Guidelines for Completing the STAAR Alternate Documentation Form of Student Performance | **Subject | Grade** | **Course**

Student Name: **School Year: 2012 -2013**

STAAR Reporting Category

(State Provided/Prepopulated)

TEKS Knowledge and Skills Statement

(State Provided/Prepopulated)

Essence Statement

(State Provided/Prepopulated)

Prerequisite Skill

(State Provided/Prepopulated)

The grade-level information provided with each assessment task and documentation form provides the academic foundation from which the assessment task was developed. Teachers are required to read and understand the grade-level information to ensure that when implemented, the assessment task remains grounded in the academic content and skills intended.

Assessment Task

Level 3, 2, or 1 *(State Provided/Prepopulated)*

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.***
Supports and Materials must: • *Be individualized to the student and specific to the task* • *Not be a direct copy from the Presentation Supports/Materials document which is intended to provide ideas but is not task or student specific* • *Remain grounded in the academic content and skill being measured* • *Maintain the complexity level of the task* • *Be age and grade-level appropriate* • *Allow the student to be as independent as possible* • *Be clearly defined with a specific and reasonable number of times allowed during the observation* • *Not contain any terminology from the "Hierarchy of Cueing and Prompting" document because cues and prompts are not supports* • *Cannot be a source of direct answers or actions described as prompts, such as hand-over-hand, because answers can never be provided* • *Have been routinely and successfully used during instruction* • *Include the name of the text to be used, the new vocabulary word to be assessed, the question to be asked, the real-life problem or scenerio to be presented, the type of manipulatives to be used, the answer choices provided if assessing at Level 2, a description of the wide array if used for a Level 3 task, etc.* • *Materials must be different than those used for instruction and require the student to provide a different answer to or respond to a different experience than instruction* • *Be preplanned and recorded in this section* ***before*** *the observation begins*	Predetermined criteria 1. *(Task Verb)* by: 2. *(Task Verb)* by: 3. *(Task Verb)* by: ***Response Modes must:*** • *Be individualized to the student* • *Be specific to the task and skill being measured* • *Not be a direct copy from the Ways to Demonstrate the Verbs document which is intended to provide ideas but is not task or student specific* • *Allow the* ***student*** *to demonstrate the skill* • *Not include any teacher actions* • *Be a typical response demonstrated regularly during classroom instruction* • *Allow the student to be as independent, active and engaged as possible* • *Maintain the integrity of the verbs used in the predetermined criteria as defined in the Ways to Demonstrate the Verbs document* • *Be identified for each verb in the predetermined criteria even if the verb or expected response mode is the same* • *Not include verbs from other complexity levels when describing the expected student action* • *Be open enough to allow for the same response mode to be used for generalization if the student earns the opportunity* • *Be preplanned and recorded in this section of the documentation form* ***before*** *the observation begins*

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Predetermined Criteria	Date of the Primary Observation: *ENTER THE DATE OF THE PRIMARY OBSERVATION*	Date of the Generalization of Skill: *GENERALIZATION MUST BE CONDUCTED ON A DIFFERENT DAY THAN THE PRIMARY*
1. 2. 3. *(State Provided/ Prepopulated)*	**Demonstration of Skill** ***Good notes for Demonstration of Skill should:*** • *State specifically what actions you observed the student perform related to each predetermined criterion* • *Provide specific evidence of how the student responded in comparison to the expected student response mode recorded on page one of the documentation form* • *Provide descriptive evidence that answers the question, "Did the student demonstrate the skill?"* • *Not just state "Yes" or "No"* • *Be recorded in past tense verbiage to show what occurred* • *Not include any cueing or prompting* • *Not simply restate or be a copy of the predetermined criteria*	**Demonstration of Skill** *The same guidelines for recording good notes for the primary observation should be used for the generalization observation.*
	Level of Support ***Good notes for Level of Support should:*** • *Name and describe specifically what additional assistance (cues and prompts) was provided* ***beyond*** *the preplanned supports listed on page one of the documentation form* • *Show evidence of a cue before a prompt* • *Provide evidence that answers the question, "How did the student perform the skill?" (independently, with cueing, with prompting)* • *Include the word "Independently" as evidence of a nonassisted performance* • *Never include a preplanned support from page one of the documentation form because supports are allowable if they do not give the student the answer*	**Level of Support** *The same guidelines for recording good notes for the primary observation should be used for the generalization observation.*

Description of Materials/Approach Provided During Instruction	Description of the Change in Materials for Generalization
Teachers should refer to the "Task Specific Change in Materials/Approach from Instruction to Assessment" document for guidance in making decisions regarding instructional focus for a specific task. ***The description of instruction must***: • *Show evidence that the expectation for responses during the assessment are authentic and not a repeated answer given during instruction* • *Indicate an academic focus on the content being measured* • *List specific details regarding the actual materials used (book title, objects, vocabulary word, mathematics problem, choice cards, questions asked) when new items are provided* • *Follow an acceptable approach for the task (natural occurrence, separate lesson, different presentation) and describe in detail when the items cannot be changed because of the specificity of the task*	*Teachers should refer to the "Change in Materials from Primary to Generalization" document for guidance in making decisions regarding materials used during generalization observations.* ***The materials must:*** • *Be different than the ones used for instruction and the primary observation* • *Be content related* • *Require the student to provide a different answer to the predetermined criteria than was observed during instruction and the primary observation* • *Not make the difficulty of the task harder or easier than what was expected during the primary observation* • *Not introduce a new skill*