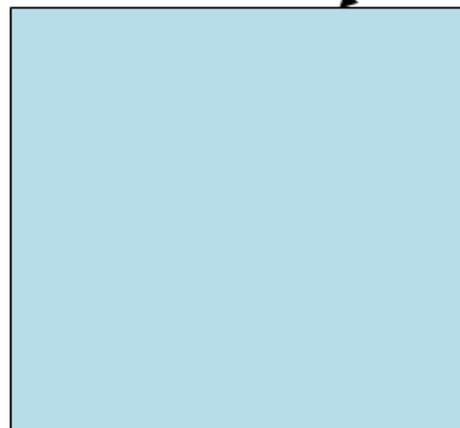


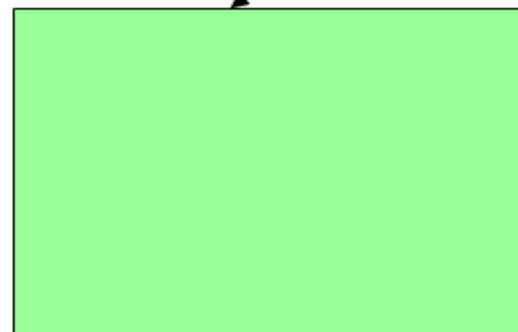
# Using the STAAR Alternate Template

## Template for Planning Assessment Tasks for STAAR Alternate

(My student) will **predetermined criteria** if I provide him or her with **materials** and allow **supports.**



Given the materials and supports, (my student) will be able to **verb by** **response mode.**



# Why is the template needed?

STAAR Alternate is complicated.

It's important to provide a student with the best possible chance of demonstrating his or her skills on STAAR Alternate.



There are many parts to it.

Fitting the parts together can be challenging for teachers.

It can help teachers organize their thoughts and ideas.

The template was designed to provide teachers with a framework for planning tasks.

### Template for Planning Assessment Tasks for STAAR Alternate

(My student) will **predetermined criteria** if I provide him or her with **materials** and allow **supports.**



### Template for Planning Assessment Tasks for STAAR Alternate

Lacy will **predetermined criteria** if I provide her with **materials** and allow **supports.**

1. participate in placing the object into a graphic organizer to represent the topic of the text
2. participate in removing parts of the second object as the text is read
3. participate in placing the parts on the graphic organizer to represent the details in the text

- Materials:**
- Teacher-created text on the benefits of eating fruit
  - Text paired with the actual parts of an orange (outer peel, sections of pulp, seeds)
  - Parts of one orange to be disassembled as the corresponding text is read
  - Graphic organizer consisting of three small **clear** containers laid **on the table** around a slightly larger **clear** container
  - **Lightbox**
  - 2 oranges

- Supports:**
- Teacher will read the text.
  - Teacher will place the orange under Lacy's nose before placing the orange in her hand.
  - Lacy will be positioned directly in front of the **containers lightbox**.
  - **The lightbox and containers will be placed slightly lower in Lacy's field of vision.**
  - **Containers will be secured.**
  - Teacher will place Lacy's hands on the orange and each of its parts.
  - Teacher will move Lacy's hands over the appropriate container in the graphic organizer.

Given the materials and supports, Lacy will be able to **verb by** **response mode.**

- participate by:
- participate by:
- participate by:

- dropping the orange into the center container **on the table** when her hand is moved over the container
- grasping the parts of the orange to remove them when her hand is placed on the parts
- visually orienting to each container on the lightbox when the teacher droppings each part of the orange into a container around the center container when her hand is held over the container**

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- The template:
- is not a state requirement,
  - does not need to be completed or maintained by teachers,
  - can be used as a working document throughout instruction, and
  - is recommended as a resource for planning.

# Here are three documents developed by the state to help you.

## Template for Planning Assessment Tasks for STAAR Alternate

### Directions for Using the Template for Planning Assessment Tasks for STAAR Alternate

#### Template for Planning Assessment Tasks for STAAR Alternate

Logan will

predetermined criteria

if I provide him with

m

1. match the unfamiliar word to the same word in the sentence
2. assist in finding the unfamiliar word in the dictionary
3. identify the definition for the unfamiliar word as it is used in the sentence

- white, unlined index card with unfamiliar word "pound" written in large, black print
- sentence using unfamiliar word from Ch. 1 of *Because of Winn Dixie* by Kate DiCamillo: Opal yelled, "That's my dog. Don't call the pound!"
- sentence written in large, black print on unlined strip of white paper
- modified children's dictionary with page fluffers to aid page turning
- list of alphabet letters in sequence to reference when looking for the word in the dictionary
- pictures of three meanings of the word "pound" (dog pound, a hand holding a hammer and striking a nail, a one pound bag of apples on a scale)

1. Blank template for you to print and complete.

2. Directions on how to complete the template.

3. Examples at each complexity level located on the STAAR Alternate Resources webpage.

Given the materials and supports, Logan will be able to

verb by

response mode.

1. match by
2. assist by
3. identify by

1. placing the unfamiliar word on the index card under the word in the sentence
2. turning the pages of the dictionary until the section of the beginning letter of the unfamiliar word is found and pointing to the word after the teacher identifies the exact page
3. pointing to the picture that defines the unfamiliar word as it was used in the sentence

# What does each section mean?

## Template for Planning Assessment Tasks for STAAR Alternate

(My student) will **predetermined criteria** if I provide him or her with **materials** and allow **supports**.

There are three **predetermined criteria** that accompany each task and identify what should be observed and evaluated. These criteria cannot be altered in any way.

Specific **supports** that a student routinely needs to access the skills that are to be demonstrated are recorded in this section.

Specific **materials** that a student needs for the assessment task are recorded here. These materials should be used and presented in a manner that addresses the student's best learning style and compensates for the student's disability.

Given the materials and supports, (my student) will be able to **verb** by **response mode**.

Each predetermined criteria uses **verbs** that when combined with the word "by" lead the teacher to appropriately identify a specific student response mode.

A response mode is the observable action or way a student will **respond** to demonstrate each of the three verbs from the predetermined criteria.

## Meet Logan and review his Level 2 reading task.

Logan is a Grade 5 student with cerebral palsy and a cognitive disability. Logan has difficulty formulating words and performing tasks that require both fine and gross motor movements. He can identify approximately 60 words by sight in isolation and in texts. He can read simple sentences, but prefers to have stories read to him. Logan has difficulty turning the pages in a book, but is an attentive listener and enjoys reading about adventures involving children his own age.



### Level 2

**Prerequisite skill:** alphabetize a series of words to the first or second letter and use a dictionary to find words

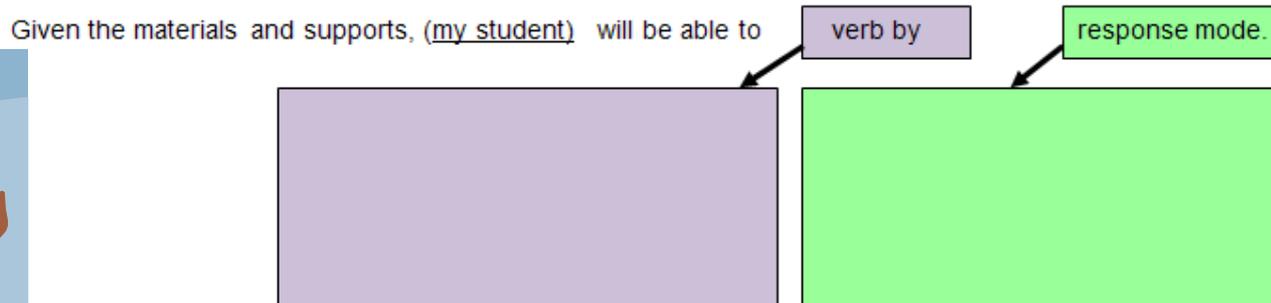
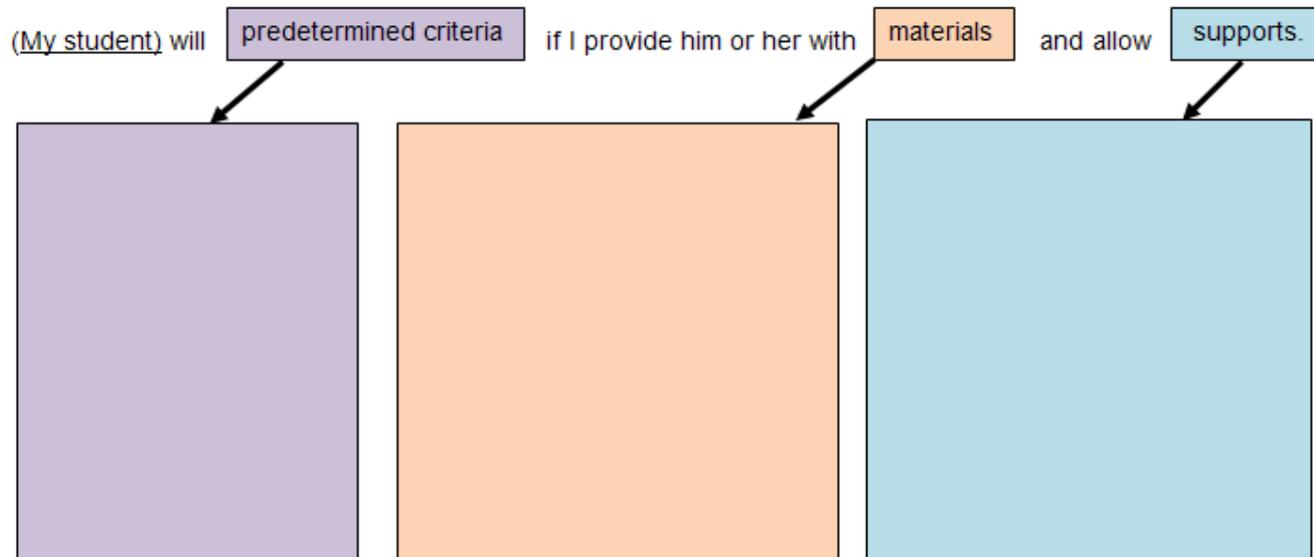
**Task:** The student will be presented and read an unfamiliar word with multiple meanings and a sentence using the word in context. The student will match the unfamiliar word to the same word in the sentence. The student will assist in finding the unfamiliar word in the dictionary. The multiple dictionary 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.

**Predetermined Criteria:**

1. The student will match the unfamiliar word to the same word in the sentence.
2. The student will assist in finding the unfamiliar word in the dictionary.
3. The student will identify the definition for the unfamiliar word as it is used in the sentence.

# How do I use the template to plan?

## Template for Planning Assessment Tasks for STAAR Alternate



The next few slides will explain the use of each section of the template as it was used to plan Logan's assessment task.



## Template for Planning Assessment Tasks for STAAR Alternate

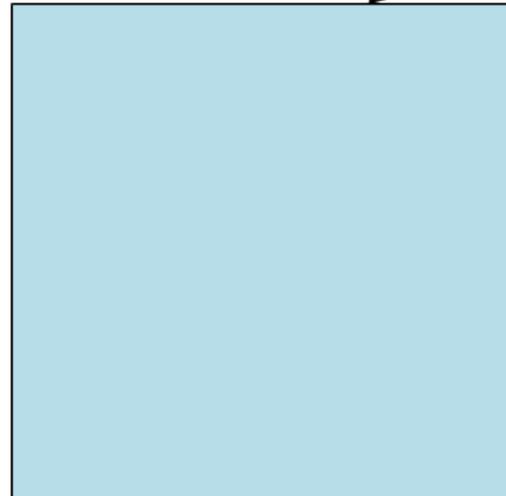
### Predetermined Criteria

Insert the predetermined criteria from the assessment task starting with the verbs.

The student will:

1. match the unfamiliar word to the same word in the sentence
2. assist in finding the unfamiliar word in the dictionary
3. identify the definition for the unfamiliar word as it is used in the sentence

if I provide him or her with **materials** and allow **supports.**



t) will be able to

verb by

response mode.

Insert the verbs from the predetermined criteria plus the word "by" to set up the response modes.

1. match by
2. assist by
3. identify by

**The predetermined criteria and the verbs come from the state-developed assessment tasks; therefore, they cannot be changed or interpreted differently than defined in the *Ways to Demonstrate the Verbs Used in the STAAR Alternate Assessment Tasks* document. This document is located on the STAAR Alternate webpage and should be referenced when planning tasks.**



## Template for Planning Assessment Tasks for STAAR Alternate

Logan will **predetermined criteria** if I provide him with **materials** and allow **supports.**

1. match the unfamiliar word to the same word in the sentence
2. assist in finding the unfamiliar word in the dictionary
3. identify the definition for the unfamiliar word as it is used in the sentence

### Response Modes

Record the observable action that the student must perform to receive credit for demonstrating the predetermined criteria.

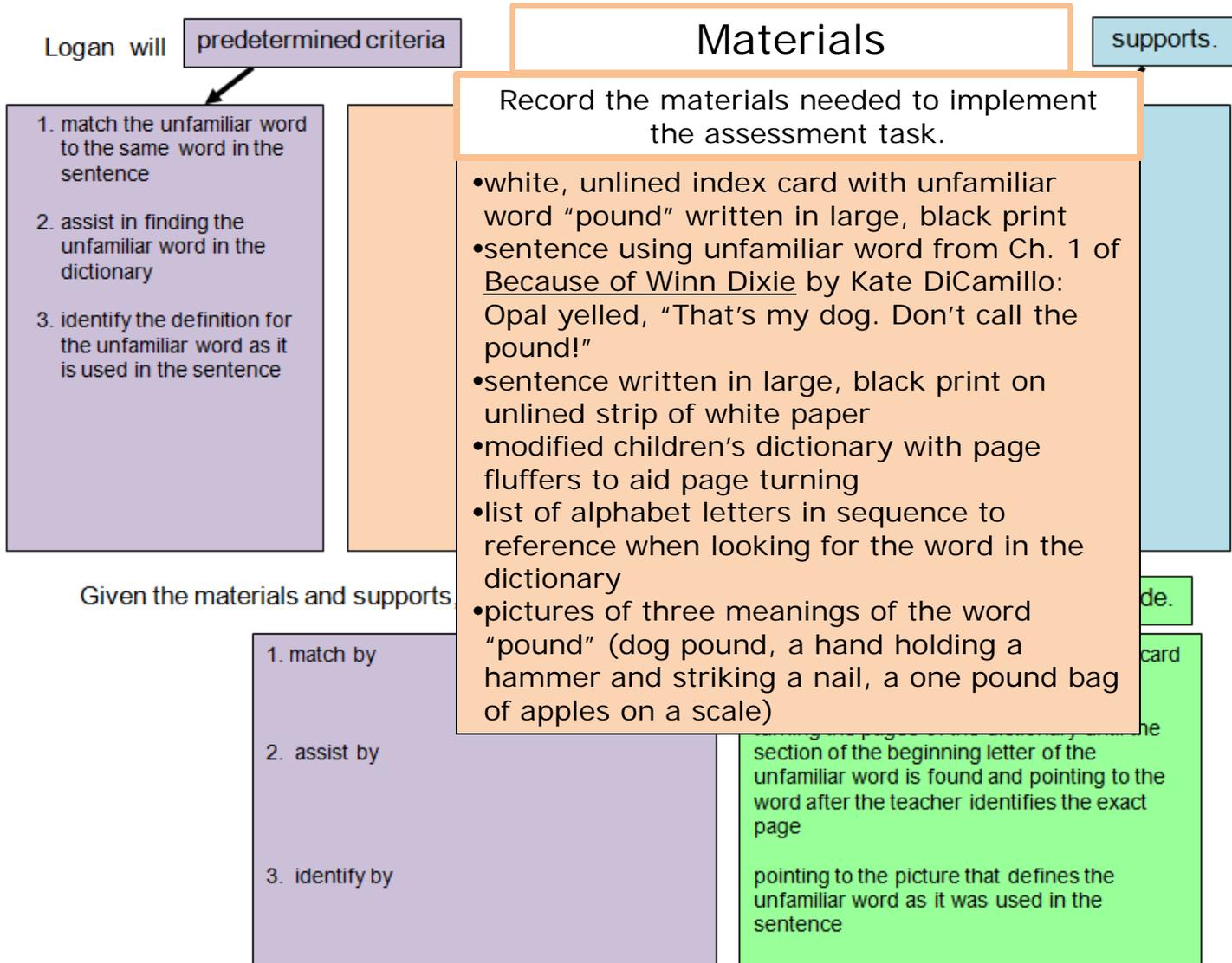
1. placing the unfamiliar word on the index card under the word in the sentence
2. turning the pages of the dictionary until the section of the beginning letter of the unfamiliar word is found and pointing to the word after the teacher identifies the exact page
3. pointing to the picture that defines the unfamiliar word as it was used in the sentence

**The Ways to Demonstrate the Verbs Used in the STAAR Alternate Assessment Tasks document should be referenced for guidance when determining response modes for your student.**

2. assist by

3. identify by

## Template for Planning Assessment Tasks for STAAR Alternate



## Template for Planning Assessment Tasks for STAAR Alternate

Logan will **predetermined criteria** if I provide him with

### Supports

Record the supports needed for the student to access the task. The supports a teacher plans are the allowable accommodations and must be provided.

- teacher will read all text, pointing to each word as it is read
- allow the text to be reread no more than two times if requested by Logan
- teacher will highlight the letter on the alphabet list that Logan points to when asked "Where will we find the word "pound" in the dictionary?"
- teacher will locate the exact page in the dictionary that the word "pound" is on after Logan finds the section for letter "p"
- to narrow Logan's search on the page, the teacher will cover the column of text in the dictionary that does not have the word "pound" listed

**Reference the *Presentation Supports and Materials for STAAR Alternate* document for guidance when determining materials and supports for your student.**

1. match the unfamiliar to the same word in sentence
2. assist in finding the unfamiliar word in the dictionary
3. identify the definition the unfamiliar word is used in the sentence

hammer and striking a nail, a one bag of apples on a scale)

Given the materials and supports, Logan will be able to

1. match by
2. assist by
3. identify by

turning the pages of the dictionary until the section of the beginning letter of the unfamiliar word is found and pointing to the word after the teacher identifies the exact page

pointing to the picture that defines the unfamiliar word as it was used in the sentence

## Template for Planning Assessment Tasks for STAAR Alternate

Logan will **predetermined criteria** if I provide him with **materials** and allow **supports.**

1. match the unfamiliar word to the same word in the sentence
2. assist in finding the unfamiliar word in the dictionary
3. identify the definition for the unfamiliar word as it is used in the sentence

- white, unlined index card with unfamiliar word "pound" written in large, black print
- sentence using unfamiliar word from Ch. 1 of *Because of Winn Dixie* by Kate DiCamillo: Opal yelled, "That's my dog. Don't call the pound!"
- sentence written in large, black print on unlined strip of white paper
- modified children's dictionary with page fluffers to aid page turning
- list of alphabet letters in sequence to reference when looking for the word in the dictionary
- pictures of three meanings of the word "pound" (dog pound, a hand holding a hammer and striking a nail, a one pound bag of apples on a scale)

- teacher will read all text, pointing to each word as it is read
- allow the text to be reread no more than two times if requested by Logan
- teacher will highlight the letter on the alphabet list that Logan points to when asked "Where will we find the word "pound" in the dictionary?"
- teacher will locate the exact page in the dictionary that the word "pound" is on after Logan finds the section for letter "p"
- to narrow Logan's search on the page, the teacher will cover the column of text in the dictionary that does not have the word "pound" listed

Given the materials and supports, Logan will be able to **verb by** **response mode.**

1. match by
2. assist by
3. identify by

- placing the unfamiliar word on the index card under the word in the sentence
- turning the pages of the dictionary until the section of the beginning letter of the unfamiliar word is found and pointing to the word after the teacher identifies the exact page
- pointing to the picture that defines the unfamiliar word as it was used in the sentence

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In reviewing the template, the plan for Logan's first predetermined criterion would be:

Logan will **match the unfamiliar word to the same word in the sentence** if I provide him with **a white, unlined index card with the unfamiliar word "pound" written in large, black text** and allow **teacher reading of all text and pointing to each word as it is read.** Given the materials and supports, Logan will be able to **match by placing the unfamiliar word ("pound") on the index card under the word in the sentence.**

Here's how Logan's teacher used the template information to fill out page 1 of the state-required documentation form.

STAAR Alternate Documentation Form of Student Performance		Reading   Grade <b>5</b>
<b>Student Name:</b> Logan		<b>School Year:</b> 2012-2013
<b>STAAR Reporting Category 1 - Understanding and Analysis Across Genres</b>		
The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.		
<b>TEKS Knowledge and Skills Statement</b>		
(5.2) Reading/vocabulary development. Students understand new vocabulary and use it when reading and writing.		
<b>Essence Statement</b>		
Identifies new vocabulary words using a variety of strategies.		
<b>Prerequisite Skill</b>		
Alphabetize a series of words to the first or second letter and use a dictionary to find words		
<b>Assessment Task</b>		
<p><b>Level 2</b> 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.</p>		
Preplanned Presentation Supports/Materials	Student Response Modes	
<p><i>Refer to the "Presentation Supports/Materials for STAAR Alternate" document to complete this section. Supports used must not alter the complexity level of the task or give the student the answer. Supports can only provide access to the task. Any supports listed in this section MUST be provided for the observation to be considered fair.</i></p> <ul style="list-style-type: none"> <li>&gt; white, unlined index card with unfamiliar word "pound" written in large, black print</li> <li>&gt; sentence using unfamiliar word from Ch. 1 of <i>Because of Winn Dixie</i> by Kate DiCamillo: Opal yelled, "That's my dog. Don't call the pound!"</li> <li>&gt; sentence written in large, black print on unlined strip of white paper</li> <li>&gt; modified children's dictionary with page fluffers to aid page turning</li> <li>&gt; list of alphabet letters in sequence to reference when looking for the word in the dictionary</li> <li>&gt; pictures of three meanings of the word "pound" (dog pound, a hand holding a hammer and striking a nail, a one pound bag of apples on a scale)</li> </ul>	<p><i>Refer to the "Ways to Demonstrate the Verbs" document to complete this section. Each verb in the predetermined criteria must describe the method the student will use to perform the predetermined criteria. Only one response mode for each verb can be identified. A student must perform the criteria as described below in order to receive credit for demonstration of skill.</i></p>	
<ul style="list-style-type: none"> <li>&gt; teacher will read all text, pointing to each word as it is read</li> <li>&gt; allow the text to be reread no more than two times if requested by Logan</li> <li>&gt; teacher will highlight the letter on the alphabet list that Logan points to when asked "Where will we find the word "pound" in the dictionary?"</li> <li>&gt; teacher will locate the exact page in the dictionary that the word "pound" is on after Logan finds the section for letter "p"</li> <li>&gt; to narrow Logan's search on the page, the teacher will cover the column of text in the dictionary that does not have the word "pound" listed</li> </ul>	<p>Predetermined criteria:</p>	
	1. match by:	placing the unfamiliar word on the index card under the word in the sentence
	2. assist by:	turning the pages of the dictionary until the section of the beginning letter of the unfamiliar word is found and pointing to the word after the teacher identifies the exact page
	3. identify by:	pointing to the picture that defines the unfamiliar word as it was used in the sentence

## Let's view an example of a Level 1 reading task for Lacy.

**Lacy is a grade 7 student with a cognitive disability and a severe visual impairment. Her visual focus can be directed to a specific object if the targeted item is directly in front of her and includes an auditory or tactile component. She is nonverbal but does make some vocalizations when happy. When not involved in an activity, she will engage in various self-stimulatory behaviors. She has good fine motor abilities.**



### Level 1

**Prerequisite skill:** Identify the topic and details in expository text heard or read, referring to the words and/or illustrations

**Task:** A teacher-created informational text about an object and its parts will be presented. The student will be presented two identical objects that are the topic of the text. The student will explore the first object. The student will participate in placing the object into a graphic organizer to represent the topic of the text. As the text is read, the student will participate in removing parts of the second object. The student will participate in placing the parts on the graphic organizer to represent the details in the text.

**Predetermined Criteria:**

1. The student will participate in placing the object into a graphic organizer to represent the topic of the text.
2. The student will participate in removing parts of the second object as the text is read.
3. The student will participate in placing the parts on the graphic organizer to represent the details in the text.

# Here's how Lacy's teacher used the template to plan Lacy's access to the assessment task.

## Template for Planning Assessment Tasks for STAAR Alternate

Lacy will **predetermined criteria** if I provide her with **materials** and allow **supports.**

1. participate in placing the object into a graphic organizer to represent the topic of the text
2. participate in removing parts of the second object as the text is read
3. participate in placing the parts on the graphic organizer to represent the details in the text

- Materials:**
- Teacher-created text on the benefits of eating fruit
  - Text paired with the actual parts of an orange (outer peel, sections of pulp, seeds)
  - Parts of one orange to be disassembled as the corresponding text is read
  - Graphic organizer consisting of three small containers laid on the table around a slightly larger container
  - 2 oranges

- Supports:**
- Teacher will read the text.
  - Teacher will place the orange under Lacy's nose before placing the orange in her hand.
  - Lacy will be positioned directly in front of the containers.
  - Teacher will place Lacy's hands on the orange and each of its parts.
  - Teacher will move Lacy's hands over the appropriate container in the graphic organizer.

**The template can be used by a teacher as a working document.**

Given the materials and supports, Lacy will be able to **verb by** **response mode.**

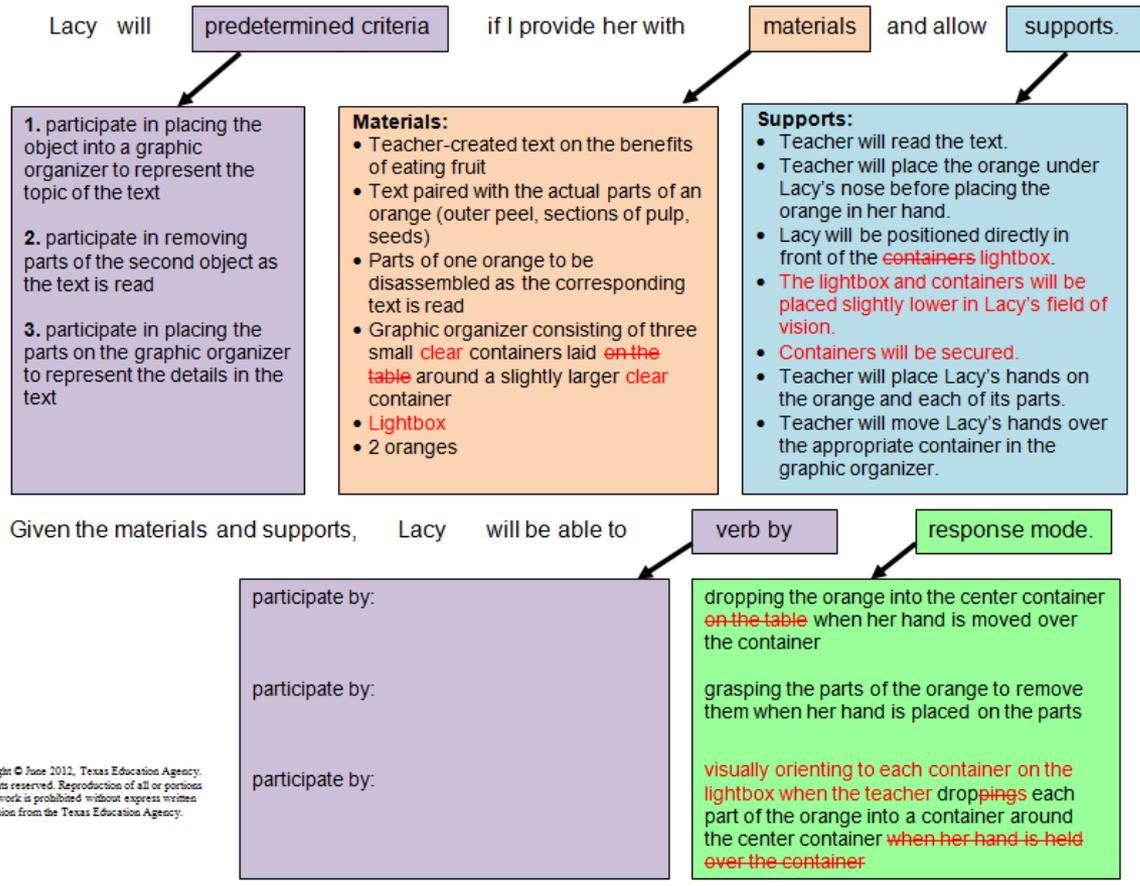
- participate by:
- participate by:
- participate by:

- dropping the orange into the center container on the table when her hand is moved over the container
- grasping the parts of the orange to remove them when her hand is placed on the parts
- dropping each part of the orange into a container around the center container when her hand is held over the container

After the teacher developed Lacy's plan, she continued to instruct Lacy on the skills identified in the assessment task using other texts. Lacy was often unable to drop items into a container – especially smaller items.

Lacy's teacher consulted with the visual impairment teacher and a lightbox was introduced during instruction. Lacy responded well to the lightbox by orienting toward it when objects were placed on it. Lacy's teacher tweaked the materials and supports for Lacy and revised the template to reflect these changes.

### Template for Planning Assessment Tasks for STAAR Alternate



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# Here's page 1 of Lacy's completed documentation form.

<b>STAAR Alternate Documentation Form of Student Performance</b>		<b>Reading   Grade</b>	<b>7</b>
<b>Student Name: Lacy</b>		<b>School Year: 2012-2013</b>	
<b>STAAR Reporting Category 3</b>			
The student will demonstrate an ability to understand and analyze informational texts.			
<b>TEKS Knowledge and Skills Statement</b>			
(7.10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.			
<b>Essence Statement</b>			
Recognizes how organizational patterns impact main idea and details in informational texts.			
<b>Prerequisite Skill</b>			
Identify the topic and details in expository text heard or read, referring to the words and/or illustrations			
<b>Assessment Task</b>			
<b>Level 1</b> A teacher-created informational text about an object and its parts will be presented. The student will be presented two identical objects that are the topic of the text. The student will explore the first object. The student will participate in placing the object into a graphic organizer to represent the topic of the text. As the text is read, the student will participate in removing parts of the second object. The student will participate in placing the parts on the graphic organizer to represent the details in the text.			
<b>Preplanned Presentation Supports/Materials</b>		<b>Student Response Modes</b>	
<i>Refer to the "Presentation Supports/Materials for STAAR Alternate" document to complete this section. Supports used must not alter the complexity level of the student the answer. Supports can only provide access to supports listed in this section MUST be provided for the be considered fair.</i>		<i>Refer to the "Ways to Demonstrate the Verbs" document to complete this section. Each verb in the predetermined criteria must describe the method the student will use to perform the predetermined criteria. Only one response mode for each verb can be identified. A student must perform the criteria as described below in order to receive credit for demonstration of skill.</i>	
<b>Materials:</b> <ul style="list-style-type: none"> <li>Teacher-created text on the benefits of eating fruit</li> <li>Text paired with the actual parts of an orange (outer peel, sections of pulp, seeds)</li> <li>Parts of one orange to be disassembled as the corresponding text is read</li> <li>Graphic organizer consisting of three small clear containers laid around a slightly larger clear container</li> <li>Lightbox</li> <li>2 oranges</li> </ul> <b>Supports:</b> <ul style="list-style-type: none"> <li>Teacher will read the text.</li> <li>Teacher will place the orange under Lacy's nose before placing it in her hand.</li> <li>Lacy will be positioned directly in front of the lightbox.</li> <li>The lightbox and containers will be placed slightly lower in Lacy's field of vision.</li> <li>Containers will be secured.</li> <li>Teacher will place Lacy's hands on the orange and each of its parts</li> <li>Teacher will move Lacy's hands over the appropriate container in the graphic organizer.</li> </ul>		<b>Predetermined criteria:</b> <ol style="list-style-type: none"> <li>participate by: dropping the item into the center container on the lightbox when her hand is moved over the container</li> <li>participate by: grasping the parts of the item to remove them when her hand is placed on the parts</li> <li>participate by: visually orienting to each container on the lightbox when the teacher drops each part of the item into a container around the center container</li> </ol>	
<div style="border: 1px solid orange; padding: 5px; display: inline-block;">Materials</div>		<div style="border: 1px solid blue; padding: 5px; display: inline-block;">Supports</div>	
Reading Grade 7 Reporting Category 3 7.10 Level 1		<div style="border: 1px solid purple; padding: 5px; display: inline-block;">Verbs + by</div> <div style="border: 1px solid green; padding: 5px; display: inline-block; margin-left: 20px;">Response Modes</div>	

Let's view an example of a Level 3 social studies task for George.

George is a high school sophomore with a cognitive disability and muscular dystrophy. He is able to independently move around his high school with a motorized wheelchair and access to an elevator. He can point to text and manipulate objects if items are positioned on his lap tray and trunk support is provided. George has good visual scanning skills and can listen with good recall for 20-minute intervals. His speech is labored and is confined to one- or two-word utterances.



### Level 3

**Prerequisite skill:** identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world

**Task:** Using reference materials, the student will generate a list of three natural resources found in Texas. The student will generate a list of three agricultural products from Texas. The student will determine a good made from each natural resource and a good made from each agricultural product.

**Predetermined Criteria:**

1. The student will generate a list of three natural resources found in Texas.
2. The student will generate a list of three agricultural products from Texas.
3. The student will determine a good made from each natural resource and a good made from each agricultural product.

Let's see how George's teacher used the template to plan George's access to the task.

### Template for Planning Assessment Tasks for STAAR Alternate

George will **predetermined criteria** if I provide him with **materials** and allow **supports.**

1. generate a list of three natural resources found in Texas
2. generate a list of three agricultural products from Texas
3. determine a good made from each natural resource and a good made from each agricultural product

- a wide array of world geography reference materials including books and encyclopedias in the school library and lists of websites showing world maps
- a wide array of graphic organizers that can be used to display the information from which the student selects
- sticky notes to mark information in the reference materials to place on the graphic organizer and on which to record goods

- the teacher can read information from resources as requested by the student
- the teacher can record information on the graphic organizer and sticky notes as directed by the student
- the teacher can type in website addresses as directed by the student
- objects on lap tray and trunk support provided when reaching

Given the materials and supports, George will be able to **verb by** **response mode.**

1. generate by:
2. generate by:
3. determine by:

- pointing to three Texas natural resources from reference materials and to where the information should be recorded on the graphic organizer
- pointing to three Texas agricultural products from reference materials and to where the information should be recorded on the graphic organizer
- placing a good recorded on a sticky note during research with the corresponding resource or product on the graphic organizer

# Here's page 1 of George's completed documentation form.

## STAAR Alternate Documentation Form of Student Performance

World Geography

**Student Name:** George

**School Year:** 2011-2012

### STAAR Reporting Category 4

The student will demonstrate an understanding of how resources, economic activities, economic systems, and issues are related to economic and technological development.

### TEKS Knowledge and Skills Statement

World Geography (10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world.

### Essence Statement D

Recognizes characteristics of economic systems in the world.

### Prerequisite Skill

Identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.

### Assessment Task

**Level 3** Using reference materials, the student will generate a list of three natural resources found in Texas. The student will generate a list of three agricultural products from Texas. The student will determine a good made from each natural resource and a good made from each agricultural product.

#### Preplanned Presentation Supports/Materials

Refer to the "Presentation Supports/Materials for STAAR Alternate" document for this section. Supports used must not alter the complexity level of the task. Supports can only provide access to the materials listed in this section MUST be provided for the student considered fair.

Materials

#### Materials

- a wide array of world geography reference materials including books and encyclopedias in the school library and lists of websites showing world maps
- a wide array of graphic organizers that can be used to display the information from which the student selects
- sticky notes to make reference materials to place on the graphic organizer to record goods

#### Supports

- The teacher can read information from resources as requested by the student.
- The teacher can record information on the graphic organizer and sticky notes as directed by the student.
- The teacher can type in website addresses as directed by the student.
- Objects on lap tray and trunk support provided when reaching

Supports

#### 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. generate by: pointing to three Texas natural resources from reference materials and to where the information should be recorded on the graphic organizer
2. generate by: pointing to three Texas agricultural products from reference materials and to where the information should be recorded on the graphic organizer
3. determine by: placing a good recorded on a sticky note during research with the corresponding resource or product on the graphic organizer

Verbs + by

Response Modes



Careful planning of the assessment task insures that a student will get the opportunity to access the task and demonstrate the skill. Hopefully the use of the template will allow teachers to make the best possible plan for student success.



Where can I go to get more information?

## Contact Information

- ❖ Call a STAAR Alternate team member (Pat Otto, Debbie Owens, Janet Borel) at 512-463-9536
- ❖ E-mail us at: [staaralt@tea.state.tx.us](mailto:staaralt@tea.state.tx.us)
- ❖ Check out our resources at [www.tea.state.tx.us/student.assessment/special-ed/staaralt](http://www.tea.state.tx.us/student.assessment/special-ed/staaralt)