Meet 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.

STAAR Alternate Documentation Form of Student Performance

World Geography

Student Name: George

School Year: 2012 - 2013

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

Recognizes the distribution and 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	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.***
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 mark information in the reference materials to place on the graphic organizer and on which 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	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

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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: 2-15-13** (Information for the evaluated observation only.)	**Date of the Generalization of Skill:**
1. The student will generate a list of three natural resources found in Texas.	Demonstration of Skill The student pointed to trees, oil, and stone from the reference materials and pointed to the left side of the T-chart. He asked the teacher to record them on the chart and to label the column, "Resources."	Demonstration of Skill
	Level of Support Independently performed.	Level of Support
2. The student will generate a list of three agricultural products found in Texas.	Demonstration of Skill The student pointed to cotton, grapefruit, and cattle from the reference materials and pointed to the right side of the T-Chart when asked by the teacher where he wanted them recorded.	Demonstration of Skill
	Level of Support After selecting the products, the student pointed to the natural resources side of the T-Chart. The teacher asked, "What is this side of the chart for?" The student said, "No"; then pointed to the other side of the chart and asked the teacher to label it, "Products." (Verbal Indirect Cue)	Level of Support

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World Geography

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Predetermined Criteria	Primary Observation	Generalization of Skill
3. The student will determine a good made from each natural resource and a good made from each agricultural product.	Demonstration of Skill The student placed an appropriate good from many written on sticky notes gathered during research next to each item on the T-Chart.	Demonstration of Skill
	Level of Support After several trials, the student placed 6 goods next to a resource or product. After the student said, "Done"; the teacher removed the 3 goods that were incorrect and asked the student to try again. The teacher read the unmatched words on the T-Chart and all of the remaining sticky notes. (Verbal Indirect Cue). The student put the same sticky notes back in the same place as before. The teacher placed one sticky note in the correct spot. (Teacher Modeling-Prompt). The student was able to place an appropriate good next to the remaining resources/products.	Level of Support

Description of Materials/Approach Provided During Instruction	Description of the Change in Materials for Generalization
George received instruction on the definition of natural resources and researched teacher-provided examples of natural resources. Examples of agricultural products also presented. George used Internet sources as well as reference books in the library to locate the uses of the teacher-provided examples of natural resources and agricultural products. It is expected that during the assessment, George will be able to further his Internet research to generate his own examples of natural resources and agricultural products beyond those presented during instruction and to determine goods that are produced from each.	

George's Online Evaluation

Clear Selection

Predetermined Criteria	Primary Evaluation	Selection
1. The student will generate a list of three natural resources in Texas.	Did the student demonstrate the skill?	● Yes ○ No
	How did the student perform the skill?	● Independently ○ Needed Cueing ○ Needed Prompting
2. The student will generate a list of three agricultural products in Texas.	Did the student demonstrate the skill?	● Yes ○ No
	How did the student perform the skill?	○ Independently ● Needed Cueing ○ Needed Prompting
3. The student will determine a good made from each natural resource and a good made from each agricultural product.	Did the student demonstrate the skill?	● Yes ○ No
	How did the student perform the skill?	○ Independently ○ Needed Cueing ● Needed Prompting

Save Cancel

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.