STAAR Alternate Documentation Form of Student Performance

Reading | Grade 6

Student Name:

School Year: 2011-2012

STAAR Reporting Category 2 – Understanding and Analysis of Literary Text

The student will demonstrate an ability to understand and analyze literary texts.

TEKS Knowledge and Skills Statement

(6.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

Essence Statement C

Recognizes the meaning of figurative and sensory language in literary texts.

Prerequisite Skill

Identify language that creates a graphic visual experience and appeals to the senses

Assessment Task

Level 2 A section of a grade-appropriate story or poem that contains sensory language will be presented and read. The student will identify a sensory word or phrase in the text. The student will match the identified sensory word or phrase to the appropriate sense. The student will choose an additional word or phrase that would appeal to the same sense.

Preplanned Presentation Supports/Materials	***Student Response Modes***
Refer to the "Presentation Supports/Materials for STAAR Alternate" document to complete this section. Supports used must not alter the complexity level of the task or give the student the answer. Supports can only provide access to the task. Any supports listed in this section MUST be provided for the observation to be considered fair.	**Refer to the "Ways to Demonstrate the Verbs" document to complete this section. Each verb in the predetermined criteria must describe the method the student will use to perform the predetermined criteria. Only one response mode for each verb can be identified. A student must perform the criteria as described below in order to receive credit for demonstration of skill.**
	Predetermined criteria: 1. identify by: 2. match by: 3. choose by:

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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, change in materials, 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:** (Information for the evaluated observation only.)	**Date of the Generalization of Skill:** **Change in materials:**
1. The student will identify a sensory word or phrase in the text.	Demonstration of Skill	Demonstration of Skill
	Level of Support	Level of Support
2. The student will match the identified sensory word or phrase to the appropriate sense.	Demonstration of Skill	Demonstration of Skill
	Level of Support	Level of Support

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Predetermined Criteria	Primary Observation	Generalization of Skill
3. The student will choose an additional word or phrase that would appeal to the same sense.	Demonstration of Skill	Demonstration of Skill
	Level of Support	Level of Support