



## **Meet Stephanie**

**Stephanie is a Grade 8 student with a cognitive disability and autism. She is impulsive and requires visuals to stay focused on tasks. Stephanie loves to be around girls her own age and enjoys hair accessories. She has good fine motor skills and enjoys the computer. Stephanie has difficulty processing language and speaks in a robotic tone two to three words at a time.**

# STAAR Alternate Documentation Form of Student Performance

Social Studies | Grade

8

Student Name: Stephanie

School Year: 2012-2013

## STAAR Reporting Category 4

The student will demonstrate an understanding of economic and technological influences on historical issues and events.

### TEKS Knowledge and Skills Statement

**(8.28) Science, technology, and society.** The student understands the impact of scientific discoveries and technological innovations on daily life in the United States.

### Essence Statement

Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States.

### Prerequisite Skill

Explain how science and technology change the ways in which people meet basic needs.

### Assessment Task

**Level 2** The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.

#### 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:

Objects put on a table for the student to explore by moving around the table and interacting with the items: computer, map, ruler, book, backpack

Labeled pictures of places in the community for the student to select to learn more about: hospital, fire station, police station

Verb cards with pictures: drink, learn, eat, sleep, run

Computer set up for a Google search.

#### Supports:

Visual redirections to objects or pictures no more than 2 times

Directives printed on cards with picture icons:

"Show me which one is technology."

"Show me how technology helps you."

#### 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: touching the example of technology
2. assist by: entering the information into the mode of technology and hitting the activation key
3. identify by: pointing to the picture that shows how technology helps people

# STAAR Alternate Documentation Form of Student Performance

Social Studies | Grade

8

**Student Name:** Stephanie

**School Year:** 2012-2013

**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: 2/21/13<br>(Information for the evaluated observation only.)  | Date of the Generalization of Skill: 3/14/13   |
|--|--|--|
| <p><b>1.</b> The student will identify an example of technology.</p> | <p>Demonstration of Skill<br/>Stephanie walked around the table and picked up or looked at all the objects. When the directive card was shown, she went straight to the computer and began hitting the keys.</p>   | <p>Demonstration of Skill<br/>Stephanie looked at all objects and went straight to the cell phone when the directive card was shown. She picked up the phone and said, "Hello."</p>  |
|  | <p>Level of Support<br/>Independently</p>  | <p>Level of Support<br/>Independently</p>  |
| <p><b>2.</b> The student will assist in using the technology.</p>    | <p>Demonstration of Skill<br/>Stephanie grabbed the picture of the hospital and moved about the room before coming to the computer and typing in the word "hospital." She hit the enter key.</p>   | <p>Demonstration of Skill<br/>Stephanie chose the "Dad" card and handed the phone to the teacher. She pushed each number and hit the "Send" button.</p>  |
|  | <p>Level of Support<br/>Stephanie needed 3 visual redirects before coming back to the computer. (visual cue-cue). She typed in the word "hospital." The teacher had to point toward the keyboard before Stephanie hit the enter key. (pointing-cue).</p> | <p>Level of Support<br/>Stephanie got frustrated when she kept getting the numbers in the wrong sequence. The teacher pointed to each number on the card as Stephanie pushed each number on the phone in the correct sequence. (pointing-cue). The teacher pointed to the send button before the student was able to make the call. (gesture assist-prompt).</p> |

# STAAR Alternate Documentation Form of Student Performance

**Student Name:** Stephanie

**School Year:** 2012-2013

| Predetermined Criteria   | Primary Observation  | Generalization of Skill   |
|--|--|---|
| <p><b>3.</b> The student will identify one way in which the technology helps people in daily life.</p> | <p>Demonstration of Skill<br/>Stephanie pointed to the "learn" card after seeing the directive card.</p> | <p>Demonstration of Skill<br/>Stephanie pointed to the "talk" card after seeing the directive card.</p> |
|  | <p>Level of Support<br/>Independently</p>  | <p>Level of Support<br/>Independently</p>   |

| Description of Materials/Approach Provided During Instruction  | Description of the Change in Materials for Generalization  |
|--|--|
| <p>Stephanie was provided instruction on the definition of technology and many examples of technology found in daily life. During instructional sessions prior to the observation, Stephanie was asked to identify a microwave as a source of technology from objects: microwave, chair, table, and trashcan. She chose a package of frozen food to heat up in the microwave. She assisted in using the technology by punching in the settings and the time and activating the microwave to begin cooking. Stephanie chose the use of the microwave from action choice cards: wash, cook, write, and jump.</p> | <p>New items-<br/>A cell phone was targeted as the example of technology chosen from a choice of: cell phone, ruler, notebook, and pen. Stephanie chose who she would like to phone from cards containing people's names and phone numbers. She punched in the numbers and hit send and identified how cell phones help us by pointing to the "talk" card from a choice of: talk, walk, look, and dance.</p> |

# Stephanie's Online Evaluations

| X Clear Selection  |  |   |
|--|--|---|
| Predetermined Criteria   | Primary Evaluation                     | Selection   |
| 1. The student will identify an example of technology.                                   | Did the student demonstrate the skill? | <input checked="" type="radio"/> Yes<br><input type="radio"/> No  |
|  | How did the student perform the skill? | <input checked="" type="radio"/> Independently<br><input type="radio"/> Needed Cueing<br><input type="radio"/> Needed Prompting |
| 2. The student will assist in using the technology.                                      | Did the student demonstrate the skill? | <input checked="" type="radio"/> Yes<br><input type="radio"/> No  |
|  | How did the student perform the skill? | <input type="radio"/> Independently<br><input checked="" type="radio"/> Needed Cueing<br><input type="radio"/> Needed Prompting |
| 3. The student will identify one way in which the technology helps people in daily life. | Did the student demonstrate the skill? | <input checked="" type="radio"/> Yes<br><input type="radio"/> No  |
|  | How did the student perform the skill? | <input checked="" type="radio"/> Independently<br><input type="radio"/> Needed Cueing<br><input type="radio"/> Needed Prompting |

Save Cancel

| Generalization Evaluation                                | Selection   |
|--|---|
| Did the student generalize the skill with new materials? | <input checked="" type="radio"/> Yes<br><input type="radio"/> No  |
| How did the student perform the skill?                   | <input checked="" type="radio"/> Independently<br><input type="radio"/> Needed Cueing<br><input type="radio"/> Needed Prompting |
| Did the student generalize the skill with new materials? | <input checked="" type="radio"/> Yes<br><input type="radio"/> No  |
| How did the student perform the skill?                   | <input type="radio"/> Independently<br><input type="radio"/> Needed Cueing<br><input checked="" type="radio"/> Needed Prompting |
| Did the student generalize the skill with new materials? | <input checked="" type="radio"/> Yes<br><input type="radio"/> No  |
| How did the student perform the skill?                   | <input checked="" type="radio"/> Independently<br><input type="radio"/> Needed Cueing<br><input type="radio"/> Needed Prompting |

Save Cancel

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 will alert the teacher that the student will not receive any points for a prompted performance. Scoring remains the same.

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