects or visual information for the student to observe to find similarities and differences between items<br>• provide a general list of a wide array of attributes to consider when comparing items<br>• provide information presented in completed graphic organizers, charts, maps, outlines, timelines, concept maps to help the student visually compare |
| **conclude** | The teacher could:<br>• ask probing questions when presenting the task to help the student focus on all the important details before reaching a conclusion<br>• provide tapes or other orally presented information for the student to use to make decisions<br>• provide opportunities for the student to summarize or discuss what he or she heard or observed before making decisions<br>• provide extended wait time for the student to retrieve the words he or she chooses to explain his or her response | The teacher could:<br>• provide a wide array of possibilities, some that are relevant and some that are irrelevant, for a student to organize and narrow before pointing to the final decision<br>• provide highlighters for the student to mark important sections of the text to help guide the student to the final decision<br>• provide opportunity for the student to act out or demonstrate the information before reaching a conclusion | The teacher could:<br>• provide information in short videos or slide presentations to allow the student to reach a determination<br>• highlight smaller sections of information, both important and extraneous, from lengthy reference materials to reduce the amount of text used to form a decision<br>• provide computer software with scanning capabilities<br>• provide printed information in clear contrasting colors in small amounts per page<br>• provide information in completed graphic organizers for the student to use to make |



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| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| | • read, reread, or restate information at the request of the student for a defined number of repetitions | | decisions on his or her own |
| **conduct** | The teacher could:<br>• provide general taped or verbal instructions to complete a process involved in the task<br>• follow student directions for completing each step of an investigation and have the student verify each step<br>• provide interview questions on tape or programmed in a communication device allowing the student to ask the interview questions | The teacher could:<br>• provide a checklist of general steps of a process and have the student cross off each step as it is accomplished<br>• provide a wide array of tools and items from which the student can select and manipulate according to directions<br>• follow student directions as the student points to items and then to action picture cards that indicate what he or she would like for the teacher to do<br>• stabilize materials or student's arm/hand so the student can successfully use the tools or items to complete investigations<br>• position the student to activate a switch to initiate an interview question | The teacher could:<br>• provide general written directions or pictures that show how to complete a process involved in the task<br>• provide measurement tools that have large, clear markings<br>• provide a wide array of materials to be viewed and selected by the student to achieve a specific purpose<br>• use a laser pointer to focus on the general steps in an experiment<br>• provide words or pictures to represent interview questions |
| **determine** | The teacher could:<br>• ask probing questions when presenting the task to help the student focus on all the important details before reaching a decision<br>• provide tapes or other orally presented information for the student to use to make decisions<br>• provide opportunities for the | The teacher could:<br>• provide a wide array of possibilities, some that are relevant and some that are irrelevant, for a student to organize, manipulate, and narrow before pointing to the final decision<br>• provide opportunity for the student to act out or demonstrate the information before reaching a decision<br>• provide tools to use in trial and error | The teacher could:<br>• provide highlighters for the student to mark important sections of the text to help guide the student to the final decision<br>• provide information in completed graphic organizers for the student to use to make decisions on his or her own<br>• provide information in short videos or slide presentations to |



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| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| | student to summarize or discuss what he or she heard or observed before making decisions<br>• provide extended wait time for the student to retrieve the words he or she chooses to explain his or her response<br>• read, reread, or restate information at the request of the student for a defined number of repetitions | investigations | lead the student to his or her determination<br>• highlight smaller sections of information, both important and extraneous, from lengthy reference materials to reduce the amount of text used to form a decision<br>• provide computer software with scanning capabilities<br>• provide printed information in clear contrasting colors in small amounts per page |
| **edit** | The teacher could:<br>• provide written text or sentences paired with a corresponding audio tape which can be stopped or replayed where edits need to be made<br>• follow student-directed edits/revisions as needed until the student verifies that all changes have been made and that he or she is satisfied with the end product | The teacher could:<br>• provide edit/revision symbols that the student can place into sections of the text<br>• provide each word, sentence, or paragraph in a text on a separate card so that the text can be arranged to show improved order<br>• provide adapted keyboards, touch screens, and software that allow the student to apply edits/revisions | The teacher could:<br>• provide a visual representation for all possible types of edits/revisions previously learned for the student to use as a reference<br>• provide enlarged text for the student to scan and focus on the error, then indicate the correction needed from a visual representation of all possible solutions |
| **estimate** | The teacher could:<br>• follow dictated directions given by the student to manipulate items for the student to compare and make approximations<br>• provide a sound each time an object is placed allowing the student to hear the amount used | The teacher could:<br>• allow the student to manipulate objects and nonstandard units of measure to decide approximations<br>• provide a number line with a large array of removable numbers or a hundreds chart for the student to point to, manipulate the numbers, or highlight the estimated number | The teacher could:<br>• provide a wide array of materials from which the student can select and use a nonstandard unit of measure<br>• provide a wide array of standard measurement tools from which the student can select to use as a guide when observing and comparing size and capacity of |



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| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| | | | objects<br>• provide a number line with a large array of numbers or a hundreds chart for the student to indicate a numerical estimation |
| **evaluate** | The teacher could:<br>• ask probing questions when presenting the task to encourage high-level thinking<br>• provide tapes, talking calculators, talking dictionaries or other oral presentations of information for the student to consider before arriving at a decision or relationship | The teacher could:<br>• provide materials and tools for the student to use in trial-and-error investigations<br>• provide objects or pieces of information for the student to manipulate to formulate opinions | The teacher could:<br>• provide completed graphic organizers, charts, maps, outlines, timelines, or concept maps to help the student consider important ideas before arriving at a decision or relationship<br>• provide multimedia presentations to help the student focus on relationships<br>• present objects or data in different configurations allowing the student to compare variations to form his or her own opinion of what was observed |
| **execute** | The teacher could:<br>• provide general taped or verbal instructions to complete a process involved in the task<br>• follow student directions for completing each step of an investigation and have the student verify each step | The teacher could:<br>• provide a checklist of general steps of a process and have the student cross off each step as it is accomplished<br>• provide a wide array of tools and items from which the student can select and manipulate according to directions<br>• follow student directions as the student points to items and then to action picture cards that indicate what he or she would like for the teacher to do | The teacher could:<br>• provide general written directions or pictures that show how to complete a process involved in the task<br>• provide measurement tools that have large, clear markings<br>• provide a wide array of materials to be viewed and selected by the student to achieve a specific purpose<br>• use a laser pointer to focus on the general steps in an |



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| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| | | • stabilize materials or student's arm/hand so the student can successfully use tools or items to complete investigations | experiment |
| **generate** | The teacher could:<br>• provide tapes, talking calculators, talking dictionaries or other orally presented information for the student to gain information to produce original work<br>• provide an opportunity for the student to explain his or her vision for a presentation<br>• follow student directions to produce the student's vision for a presentation<br>• provide voice-to-text software to allow the student to produce original text | The teacher could:<br>• provide computer software that creates visuals to display information<br>• provide the student with props to act out or demonstrate his or her ideas | The teacher could:<br>• provide a list of visual steps showing the process for creating a PowerPoint presentation<br>• provide the student with a wide array of ways to display visual information for the student to select the method to best fit his or her needs<br>• highlight researched information as directed by the student to use in designing original presentations<br>• provide a wide array of printed words such as verbs, nouns, adjectives, plurals, and synonyms to use to form responses |
| **justify** | The teacher could:<br>• repeat the verbal presentation from the text after the student has given a response; the student can stop the presentation at the specific information that led to his or her earlier decision<br>• provide extended wait time and encouragement for the student to verbally explain the reasons for a response<br>• ask probing questions to help | The teacher could:<br>• provide cards, sticky notes, flags, or highlighters for the student to mark sections of the texts that support his or her responses<br>• provide written or pictorial information both appropriate and inappropriate on individual cards that the student can select, remove, or arrange to justify his or her answer | The teacher could:<br>• provide enlarged text for the student to scan and indicate the section in the text that formed his or her answer<br>• provide graphic organizers for the student to focus on the reasons that led to the main idea<br>• provide videos or slide presentations for the student to stop at the sections that led to his or her answer |



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| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| | the student explain response | | |
| **locate** | The teacher could:<br>• provide a defined number of repetitions of oral information until the student is able to make selections<br>• present shortened sections of oral information in chunks for the student to use when deciding if the requested information was included<br>• accept verbal approximations of language to indicate a student's selection<br>• repeat the verbal presentation from the text; the student can stop the presentation when the requested information is stated | The teacher could:<br>• provide a wide array of texts or materials for the student to manipulate<br>• provide computer software or highlighters that allow the student to highlight selected information<br>• accept written approximations or symbols to represent student selections | The teacher could:<br>• provide a wide array of texts or materials for the student to scan before focusing on the final item<br>• provide shortened text or highlighted sections to reduce the amount of information to be scanned before the final selection is made<br>• provide index cards with all math formulas or problem-solving strategies presented previously to the student from which the student can select the best one for the current task<br>• provide numerous maps or other reference materials from which the student can select to find specific information |
| **measure** | The teacher could:<br>• follow student directions for placing items or measurement tools to accurately determine measurements<br>• provide the student the opportunity to state the correct procedures for measuring | The teacher could:<br>• provide the student an opportunity to manipulate objects and standard units of measure to decide amounts<br>• provide a number line with a wide array of numbers or hundreds chart for the student to point to or highlight a number<br>• provide measurement tools that have raised or braille markings | The teacher could:<br>• provide a wide array of measurement tools that have large, clear markings<br>• provide a number line with a wide array of numbers or a hundreds chart to allow the student to indicate a specific number |



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| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **organize** | The teacher could:<br>• state the name of each object provided to help the student focus on each individual item<br>• place items in a group or on graphic organizers as directed by the student to reflect the student's preferences for placement<br>• provide tapes or other oral presentations of information for the student to hear in small chunks before deciding on placement | The teacher could:<br>• provide objects or pieces of information for the student to manipulate to form defined groups<br>• provide computer software that allows sections of information to be moved around and organized according to student preference | The teacher could:<br>• provide objects with various visual attributes for the student to observe similarities and differences<br>• provide information on cards and sentence strips for the student to use to organize ideas<br>• provide a wide array of unlabeled visuals such as webs, timelines, or graphs for the student to select and use in arranging the information<br>• present objects or data in different configurations allowing the student to form groups |
| **predict** | The teacher could:<br>• ask probing questions when presenting the task to help the student focus on what is required<br>• provide tapes, talking calculators, talking dictionaries or other oral presentations of information for the student to hear before making predictions<br>• provide opportunities for the student to summarize or discuss what he or she heard or observed before making predictions<br>• provide extended wait time for the student to retrieve the words he or she chooses to use | The teacher could:<br>• write out student-dictated information for the student to assemble to arrive at the final prediction or extension<br>• provide highlighters for the student to mark sections of text to assist the student in making predictions<br>• provide the student with materials to conduct trial-and-error investigations to determine probability<br>• provide the student with props to act out or demonstrate his or her prediction | The teacher could:<br>• provide information in graphic organizers such as timelines or graphs for the student to view before making predictions or extending the visual representation<br>• provide short video clips or slide presentations for the student to view before making predictions<br>• highlight smaller sections of information both important and extraneous from lengthy reference materials, reducing the amount of text to be used before making predictions<br>• provide a visual to help the student focus on the process |



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| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **record** | The teacher could:<br>• write dictated student responses<br>• follow directions given by the student for where to write specific information | The teacher could:<br>• provide computer software that allows the student to click or drag information to produce what he or she wants to communicate<br>• provide word cards or sentence strips that allow the student to place text or numbers to record information | The teacher could:<br>• provide text for the student to scan then focus on specific words to indicate what he or she wants written in a specified place such as lists, graphic organizers, or other written formats<br>• provide a wide array of different graphic organizers from which the student can select the best format to record his or her reflections |
| **revise** | The teacher could:<br>• provide written text or sentences paired with a corresponding audio tape which can be stopped or replayed where revisions need to be made<br>• follow student-directed revisions as needed until the student verifies that all changes have been made and that he or she is satisfied with the end product | The teacher could:<br>• provide edit/revision symbols that the student can place into sections of the text<br>• provide each word, sentence, or paragraph in a text on a separate card so that the text can be arranged to show preferred order<br>• provide adapted keyboards and touch screens, and software that allow the student to apply edits/revisions | The teacher could:<br>• provide a visual representation for all possible types of edits/revisions previously learned for the student to use as a reference<br>• provide enlarged text for the student to scan and focus on the error, then indicate the correction needed from a visual representation of all possible solutions |
| **role-play** | The teacher could:<br>• follow directions given by the student to dramatize a scenario<br>• provide a defined number of repetitions of the verbal scenario for the student | The teacher could:<br>• provide a screenplay template for the student to fill in the setting, characters, and dialogue for others to execute<br>• provide props and materials for the student to act out scenarios<br>• provide stabilization with standers or other equipment to allow student | The teacher could:<br>• provide a wide array of pictures or videos of persons acting out scenarios so the student can determine which one he or she feels is the best representation of the targeted idea<br>• provide written or pictorial cards of a scenario for the student to |



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| Level 3 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| | | movement | dramatize |
| **select** | The teacher could:<br>• provide a defined number of repetitions of oral information until the student is able to make selections<br>• present shortened sections of oral information in chunks for the student to use when deciding if the requested information was included<br>• accept verbal approximations of language to indicate a student's selection | The teacher could:<br>• provide a wide array of texts or materials for the student to manipulate<br>• provide computer software or highlighters that allow the student to highlight selected information<br>• accept written approximations or symbols to represent student selections | The teacher could:<br>• provide a wide array of texts or materials for the student to scan before focusing on the final item<br>• provide shortened text or highlighted sections to reduce the amount of information to be scanned before the final selection is made<br>• provide index cards with all math formulas or problem-solving strategies presented previously to the student from which the student can select the best one for the current task<br>• provide numerous maps or other reference materials from which the student can select to find specific information |
| **solve** | The teacher could:<br>• ask probing questions to help the student focus on important information<br>• provide tapes, talking calculators, talking dictionaries or other orally presented information for the student to gain needed information<br>• provide opportunities for the student to describe a problem and key pieces of information before solving a problem | The teacher could:<br>• record student-dictated information for the student to assemble to arrive at the answer<br>• provide the student with materials to manipulate to arrive at a solution<br>• provide calculators, manipulatives, or other tools for the student to arrive at answers<br>• provide general steps for a student-selected strategy that can be crossed off by the student as each step is performed | The teacher could:<br>• provide index cards with all previously presented math formulas or problem-solving strategies from which the student can select to arrive at an answer<br>• provide a wide array of graphic organizers from which the student can select to plan out steps to solve a problem |



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## Level 2 Assessment Task

The examples listed below are designed for the initial, preplanned presentation for a task. The presentation supports can never give the student the answer. To make sure that the student can demonstrate skills without guessing, at least three answer choices, including both correct and incorrect options, must be given for each predetermined criterion for a Level 2 task. Options should not be eliminated throughout the task so that only one choice remains. The answer cannot be presented more attractively than the distractors. The examples presented here are specific to the verb for one predetermined criterion and will need to be taken into context for the entire task. When the student begins to struggle, any additional assistance beyond the preplanned supports must be recorded as cues and prompts. Although the format for the listed supports focuses on a signal mode of access, students may benefit from supports incorporating multiple modalities.

| Level 2 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **answer** | The teacher could:<br>• provide at least three auditory options such as spoken or signed words or text, music or sounds, or tape recordings<br>• provide appropriate wait time and encouragement for responses<br>• state the name of each item provided to help student focus on each individual item<br>• allow verbal approximations | The teacher could:<br>• provide at least three options for the student to point or gesture toward the chosen option<br>• program at least three options into a communication device for the student to activate to provide the answer<br>• provide adaptive writing equipment or word prediction software for responses | The teacher could:<br>• provide at least three visual options using objects, pictures, highlighted text, teacher demonstrations, or video clips<br>• pair text with pictures or objects<br>• point to each item provided to help student focus on each individual item before choosing |
| **arrange** | The teacher could:<br>• provide tapes or other orally presented information for the student to hear in small chunks before placing items where desired<br>• read the information in context after the student places an item to help the student | The teacher could:<br>• provide computer software, adaptive keyboards, and touch screens that allow the student to arrange pictures or words in a specific way<br>• provide pictures, objects, words, or sentences on cards or sentence strips that can be easily | The teacher could:<br>• provide examples of completed visuals or models with information different from the task for the student to use as a guide<br>• provide pictures to help explain what is to be done |



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| Level 2 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| | determine the appropriateness of his or her choice | manipulated | |
| **assist** | The teacher could:<br>• provide oral directions for sections of the task that the student can perform<br>• provide opportunities for the student to state the steps as the teacher and student perform the task<br>• provide opportunities for the student to state what the teacher did after a step or what should be done next | The teacher could:<br>• provide tools or objects for a task that the student can give to the teacher during the activity<br>• provide stabilization using standers or other equipment so the student can perform some of the steps in a task<br>• provide switches that can be activated by the student to perform an action | The teacher could:<br>• provide visuals indicating the steps and objects that will be used during an activity for the student to reference<br>• provide opportunities for the student to focus on objects or locations to indicate what the next step should be for the teacher to perform |
| **choose** | The teacher could:<br>• provide at least three auditory options such as spoken or signed words or text, music or sounds, or tape recordings<br>• provide appropriate wait time and encouragement for responses<br>• state the name of each item provided to help student focus on each individual item<br>• allow verbal approximations | The teacher could:<br>• provide at least three options for the student to point or gesture toward the chosen option<br>• program at least three options into a communication device for the student to activate to provide the answer<br>• provide objects or other materials for the student to manipulate before deciding which is best to use | The teacher could:<br>• provide at least three visual options using objects, pictures, highlighted text, teacher demonstrations, or video clips<br>• pair text with pictures or objects<br>• point to each item provided to help student focus on each individual item before choosing |
| **complete** | The teacher could:<br>• provide oral information, stopping at some point for the student to finish with a verbal response<br>• provide a defined number of oral repetitions of directions<br>• provide extended wait time for verbal responses | The teacher could:<br>• provide objects, word cards, or pictures to be placed on templates to complete the task<br>• provide computer software and touch screens allowing the student to manipulate or arrange pictures or words | The teacher could:<br>• provide partially completed templates, outlining, or color coding to show the area in which items should be placed<br>• point to each visual choice before the student makes a selection |



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| Level 2 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| | • follow the student's oral directions to finish the task | | |
| **construct** | The teacher could:<br>• provide tapes or other orally presented information for the student to hear in small chunks before placing items where desired<br>• read the information in context after the student places an item to help the student determine the appropriateness of his or her choice | The teacher could:<br>• provide computer software adaptive keyboards, and touch screens that allow the student to arrange pictures or words in a specific way<br>• provide pictures, objects, words, or sentences on cards or sentence strips that can be easily manipulated | The teacher could:<br>• provide examples of completed visuals or models with information different from the task for the student to use as a guide<br>• provide pictures to help explain what is to be done |
| **count** | The teacher could:<br>• follow student directions for what item or number to pick up and place in a number sentence<br>• repeat previously student-stated number sequence and pause for the student to continue with the next number<br>• provide oral steps for the process of using a calculator<br>• follow student directions to use a calculator<br>• provide tapes, talking calculators or other oral presentations of information for the student to hear before counting | The teacher could:<br>• provide objects for the student to manipulate in order to perform the task<br>• provide number cards for the student to match with items in sequential order | The teacher could:<br>• provide partially completed templates, outlining, color coding or containers to show where items should be placed<br>• provide a number line or number sentence template for the student to reference<br>• provide picture steps showing the process of using a calculator<br>• provide number cards for the student to scan to a specific number when counting |
| **edit** | The teacher could:<br>• state the edit in three different ways from which the student can choose his or her | The teacher could:<br>• provide highlighters for the student to mark text for editing<br>• provide edit symbols that the | The teacher could:<br>• provide a visual representation of possible errors to use as a reference |



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| Level 2 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| | preference<br>• follow student directions to make changes to text | student can place into sections of the text that needed improvement<br>• provide adapted keyboards and touch screens, and software that allow the student to apply edits<br>• provide editing options on cards so the student can place them where they are needed | • provide text for the student to scan and focus on a specific error, then focus on a corresponding correction from three choices |
| **examine** | The teacher could:<br>• reduce background or environmental noise to allow the student to focus on auditory information presented<br>• provide sound amplification or listening devices to aid the student during the investigation process<br>• allow the student to describe the attributes of the item<br>• vary intonations or volume of orally presented information | The teacher could:<br>• vary the texture of materials to enhance discovery<br>• stabilize or position the student to provide best physical access to all sides of materials<br>• place objects in the student's lap or hand to feel attributes | The teacher could:<br>• provide objects or text that can be easily tracked by the student<br>• provide visually stimulating materials to encourage careful examination<br>• present materials using a light box to highlight details |
| **identify** | The teacher could:<br>• provide at least three auditory options such as spoken or signed words or text, music or sounds, or tape recordings<br>• provide appropriate wait time and encouragement for responses<br>• state the name of each item provided to help student focus on each individual item<br>• allow verbal approximations | The teacher could:<br>• provide at least three options for the student to point or gesture toward the chosen option<br>• program at least three options into a communication device for the student to activate to provide the answer<br>• provide adaptive writing equipment or word prediction software for responses | The teacher could:<br>• provide at least three visual options using objects, pictures, highlighted text, teacher demonstrations, or video clips<br>• pair text with pictures or objects<br>• point to each item provided to help student focus on each individual item before choosing |



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| Level 2 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **match** | The teacher could:<br>• state the name of each object provided to help the student focus on each individual item<br>• place items in a named group, next to another item, or on labeled graphic organizers as directed by the student<br>• provide tapes or other orally presented information about items for the student to hear in small chunks before matching items | The teacher could:<br>• provide objects or pieces of information for the student to place together<br>• provide computer software that allows sections of information to be moved and organized<br>• allow the student to explore items before deciding on matches | The teacher could:<br>• provide objects with various visual attributes so the student can observe similarities and differences<br>• provide information on cards and sentence strips so the student can match with previously presented information<br>• provide visuals such as webs, timelines, or graphs so the student can match information |
| **replicate** | The teacher could:<br>• describe the attributes of an original for the student to duplicate<br>• follow student directions to move objects or text<br>• allow the student to listen to elements of the task in small chunks reproducing that section before hearing the next part | The teacher could:<br>• provide information on cards so the student can place matching cards next to or on top of the original<br>• provide opportunities for the student to touch the original model before reproducing the same information | The teacher could:<br>• provide pictures or models for the student to follow<br>• provide written or pictorial steps to complete parts of the replication |
| **reproduce** | The teacher could:<br>• describe the attributes of the original for the student to duplicate<br>• follow student directions to move objects or text<br>• allow the student to listen to elements of the task in small chunks reproducing that section before hearing the next part | The teacher could:<br>• provide information on cards so the student can place matching cards next to or on top of the original<br>• provide opportunities for the student to touch the original model before reproducing the same information | The teacher could:<br>• provide pictures or models for the student to follow<br>• provide written or pictorial steps to complete parts of the replication |



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| Level 2 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **revise** | The teacher could:<br>• state the revision choices in three different ways from which the student can choose his or her preference<br>• follow student directions to make changes to text | The teacher could:<br>• provide highlighters for the student to mark text for revising<br>• provide revision symbols or text that the student can place into sections of the text that need improvement<br>• provide adapted keyboards and touch screens, and software that allow the student to apply revisions | The teacher could:<br>• provide a visual representation of possible revision strategies to use as a reference<br>• provide text for the student to scan and focus on a specific section, then focus on a corresponding correction from three choices |
| **share** | The teacher could:<br>• provide a programmed communication device, student generated audio tapes, or recorded statements or words for the student to share<br>• interpret signs or approximations made by the student to listeners | The teacher could:<br>• provide page turning equipment to allow the student to guide the viewer's focus to a specific page<br>• provide containers so the student can place objects or text to be given to another<br>• provide a script or text for the student to act out | The teacher could:<br>• provide a laser pointer so the student can highlight key parts to direct the viewer's focus<br>• allow student to focus on the sections he or she would like to show another<br>• provide a script or picture-supported text for the student to read |
| **sort** | The teacher could:<br>• state the name of each object provided to help the student focus on each individual item<br>• place items in a named group or on labeled graphic organizers as directed by the student<br>• provide tapes or other orally presented information about items for the student to hear in small chunks before sorting items into predetermined groups | The teacher could:<br>• provide objects or pieces of information for the student to place in defined groups<br>• provide computer software that allows sections of information to be moved and organized according to common attributes<br>• allow the student to explore items before deciding on matches | The teacher could:<br>• provide objects with various visual attributes so the student can observe similarities and differences to match groups<br>• provide information on cards and sentence strips so the student can manipulate items and verify they are in the correct group<br>• provide visuals such as webs, timelines, or graphs so the student can sort information |



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| Level 2 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **supply** | The teacher could:<br>• provide oral information, stopping at some point for the student to finish with a verbal response<br>• provide a defined number of oral repetitions of directions<br>• provide extended wait time for verbal responses<br>• follow the student's oral directions to finish the task | The teacher could:<br>• provide objects, word cards, or pictures to be placed on templates to complete the task<br>• provide computer software, adaptive keyboards, and touch screens allowing the student to manipulate or arrange pictures or words | The teacher could:<br>• provide partially completed templates, outlining, or color coding to show where items should be placed<br>• point to each visual choice before the student makes a selection |



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## Level 1 Assessment Tasks

The examples listed below are designed for the initial, preplanned presentation for a task. Providing access to the task is especially important for students being assessed with Level 1 tasks. For the student to show awareness, the stimulus has to be evident to the student and often includes sensory input. Presentations need to be stimulating and provided in a manner that matches the student's primary learning style. Physical assistance can only be provided to allow access to the stimulus. The teacher cannot perform the predetermined criteria for the student. Any teacher-facilitated movement needs to be paired with an authentic response from the student in relationship to the physical access to the task. The examples presented here are specific to the verb in the predetermined criterion and will need to be taken into context for the entire task. When the student begins to struggle, any additional assistance beyond the preplanned supports must be recorded as cues and prompts. Although the format for the listed supports focuses on a signal mode of access, students may benefit from supports incorporating multiple modalities.

| Level 1 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **acknowledge** | The teacher could:<br>• provide recordings of familiar sounds, songs, or voices<br>• vary frequencies and use contrasting voice inflections to emphasize the auditory stimulus<br>• present sections of auditory information one at a time, pausing after each section<br>• provide a conducive testing environment free from background noise | The teacher could:<br>• place the student's hand on an object allowing the student to receive sensory input<br>• rub the tactile representation on the student's arm or other body part to elicit a student reaction<br>• provide objects with distinctive textures to elicit a student reaction | The teacher could:<br>• provide colorful, visually stimulating materials presented one at a time<br>• provide videos or demonstrations that capture the student's attention<br>• provide materials at a preferred angle for viewing or on the student's dominant side<br>• provide mirrors, light boards, or magnification devices to highlight key features of items<br>• seat the student in a study carrel to limit visual distractions |



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| Level 1 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| **anticipate** | The teacher could:<br>• provide a defined number of numerous repetitions of an engaging auditory experience to establish a clear routine<br>• present a situation with an exaggerated auditory delivery to build suspense<br>• provide stimulating auditory input to peak interest | The teacher could:<br>• provide a defined number of numerous repetitions of an exciting movement to establish a clear routine<br>• present a situation in an animated physical manner to build suspense<br>• provide stimulating tactile materials to peak interest | The teacher could:<br>• provide a defined number of numerous repetitions of an engaging visual experience to establish a clear routine<br>• provide visually stimulating materials to peak interest<br>• present a situation in an animated physical manner to build suspense |
| **experience** | The teacher could:<br>• provide music or unusual sounds allowing the student to have a novel interaction<br>• provide auditory input into amplified listening devices allowing maximum impact<br>• vary voice intonation to gain the student's interest | The teacher could:<br>• move the student through an activity to allow him or her to feel the experience<br>• position the student using adaptive equipment allowing the student to be part of the movement or experience<br>• provide switches that can be activated by the student to perform an action | The teacher could:<br>• provide stimuli that can be easily tracked by the student<br>• provide visually stimulating materials such as blinking lights, bright colors, moving parts to draw the student in and encourage interaction<br>• ensure that materials are presented to maximize the student's field of vision |
| **explore** | The teacher could:<br>• provide switches or voice-output devices that the student can activate to listen to auditory stimuli<br>• provide auditory input into amplified listening devices for maximum effect<br>• provide objects that when moved will make a noise | The teacher could:<br>• vary textures or temperature to aid in exploration of objects or representations<br>• stabilize the student using equipment thus allowing the student to be able to move body parts to explore objects or movements on his or her own<br>• place objects in a tub or box to contain objects as the student explores<br>• allow the student to safely use his or her senses to learn about an object | The teacher could:<br>• provide enlarged visual displays allowing the student to see details<br>• place items in the student's optimal field of vision considering the student's field of vision, his or her dominant side, or how close the items need to be placed to be seen<br>• provide visually stimulating materials such as blinking lights, bright colors, moving parts to draw the student in |



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| Level 1 Verbs | Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|---|
| | | | and encourage interaction<br>• present materials using a light box to highlight details |
| **participate** | The teacher could:<br>• provide music or unusual sounds allowing the student to have a novel interaction<br>• provide auditory input into amplified listening devices allowing maximum impact<br>• vary voice intonation to gain the student's interest<br>• provide auditory input paired with other media to make connections | The teacher could:<br>• move the student through an activity to allow him or her to feel the experience<br>• position the student using adaptive equipment allowing the student to be part of the movement or experience<br>• provide switches that can be activated by the student to perform an action<br>• provide movement to allow student to pair one object with another | The teacher could:<br>• provide stimuli that can be easily tracked by the student<br>• provide visually stimulating materials such as blinking lights, bright colors, moving parts to draw the student in and encourage interaction<br>• ensure that materials are presented to maximize the student's field of vision<br>• provide stimulating visuals that can be paired with another equally stimulating visual |
| **respond** | The teacher could:<br>• provide recordings of familiar sounds, songs, or voices<br>• vary frequencies and use contrasting voice inflections to emphasize the auditory stimulus<br>• present sections of auditory information one at a time, pausing after each section<br>• provide a conducive testing environment free from background noise | The teacher could:<br>• place the student's hand on an object allowing the student to receive sensory input<br>• rub the tactile representation on the student's arm or other body part to elicit a student reaction<br>• provide objects with distinctive textures to elicit a student reaction | The teacher could:<br>• provide colorful, visually stimulating materials presented one at a time<br>• provide videos or demonstrations that capture the student's attention<br>• provide materials at a preferred angle for viewing or on the student's dominant side<br>• provide mirrors, light boards, or magnification devices to highlight key features of items<br>• seat the student in a study carrel to limit visual distractions |



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## *EXAMPLES OF MATERIALS APPROPRIATE FOR STUDENTS WITH COGNITIVE DISABILITIES*

| Verbal/Auditory Access | Physical Access | Visual Access |
|---|---|---|
| • Interactive software with voice activation<br>• Text readers<br>• Taped/audio books<br>• Talking calculators, dictionaries, or other reference materials<br>• Communication aids (e.g., boards, pictures/symbols, object representations, voice output devices, text-to-speech software or hardware, speech synthesizers)<br>• Objects that make noise when moved<br>• Chunking of oral information<br>• Adaptive listening devices (e.g., hearing aids, FM systems, amplifiers, whisper phone) | • Word prediction/completion software, voice recognition software, spell checkers<br>• Interactive software where text or pictures can be moved around or edited<br>• Modified keyboards, touch screens, joysticks, modified mouse, head mouse, head wands, light pointers, mouth sticks, signal systems<br>• Pencil grips, weighted pens, tactile paper with raised lines, highlighters, highlighting tape<br>• Specialized positioning equipment (e.g., special chairs, support cushions, wedges, rolls, slat or vertical boards, adaptive tables, lap trays)<br>• Weighted vests or cushions<br>• Arm or wrist weights<br>• Stamps, stickers, stencils to communicate<br>• Note taking devices<br>• Book holders, page turners<br>• Single, dual, or multi-surface switches<br>• Textured surfaces<br>• Tactile materials to explore<br>• Fasteners, clips, weights to stabilize materials<br>• Objects, tools, and manipulatives<br>• Vibrating objects<br>• Slant boards | • Picture symbols and icons<br>• Interactive software with interesting, animated visuals<br>• Objects and manipulatives<br>• Pictures-to-text software<br>• Graphic organizers, charts, maps, outlines, timelines, concept maps<br>• Highlighted text<br>• Heat-sensitive paper<br>• Picture dictionaries or hand-held spellers<br>• Visual timers<br>• Light box, laser lights and pens<br>• Color-coded materials, colored overlays, or visual markers<br>• Specialized calculators<br>• Large-print books or monitors, braille materials<br>• Magnification devices (e.g., free-standing or hand-held, computer screen magnifiers)<br>• Video clips or slide shows<br>• Cards or sentence strips with text or pictures<br>• Summaries, chunking, or shortened text<br>• Computer software with scanning capabilities<br>• Number lines, sample number sentences, or hundreds charts<br>• Models or examples of finished products<br>• Mirrors, blinking lights, or moving objects |



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