

Ways to Demonstrate the Verbs Used in the STAAR Alternate Assessment Tasks

Assessment tasks for STAAR Alternate have been written very broadly to allow access for a wide range of student abilities. The verbs used in each assessment task are important in distinguishing between the three complexity levels – application, basic recall, and beginning awareness. The following color-coded chart offers a brief summary of each of the three complexity levels. In order to have a better understanding of the verbs used at each level, the information beginning on page three gives a definition of each verb and how it should be used for the standardized assessment task at that complexity level.

In addition, this document offers examples of ways a student might respond to demonstrate performance at each level. Response modes among students may vary depending on the individual needs of each student and the nature of the disability; therefore, the example response modes are available as a resource but might not be appropriate for an individual student. Students assessed on STAAR Alternate assessment tasks should use the response modes that best reflect what is shown routinely during instruction and is a true demonstration of the skill. The information on page two of this document shows where and how to record student response modes.

Complexity Levels at a Glance

Level 3	Level 2	Level 1																																														
Most complex – Application	Moderately complex – Basic Recall	Least complex – Beginning Awareness																																														
<p style="text-align: center;">Requires a Student to:</p> <ul style="list-style-type: none"> • internalize skills beyond basic recall • use higher-level thinking skills • arrive at answers “on his or her own” as choices cannot be provided • gather information or demonstrate skills using a wide array of materials 	<p style="text-align: center;">Requires a Student to:</p> <ul style="list-style-type: none"> • demonstrate only a basic understanding of information • recall or reproduce information • arrive at answers when at least three choices are provided 	<p style="text-align: center;">Requires a Student to:</p> <ul style="list-style-type: none"> • be aware of the task as it is occurring • be aware of a change in stimuli but not be required to act on the stimuli • be aware of information but not make choices or decisions based on the information 																																														
<p style="text-align: center;">Verbs Used at Level 3:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">analyze</td> <td style="padding: 2px;">estimate</td> <td style="padding: 2px;">predict</td> </tr> <tr> <td style="padding: 2px;">answer*</td> <td style="padding: 2px;">evaluate</td> <td style="padding: 2px;">record</td> </tr> <tr> <td style="padding: 2px;">classify</td> <td style="padding: 2px;">execute</td> <td style="padding: 2px;">revise*</td> </tr> <tr> <td style="padding: 2px;">compare</td> <td style="padding: 2px;">generate</td> <td style="padding: 2px;">role play</td> </tr> <tr> <td style="padding: 2px;">conclude</td> <td style="padding: 2px;">justify</td> <td style="padding: 2px;">select</td> </tr> <tr> <td style="padding: 2px;">conduct</td> <td style="padding: 2px;">locate</td> <td style="padding: 2px;">solve</td> </tr> <tr> <td style="padding: 2px;">determine</td> <td style="padding: 2px;">measure</td> <td></td> </tr> <tr> <td style="padding: 2px;">edit*</td> <td style="padding: 2px;">organize</td> <td></td> </tr> </table>	analyze	estimate	predict	answer*	evaluate	record	classify	execute	revise*	compare	generate	role play	conclude	justify	select	conduct	locate	solve	determine	measure		edit*	organize		<p style="text-align: center;">Verbs Used at Level 2:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">answer*</td> <td style="padding: 2px;">examine</td> </tr> <tr> <td style="padding: 2px;">arrange</td> <td style="padding: 2px;">identify</td> </tr> <tr> <td style="padding: 2px;">assist</td> <td style="padding: 2px;">match</td> </tr> <tr> <td style="padding: 2px;">choose</td> <td style="padding: 2px;">reproduce</td> </tr> <tr> <td style="padding: 2px;">complete</td> <td style="padding: 2px;">revise*</td> </tr> <tr> <td style="padding: 2px;">construct</td> <td style="padding: 2px;">share</td> </tr> <tr> <td style="padding: 2px;">count</td> <td style="padding: 2px;">sort</td> </tr> <tr> <td style="padding: 2px;">edit*</td> <td style="padding: 2px;">supply</td> </tr> </table>	answer*	examine	arrange	identify	assist	match	choose	reproduce	complete	revise*	construct	share	count	sort	edit*	supply	<p style="text-align: center;">Verbs Used at Level 1:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">acknowledge</td> </tr> <tr> <td style="padding: 2px;">anticipate</td> </tr> <tr> <td style="padding: 2px;">experience</td> </tr> <tr> <td style="padding: 2px;">explore</td> </tr> <tr> <td style="padding: 2px;">participate</td> </tr> <tr> <td style="padding: 2px;">respond</td> </tr> </table>	acknowledge	anticipate	experience	explore	participate	respond
analyze	estimate	predict																																														
answer*	evaluate	record																																														
classify	execute	revise*																																														
compare	generate	role play																																														
conclude	justify	select																																														
conduct	locate	solve																																														
determine	measure																																															
edit*	organize																																															
answer*	examine																																															
arrange	identify																																															
assist	match																																															
choose	reproduce																																															
complete	revise*																																															
construct	share																																															
count	sort																																															
edit*	supply																																															
acknowledge																																																
anticipate																																																
experience																																																
explore																																																
participate																																																
respond																																																

* **NOTE:** This verb is used at more than one complexity level. Defining characteristics will be different at another complexity level.

Student Response Modes

Response modes must:

- Allow the student to demonstrate the skill
- Be a typical response demonstrated regularly during classroom instruction
- Allow the student to be as independent as possible
- Maintain the integrity of the verbs used in the predetermined criteria
- Be preplanned
- Be identified for each verb in the predetermined criteria

Student Response Modes

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.

STAAR Alternate Documentation Form of Student Performance

Mathematics | Grade 3

Student Name: _____ School Year: 2011-2012

STAAR Reporting Category 4

The student will demonstrate an understanding of the concepts and uses of measurement.

TEKS Knowledge and Skills Statement
 (3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.

Essence Statement: D
 Uses measurement to solve problems.

Prerequisite Skill
 Compare and order two or three concrete objects according to length (longer/shorter than, or the same)

Assessment Task
Level 2 The student will be presented a real-life problem in which he or she is deciding which items will fit between two shelves. The student will be presented a teacher-made measurement tool the exact height of the space between the shelves. The student will identify the height of the measurement tool. Using the measurement tool, the student will arrange the items in order from shortest to tallest. The student will identify which items will fit on the shelf.

Preplanned Presentation Supports/Materials
 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.

Student Response Modes
 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.

Predetermined criteria:

1. identify by:
2. arrange by:
3. identify by:

Mathematics Grade 3 Reporting Category 4 3.11 Level 2

Level 2: moderately complex;
 involves recalling or reproducing information at a basic level;
 requires a student to demonstrate only a basic understanding of information
 and arrive at answers when at least three choices are provided

Verbs	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
Answer*	Replying to a question requiring the use of recall only such as "Who," "What," or "Where" questions or be provided choices from which to choose	<p>The student will answer by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • stating or signing an answer • forming a response using a communication device or choice board • communicating verbally when presented with choices one at a time and being asked "Is this the ___?" <p>Physically</p> <ul style="list-style-type: none"> • pointing to the correct item • picking up the correct answer • writing or typing a response to the question • playing a game containing questions and answers <p>Visually</p> <ul style="list-style-type: none"> • scanning materials or text and maintaining focus on a choice
Arrange	Putting given items into a specified order or into a correct sequence	<p>The student will arrange by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • instructing someone else on where to place materials or items in the correct sequence • stating information using sequential or chronological vocabulary <p>Physically</p> <ul style="list-style-type: none"> • manipulating materials, text, or items into a specified order or sequence • pointing to where materials should be placed to maintain specified order • placing information into a labeled graphic organizer appropriate for the task <p>Visually</p> <ul style="list-style-type: none"> • focusing intently on an item then looking toward where it should be placed • maintaining eye contact with an item to indicate a choice when asked the question, "Which one goes <u>first/next/2?</u>"

*NOTE: This verb is used at more than one complexity level. Defining characteristics will be different at another complexity level.

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13

Note: It is inappropriate to cut and paste information directly from the verb document to page 1 of the state-required documentation form when recording student response modes. Response modes should be individualized and specific with only one response identified per verb. The examples of response modes in this document are designed to give teachers ideas and often contain multiple actions and materials within one bullet. It is expected that teachers use this information to craft individual response modes specific to a student.

Level 3: most complex;
involves applying knowledge beyond basic recall; requires a student to internalize skills, use higher-level thinking skills, arrive at answers “on his or her own” as choices cannot be provided, and gather information or demonstrate skills using a wide array of materials

Verbs Level 3	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
Analyze	Thinking critically; determining the characteristics of and/or relationships between ideas or items	<p>The student will analyze by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • stating thoughts about relationships or characteristics of presented materials • signing comments about relationships or characteristics of presented information or items • answering higher-level thinking questions about relationships or characteristics of presented materials <p>Physically</p> <ul style="list-style-type: none"> • writing or typing ideas or thoughts about relationships or characteristics of presented materials • manipulating items to gather information and answer higher-level questions • grouping or classifying information to show relationships • highlighting or placing sticky notes on sections of a text that may be used when formulating opinions or conclusions <p>Visually</p> <ul style="list-style-type: none"> • observing or studying items or information and focusing on conclusions • focusing intently on a specific place in a graphic organizer to answer questions about relationships between ideas or items
Answer *	Replying to an open-ended question requiring the use of higher-level thinking skills (i.e., "Why," "How," "What if. . .," or "Tell me about..."); must reply on his or her own	<p>The student will answer by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • providing a response to a question • explaining his or her thoughts on a topic • forming responses with the assistance of a communication device programmed with all of the student’s working vocabulary <p>Physically</p> <ul style="list-style-type: none"> • writing a reply to the question • recording responses on a word processor • manipulating print to make a reply

* **NOTE:** This verb is used at more than one complexity level. Defining characteristics will be different at another complexity level.

Verbs Level 3	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
		<ul style="list-style-type: none"> • using adaptive writing equipment to make responses • using word prediction software to make responses <p>Visually</p> <ul style="list-style-type: none"> • fixating on a specific answer after scanning reference or informational materials
Classify	Grouping items together based on common characteristics or properties; must generate groupings on his or her own when given general parameters such as by attributes, habitats, or parts of speech	<p>The student will classify by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • explaining how to categorize items • stating the common characteristics or properties of items <p>Physically</p> <ul style="list-style-type: none"> • pointing to items and where items should be placed to create groupings • placing items into categories • using computer software that allows information to be moved around <p>Visually</p> <ul style="list-style-type: none"> • focusing intently on where items should be placed in a student-labeled graphic organizer
Compare	Studying two or more ideas or items and finding similarities and differences on his or her own	<p>The student will compare by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • naming characteristics that are the same and different <p>Physically</p> <ul style="list-style-type: none"> • manipulating items to determine similarities and differences • pointing to characteristics that are the same and different • recording similarities and differences in list form • creating a Venn diagram • grouping items in a variety of ways to establish commonalities and point out differences <p>Visually</p> <ul style="list-style-type: none"> • focusing on similarities and differences after observing items or information

Note: The definition of “compare” requires a student to determine *both* similarities and differences. Requiring a student to determine only similarities or only differences is an inappropriate interpretation of the verb.

Verbs Level 3	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
<p>Conclude</p> <div data-bbox="94 300 892 646" style="border: 2px solid red; padding: 5px;"> <p>Note: Be cautious when using questioning techniques to get a student to draw a conclusion. Questions must require higher-level thinking skills. Embedding information in the question is also inappropriate. For an example predetermined criterion in which the student must “conclude” how increasing the lengths of any of the sides of a rectangle affects the area, it is inappropriate to ask the student, “Does the area increase when the sides are increased?” A student must always be the one to draw the conclusion.</p> </div>	<p>Reaching a logically necessary end or decision by reasoning</p>	<p>The student will conclude by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • stating his or her decision or response • answering higher-level thinking questions requiring a synthesis of information <p>Physically</p> <ul style="list-style-type: none"> • writing or typing his or her decision or response • eliminating erroneous information to arrive at a decision or response • gesturing to a specific piece of information that indicates his or her final opinion <p>Visually</p> <ul style="list-style-type: none"> • indicating where to place ideas on a graphic organizer by focusing intently on where items should be placed
<p>Conduct</p>	<p>Taking part in or following a series of steps to completion; typically requires the use of various materials</p>	<p>The student will conduct by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • instructing someone else on how to complete the steps of a procedure or investigation • explaining each step in a procedure or investigation • asking other people questions in a survey or interview • indicating what information he or she wants recorded from a variety of reference materials • activating a voice output device to interview another person <p>Physically</p> <ul style="list-style-type: none"> • manipulating items in a procedure or investigation • following written or pictorial directions of a procedure or investigation in the order designated • highlighting or marking text to gather information on a research topic <p>Visually</p> <ul style="list-style-type: none"> • observing actions or manipulation of items that he or she has directed • scanning a wide array of resources to determine what is needed to complete the investigation or research • indicating steps in a procedure or investigation by eye-gaze • monitoring the execution of the investigation by focusing on the steps and redirecting as needed

Verbs Level 3	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
Determine	Using prior knowledge, newly learned knowledge, or reference materials to make decisions or find answers on his or her own	<p>The student will determine by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • stating or signing decisions or answers • describing observations • explaining where to place items or manipulatives to form a response • specifying sections in a text <p>Physically</p> <ul style="list-style-type: none"> • pointing to or manipulating items to arrive at a response • writing or typing responses • illustrating or mapping responses • highlighting sections in a text that provides the requested information • marking sections of text using adhesive notes to indicate a response <p>Visually</p> <ul style="list-style-type: none"> • scanning resource materials then stopping at the information that indicates his or her decision or answer • fixating on a specific piece of data or information to indicate a response
Edit *	Altering, adapting, or refining to suit a particular purpose; involves generating corrections on his or her own	<p>The student will edit by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • explaining how to correct the text • using a voice output device with all the student's working vocabulary and a wide array of editing options to correct the text <p>Physically</p> <ul style="list-style-type: none"> • manipulating words and punctuation marks presented in a wide array to make corrections • rewriting text with corrections • retyping text with corrections • using a personal reference journal or other resource to determine ways to correct errors <p>Visually</p> <ul style="list-style-type: none"> • scanning a wide array of proofreading rules and selecting the one needed to correct an error • focusing intently on a definite edit from a wide array of editing options

* **NOTE:** This verb is used at more than one complexity level. Defining characteristics will be different at another complexity level.

Verbs Level 3	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
Estimate	Judging approximately the value, worth, size, extent, or nature; must be a viable or reasonable judgment	<p>The student will estimate by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • stating or signing a response that approximates mathematical computations <p>Physically</p> <ul style="list-style-type: none"> • manipulating items to come to a decision that approximates mathematical computations • using nonstandard tools to gather information that approximates mathematical computations • pointing to the estimated number from a chart containing a wide possibility of numbers <p>Visually</p> <ul style="list-style-type: none"> • scanning a wide array of nonstandard measurement tools and focusing on one or more to approximate mathematical computations • looking at an item with a known value and comparing it to a new item, then indicating a response about the new item through eye-gaze
Evaluate	Determining the significance, worth, or condition by careful consideration and study	<p>The student will evaluate by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • explaining or signing the effectiveness of a process <p>Physically</p> <ul style="list-style-type: none"> • manipulating materials to find the best possible outcome • using tools in a trial-and-error investigation to find the best possible outcome • providing evidence of an outcome's success or failure • carrying out two or more different methods or strategies to determine the more effective one <p>Visually</p> <ul style="list-style-type: none"> • scanning to compare two or more resources to formulate a judgment • observing or studying items or information and focusing on conclusions
Execute	Carrying out fully or doing what is necessary to reach an end product	<p>The student will execute by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • describing the process used in a task from beginning to end <p>Physically</p> <ul style="list-style-type: none"> • acting out the task • manipulating needed items to carry out a task • performing each step of a task to completion

Verbs Level 3	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
		<p>Visually</p> <ul style="list-style-type: none"> • observing actions or manipulation of items that he or she has directed • scanning a wide array of resources and determining what is needed to complete the task or procedure • gazing toward an item and where it should be placed to carry out a procedure
Generate	Producing or creating an end product or idea; must be able to create the end product or idea on his or her own	<p>The student will generate by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • directing where to place letters, words, or numbers to form a product or presentation • stating the requested information • using voice-to-text software to produce original text <p>Physically</p> <ul style="list-style-type: none"> • making a product or presentation (i.e., graph, poster, pattern, mural, slideshow) • writing or typing words, sentences, or summaries <p>Visually</p> <ul style="list-style-type: none"> • gazing toward items or information needed to make a product or presentation, then gazing to where the items or information should be placed
Justify	Proving or showing that responses are correct or reasonable	<p>The student will justify by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • explaining his or her response • describing the steps he or she went through to arrive at a conclusion • answering higher-level thinking questions posed by the teacher <p>Physically</p> <ul style="list-style-type: none"> • pointing to text evidence supporting responses • removing erroneous information from a presentation • highlighting text evidence to support reasoning <p>Visually</p> <ul style="list-style-type: none"> • scanning resources and locating evidence that supports his or her conclusion or response • gazing to isolate key information in a graphic organizer

Verbs Level 3	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
<p>Locate</p> <div data-bbox="94 272 877 656" style="border: 2px solid red; padding: 5px;"> <p>Note: It may be necessary to provide a framework or structure to help a student “locate” requested information. For example on a predetermined criterion to “locate” facts about a specific animal, it is allowable to provide the needed reference materials. The student, however, must still be the one to use the materials to locate the information. Teachers must use caution when providing reference materials so as not to skew the complexity level by limiting the information presented so much that the student is no longer locating but rather identifying from choices.</p> </div>	<p>Seeking out or finding answers or information on his or her own</p>	<p>The student will locate by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • telling or signing where to find information • stating the requested information • indicating a presentation should stop when requested information is read <p>Physically</p> <ul style="list-style-type: none"> • pointing to or finding information from a wide array of resources • pointing to specific information within a text, writing passage, map, or resource material to answer a question • manipulating resources to determine which one would be best for a task • using adhesive notes to mark answers or requested information • using software with scanning capabilities to indicate requested information <p>Visually</p> <ul style="list-style-type: none"> • focusing intently on the requested information • focusing intently on a resource he or she needs for a task
<p>Measure</p>	<p>Using standard or non-standard tools to determine length, perimeter, area, weight/mass, capacity/volume, time, temperature, angles, changes in weather, and physical properties of matter</p>	<p>The student will measure by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • answering comparative questions • reporting on the markings on tools to determine amounts and distances • explaining where to place measurement tools and how to use the tools <p>Physically</p> <ul style="list-style-type: none"> • manipulating or using measurement tools correctly • ordering items sequentially by measurement • pointing to a specific marking on a measurement tool <p>Visually</p> <ul style="list-style-type: none"> • observing someone else using measurement tools then gazing to a specific marking on the tool • focusing on the correct measure as someone else points to various correct and incorrect markings on a measurement tool
<p>Organize</p>	<p>Ordering by systematic planning; forming information into a coherent or functioning whole; often requires that ordering be sequential or chronological</p>	<p>The student will organize by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • explaining how information should be arranged • using chronological or sequential vocabulary to indicate order <p>Physically</p> <ul style="list-style-type: none"> • ordering manipulatives into groups based on his or her own preferences

Verbs Level 3	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
		<ul style="list-style-type: none"> • grouping thoughts or ideas displayed on sentence strips or in lists into categories or common features • manipulating cards, pictures, or objects to create a timeline • using computer software to create an organized presentation <p>Visually</p> <ul style="list-style-type: none"> • watching others organize items into categories and indicating whether the placement is correct or incorrect • gazing toward items and focusing on where they should be placed into categories
Predict	Telling about a future event based on observation, experience, text evidence, prior knowledge, or scientific reason; prediction must be valid or reasonable for the situation	<p>The student will predict by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • describing what might happen “next” in a story or experiment • answering higher-level thinking questions posed by the teacher <p>Physically</p> <ul style="list-style-type: none"> • recording or grouping data from an experiment to use when determining trends • manipulating information in a graphic organizer to show what might happen “next” • acting out his or her prediction <p>Visually</p> <ul style="list-style-type: none"> • studying information in a graphic organizer and deciding what might happen “next” • focusing intently on an image that represents his or her prediction when presented a wide array of images
Record	Providing written evidence or responses	<p>The student will record by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • dictating responses to be written down • telling another where to place information or data in a graphic organizer <p>Physically</p> <ul style="list-style-type: none"> • writing or typing information or responses • using voice-to-text software to produce original text • logging data into an organizer, chart, or graph • placing dictated notes or information in an organizer, chart, or graph • arranging words or letters to communicate ideas

Verbs Level 3	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
		Visually <ul style="list-style-type: none"> • focusing on information/data and where it should be placed on an organizer, chart, or graph • eye-gazing to words or letters for another person to write down
Revise *	Making a new, amended, improved, or up-to-date version of a written text that was either self-created or created by someone else; must determine how to revise on his or her own	The student will revise by: Verbally <ul style="list-style-type: none"> • explaining how to rearrange the text • dictating revisions to be written down Physically <ul style="list-style-type: none"> • writing/typing a new version of a sentence or summary • producing new text or deleting text • reorganizing text to make it more compelling or to improve upon the logic Visually <ul style="list-style-type: none"> • focusing on words, sentences, or sections of text to delete and/or rearrange • focusing on new pieces of text to add to a piece of writing to improve clarity
Role-play	Putting oneself in another person's position or role in order to demonstrate a skill or concept; involves using previously learned knowledge	The student will role play by: Verbally <ul style="list-style-type: none"> • delivering dialogue or lines in a role-play situation • directing another person to act out a scenario Physically <ul style="list-style-type: none"> • acting out a problem-solving scenario with or without props • acting out a scenario when given a specific purpose Visually <ul style="list-style-type: none"> • observing, directing through eye-gaze, and reacting to others who are performing the role play • focusing on steps (represented by photos or drawings) to indicate the actions of another person in a role-playing scenario

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Verbs Level 3	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
<p>Select</p> <div data-bbox="134 354 810 732" style="border: 2px solid red; padding: 5px;"> <p>Note: Choices can never be provided; however, a wide array of materials can be provided to help focus the student on the task. A wide array is an abundance of both relevant and irrelevant materials that the student may review or use to help him or her make an appropriate selection. For example on a predetermined criterion to “select” an informational text, a wide array of books from different genres could be provided along with several types of informational texts from which the student can make a selection.</p> </div>	<p>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</p>	<p>The student will select by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • explaining what is needed for a task such as tools, mathematical operations, or reference materials • stating decisions on writing topics, types of genre, or ways to solve a problem <p>Physically</p> <ul style="list-style-type: none"> • gathering needed materials or resources for a specific task when materials are not readily available or within view • highlighting selected information using computer software • pointing to a desired or necessary item after reviewing a wide array of information or materials <p>Visually</p> <ul style="list-style-type: none"> • maintaining focus on desired or necessary items or materials
<p>Solve</p>	<p>Arriving at an explanation or answer to a whole problem on his or her own; may involve more than one step to be completed at one time</p>	<p>The student will solve by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • stating the answer to a problem • explaining the steps of a problem-solving process <p>Physically</p> <ul style="list-style-type: none"> • writing or typing answers or explanations • using the appropriate operations on a calculator • using manipulatives to arrive at an answer <p>Visually</p> <ul style="list-style-type: none"> • eye-gazing on numbers or objects to be included in an equation and where those numbers need to be placed • focusing on the numbers, operations, or directions necessary to complete a problem-solving process

Reference

Dictionary and Thesaurus – Merriam-Webster Online: www.merriam-webster.com

**Level 2: moderately complex;
involves recalling or reproducing information at a basic level;
requires a student to demonstrate only a basic understanding of information
and arrive at answers when at least three choices are provided**

Verbs Level 2	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
Answer * <div data-bbox="163 641 781 863" style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p>Note: When asking “yes/no” questions, at least three questions must be presented so that the student has more than just a fifty-fifty chance of getting the correct answer. Yes/no questions should only be used for those students with limited language.</p> </div>	Replying to a question requiring the use of recall only such as “Who,” “What,” or “Where” questions; must be provided choices from which to choose	<p>The student will answer by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • stating or signing a response to the question • forming a response using a communication device or choice board • communicating yes/no when presented with choices one at a time and being asked “Is this the ___?” <p>Physically</p> <ul style="list-style-type: none"> • pointing to the correct item • picking up the correct answer • writing or typing a response to the question • playing a game containing questions and answers <p>Visually</p> <ul style="list-style-type: none"> • scanning materials or text and maintaining focus on a choice
Arrange <div data-bbox="153 1058 770 1320" style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p>Note: When arranging items or information, it is appropriate to tell the student how to “arrange” them (i.e., “from longest to shortest” or “by color”). Providing templates or items to match to would not be appropriate as the student <i>must</i> be the one to do the arranging.</p> </div>	Putting given items into a specified order or into a correct sequence	<p>The student will arrange by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • instructing someone else on where to place materials or items in the correct sequence • stating information using sequential or chronological vocabulary <p>Physically</p> <ul style="list-style-type: none"> • manipulating materials, text, or items into a specified order or sequence • pointing to where materials should be placed • placing information into a labeled graphic organizer appropriate for the task <p>Visually</p> <ul style="list-style-type: none"> • focusing intently on an item then looking toward where it should be placed • maintaining eye contact with an item to indicate a choice when asked the question, “Which one goes (<u>first/next</u>)?”

* **NOTE:** This verb is used at more than one complexity level. Defining characteristics will be different at another complexity level.

Verbs Level 2	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
		<p>Physically</p> <ul style="list-style-type: none"> pointing to where items should be placed in graphic organizers filling in templates with written responses or word cards placing items into groups or onto graphs using specialized computer software to insert text into templates or Cloze sentences <p>Visually</p> <ul style="list-style-type: none"> focusing intently on an item and then gazing to where it should be placed on graphs, story maps, or graphic organizers
Construct	Making or forming by combining or arranging given parts together	<p>The student will construct by:</p> <p>Verbally</p> <ul style="list-style-type: none"> stating how to assemble or arrange parts to make a whole stating how parts are to be arranged <p>Physically</p> <ul style="list-style-type: none"> manipulating letters or words to form words or sentences nodding head from one part to another to show what needs to be combined using specialized computer software to insert text into templates or to arrange text in a specified way <p>Visually</p> <ul style="list-style-type: none"> focusing intently on an item and then gazing to where it should be placed on graphs, story maps, or graphic organizers focusing on items, pieces of data, or information to be combined gazing from one item to the next to indicate parts that go together
Count	Reciting or communicating the numbers in order	<p>The student will count by:</p> <p>Verbally</p> <ul style="list-style-type: none"> saying or signing numbers <p>Physically</p> <ul style="list-style-type: none"> touching numbers in sequence pairing manipulatives with numbers using a calculator to increase numbers by a specified amount (e.g., by ones, by twos, by fives) <p>Visually</p> <ul style="list-style-type: none"> tracking numbers on a number line as the teacher touches and names each number focusing on which number is next in a sequence

Verbs Level 2	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
Edit *	Altering, adapting, or refining to suit a particular purpose; involves identifying corrections from choices	<p>The student will edit by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • dictating corrections to text based on a model • communicating where to place words or corrected information in text <p>Physically</p> <ul style="list-style-type: none"> • pointing to a correction from a list of at least three editing choices • writing or typing corrections to text using a list of editing rules • placing corrected information in appropriate locations of text <p>Visually</p> <ul style="list-style-type: none"> • scanning a list of proofreading rules and maintaining focus on the one needed to correct an error • eye-gazing to the correction on a list of at least three editing choices
Examine	Inspecting closely for a specific purpose; typically requires the student to do something with the information learned through the examination process	<p>The student will examine by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • telling about the features of an item • commenting on aspects of an item after using the senses to investigate • stating observations about an item, object, or graph <p>Physically</p> <ul style="list-style-type: none"> • manipulating items or information to identify characteristics • using the senses of touch, smell, and taste to gain information <p>Visually</p> <ul style="list-style-type: none"> • inspecting items or information to identify their properties or characteristics • watching a short video clip on an item or topic • attending to a presentation on a topic • looking at objects from different angles to gain information about the object
Identify	Singling out the “one” that is named, described, or requested	<p>The student will identify by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • naming or signing responses • communicating yes/no when presented with choices one at a time and being asked “Is this the ___?” • making a positive vocalization to indicate his or her answer to a question or command

* **NOTE:** This verb is used at more than one complexity level. Defining characteristics will be different at another complexity level.

Verbs Level 2	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
		<p>Physically</p> <ul style="list-style-type: none"> • touching or picking up requested objects, pictures, or words • placing written information or objects in the appropriate locations of a text or graph • pointing to requested information on a model or graphic display • placing adhesive notes on requested information • highlighting requested information • playing a game containing questions and answers <p>Visually</p> <ul style="list-style-type: none"> • maintaining focus on one choice for his or her response
Match	Putting objects or items together in a one-to-one pairing; should be evaluated as a total task rather than one object or item at a time	<p>The student will match by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • communicating where to place words, objects, pictures, or representations • making a positive vocalization to indicate matches when shown matched and unmatched items • making a negative vocalization to unmatched items <p>Physically</p> <ul style="list-style-type: none"> • cutting and pasting items or information that go together • placing objects, words, pictures or representations with corresponding objects, words, pictures, or representations • pointing to a letter or word and a corresponding letter or word • placing amounts of items with corresponding units • nodding from one object to another to indicate the objects belong together <p>Visually</p> <ul style="list-style-type: none"> • gazing from one item to another to indicate the items belong together • observing one image, then focusing on a matching image from three choices
Reproduce	Imitating an action/example or producing a duplicate of an action/example that has been previously observed or experienced	<p>The student will reproduce by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • communicating where to place manipulatives to copy an existing example <p>Physically</p> <ul style="list-style-type: none"> • placing manipulatives to copy an existing example • tracing letters, words, numbers, or sentences from an example • copying letters, words, numbers, or sentences from an example <p>Visually</p> <ul style="list-style-type: none"> • finding a duplicate example by eye-gaze

Verbs Level 2	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
Revise *	Making a new, amended, improved, or up-to-date version of a written text that was either self-created or created by someone else; student may choose ways to revise from options	<p>The student will revise by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • dictating revisions to a text based on a model • instructing someone else on where to place new words or text in an original text <p>Physically</p> <ul style="list-style-type: none"> • writing/typing a new version of a sentence or summary based on a model • replacing words in an original text with new text • removing parts of text that do not apply to specified rules or guidelines • rearranging parts of text for clarity or logical progression • using word processing software to cut, paste, and move text <p>Visually</p> <ul style="list-style-type: none"> • focusing intently on a choice of words or sentences that will improve a piece of writing • focusing on extraneous parts of text to delete
Share	Using, experiencing, or enjoying interaction with others	<p>The student will share by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • commenting on work using an appropriate communication mode (i.e., sign language, voice-output device) <p>Physically</p> <ul style="list-style-type: none"> • showing or handing work to another person • pointing to information in a display as it is read by an adult or peer • smiling at the recipient of a presentation <p>Visually</p> <ul style="list-style-type: none"> • focusing on a poster or presentation to encourage others to view it • focusing on favorite parts of a shared item for another to notice
Sort	Putting items into groups when given the categories, characteristics, or attributes	<p>The student will sort by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • communicating where objects or items should be placed • responding with yes/no when presented with choices one at a time and being asked “Does this go here?”

* **NOTE:** This verb is used at more than one complexity level. Defining characteristics will be different at another complexity level.

Verbs Level 2	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
		<p>Physically</p> <ul style="list-style-type: none"> • moving or placing objects or items into given categories • pointing to where objects or items should be placed • using computer software that allows information to be moved and organized in different ways <p>Visually</p> <ul style="list-style-type: none"> • focusing on the groups in which objects or items should be placed
Supply	Providing additional or missing information to a task; often becomes an extension to the original information	<p>The student will supply by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • stating the needed information <p>Physically</p> <ul style="list-style-type: none"> • placing prerecorded notes or information in designated areas • pointing to information • using computer software to insert information into text or graphs • writing text or numbers <p>Visually</p> <ul style="list-style-type: none"> • focusing on notes or information needed • fixating on an object that can be used to replace a presented object • scanning resources to locate a response

Reference

Dictionary and Thesaurus – Merriam-Webster Online: www.merriam-webster.com

Level 1: least complex;
involves responding to knowledge at the beginning awareness level; requires a student to be aware of the task as it is occurring, be aware of a change in stimuli but not required to act on the stimuli, and be aware of information but not make choices or decisions based on the information

Verbs Level 1	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
Acknowledge	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	<p>The student will acknowledge by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • making a positive or negative vocalization in response to a presentation or materials <p>Physically</p> <ul style="list-style-type: none"> • holding an object when it is presented in isolation • smiling or frowning in response to a presentation or materials • manipulating objects presented in isolation <p>Visually</p> <ul style="list-style-type: none"> • maintaining eye contact with a presentation or materials • scanning between the teacher and the presentation or materials
Anticipate	Showing an awareness that an object, item, or event is about to be repeated; reacting in a way that signals that the student is aware of an upcoming change	<p>The student will anticipate by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • vocalizing prior to the repeated action <p>Physically</p> <ul style="list-style-type: none"> • moving toward a location or materials • smiling prior to a repeated action • showing excitement by facial expressions prior to a repeated action <p>Visually</p> <ul style="list-style-type: none"> • eye-gazing toward a location or materials
Experience	Receiving information through exposure to stimuli; typically involves the use of many of the senses	<p>The student will experience by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • making positive or negative vocalizations in response to an event or activity • varying the tone or intensity of vocalizations in response to stimuli <p>Physically</p> <ul style="list-style-type: none"> • smiling or frowning in response to an event or activity • showing excitement with increased body movement • activating a switch to start an activity

Verbs Level 1	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
		<ul style="list-style-type: none"> • manipulating objects <p>Visually</p> <ul style="list-style-type: none"> • observing an event or activity • maintaining eye contact with a stimulus • watching a video, video clip, or media presentation
Explore	Becoming familiar with by testing or experimenting; does not require the student to do anything with any information gained through the exploration process	<p>The student will explore by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • vocalizing positively or negatively during an experience or when in contact with objects • increasing or decreasing vocalizations when in contact with a stimulus <p>Physically</p> <ul style="list-style-type: none"> • manipulating items • smiling or frowning during an experience • touching, smelling, or tasting to gain input <p>Visually</p> <ul style="list-style-type: none"> • observing or maintaining focus on an item or experience • tracking objects as they are manipulated by another person
Participate	Having involvement in an activity with a teacher or peer; involves awareness of the activity throughout the process	<p>The student will participate by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • vocalizing throughout the activity • activating an augmentative communication device when presented by the teacher <p>Physically</p> <ul style="list-style-type: none"> • manipulating items • activating a switch to perform an action • moving whole body or body parts to imitate an action • touching, smelling, or tasting an object or item <p>Visually</p> <ul style="list-style-type: none"> • observing an activity or action • maintaining focus on an activity

Note: It is an inappropriate interpretation of the verb “participate” to require a student to perform any step of an activity or process on his or her own. Students at this complexity level are only required to be aware of the activity or process.

Verbs	Defining Characteristics	Examples of Response Modes for Demonstrating the Predetermined Criteria
Respond	Reacting to stimuli; may be positive or negative but must be authentic or purposeful <div style="border: 2px solid red; padding: 5px; width: fit-content;"> <p>Note: If a student can “respond” by answering a question or making a choice of any kind, then he or she should not be assessed at complexity level 1. Students at this complexity level are only required to react to stimuli.</p> </div>	<p>The student will respond by:</p> <p>Verbally</p> <ul style="list-style-type: none"> • making positive or negative vocalizations <p>Physically</p> <ul style="list-style-type: none"> • smiling or frowning at stimuli • touching items • picking up or holding items • holding head upright or turning head toward stimuli <p>Visually</p> <ul style="list-style-type: none"> • looking at stimuli • tracking items or stimuli

Reference

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