



Meet Earl

Earl is a grade 4 student with autism. His ARD committee has determined that he meets the criteria for a student with a cognitive disability. He attends a special program for students with autism, which provides the language and behavioral structure he needs to be successful. He is a fun loving, active boy who uses emerging verbal speech in conjunction with picture symbols to communicate. He has definite preferences about items that interest him, but does not consistently make choices when presented less preferential items. Earl is easily distracted and works best in a quiet, nonstimulating environment. Earl has been making great academic progress; however, his curriculum remains focused on prerequisite skills from earlier grades.

STAAR Alternate Documentation Form of Student Performance

Writing | Grade

4

Student Name: Earl

School Year: 2012-2013

STAAR Reporting Category 2

The student will demonstrate an ability to revise a variety of written texts.

TEKS Knowledge and Skills Statement

(4.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

Essence Statement

Revises text to clarify and improve meaning.

Prerequisite Skill

Revise drafts by adding or deleting a word, phrase, or sentence

Assessment Task

Level 2 The student will be presented a draft of three sentences that describe a special object. Two sentences will describe the object accurately, and one sentence will not describe the object accurately. The sentences will be read. The student will review the three sentences about the object. The student will identify the sentence that does not accurately describe the object. The student will identify the inaccuracy in the sentence. The student will revise the sentence to accurately describe the object.

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.

Materials

Model of a dinosaur; "Time to Work," "Sit in Chair," and "First, Then" cards; easel
Two sentences with pictures describing the dinosaur with 3 words individually written on cards and secured in each sentence
One sentence that does not describe the dinosaur with 3 words individually written on cards and secured in the sentence
Three individual word cards as choices for revising the inaccurate sentence
A visual card for "wrong sentence" and "wrong word" color-coded to match the sentences and words

Supports

Review the visual schedule prior to the task
Allow Earl to manipulate the dinosaur before beginning the task
Display sentences vertically
Present the "wrong" cards with the task directions
Continually display "Time to Work," "Sit in Chair," and "First, Then" cards during task

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: placing a visual card for "wrong sentence" on the inaccurate sentence
2. identify by: placing a visual card for "wrong word" on the inaccurate word in the sentence
3. revise by: placing the correct word over the inaccurate word

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Instructions: Descriptions should include the date and specific information regarding evidence of student performance and any cues or prompts that were given. Add the date, any cues or prompts, and evidence of performance for Generalization of Skill, if applicable. Preplanned supports from the first page of this document should not be referenced here.

Predetermined Criteria	Date of the Primary Observation: 2-29-13 (Information for the evaluated observation only.)	Date of the Generalization of Skill:
<p>1. The student will identify the sentence that does not accurately describe the object.</p>	<p>Demonstration of Skill Earl placed the visual card for "wrong sentence" correctly on the sentence that did not describe the dinosaur.</p>	<p>Demonstration of Skill</p>
	<p>Level of Support Independent</p>	<p>Level of Support</p>
<p>2. The student will identify the inaccuracy in the sentence.</p>	<p>Demonstration of Skill Earl placed the visual card for "wrong word" correctly on the word that was inaccurate.</p>	<p>Demonstration of Skill</p>
	<p>Level of Support After wait time was provided, Earl did not respond. The directions were repeated (verbal direct cue). Earl still did not respond. Each option was pointed to (cue-pointing) and reread (verbal direct cue). Again Earl did not place the card on the inaccurate word. The answer was then pointed to (prompt-gesture assist) for Earl.</p>	<p>Level of Support</p>

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Predetermined Criteria	Primary Observation	Generalization of Skill
<p>3. The student will revise the sentence to accurately describe the object.</p>	<p>Demonstration of Skill Earl chose "spikes" and correctly placed it on the inaccurate word in the sentence.</p>	<p>Demonstration of Skill</p>
	<p>Level of Support Independent</p>	<p>Level of Support</p>

Description of Materials/Approach Provided During Instruction	Description of the Change in Materials for Generalization
<p>Materials: models of animals or video game/movie characters that Earl showed interest in; sentences with pictures describing one of the models with words individually written on cards and secured in each sentence; sentences that did not describe the model with words individually written on cards and secured in each sentence; individual word cards with pictures as choices for revising the inaccurate sentences; a visual card for "wrong sentence" and "wrong word" color-coded to match the sentences and words; behavior cards</p> <p>Approach: Task was taught throughout the year using a variety of sentences with inaccuracies; also taught choosing adjectives to best describe objects; length of text was increased as Earl became more proficient</p>	

Earl's Online Evaluation

X Clear Selection		
Predetermined Criteria	Primary Evaluation	Selection
1. The student will identify the sentence that does not accurately describe the object.	Did the student demonstrate the skill?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	How did the student perform the skill?	<input checked="" type="radio"/> Independently <input type="radio"/> Needed Cueing <input type="radio"/> Needed Prompting
2. The student will identify the inaccuracy in the sentence.	Did the student demonstrate the skill?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	How did the student perform the skill?	<input type="radio"/> Independently <input type="radio"/> Needed Cueing <input checked="" type="radio"/> Needed Prompting
3. The student will revise the sentence to accurately describe the object.	Did the student demonstrate the skill?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	How did the student perform the skill?	<input checked="" type="radio"/> Independently <input type="radio"/> Needed Cueing <input type="radio"/> Needed Prompting

Please note: The student will not receive any points for a predetermined criterion if the performance was prompted.

Last year, the alternate assessment teacher would click on “Yes” for Demonstration of Skill. When “Prompting” was recorded for Level of Support, the “Yes” immediately became a “No” and the Level of Support box was grayed out. This year the alternate assessment teacher can record both “Yes” and “Prompting.” A pop-up box as shown above will alert the teacher that the student will not receive any points for a prompted performance. Scoring remains the same.