



Meet Jin

Jin is a grade 4 student with a cognitive disability who enjoys interacting with people. A congenital disability involving arm development prohibits Jin from most fine motor tasks. He requires stabilization for balance and to maintain an upright posture. Jin makes vocalizations especially when interacting with others and makes some approximated sounds to convey needs and wants. He is able to visually track objects of interest.

STAAR Alternate Documentation Form of Student Performance

Mathematics | Grade **4**

Student Name: Jin

School Year: 2012–2013

STAAR Reporting Category 1

The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

TEKS Knowledge and Skills Statement

(4.1) **Number, operation, and quantitative reasoning.** The student uses place value to represent whole numbers and decimals.

Essence Statement

Uses place value to demonstrate understanding of numbers.

Prerequisite Skill

Know that objects, or parts of an object, can be counted

Assessment Task

Level 1 The student will be presented two groups of objects. One group will have one object, and the other group will have ten objects. The student will explore the number of objects in each group. The objects in each group will be counted and recorded. The student will participate in pairing the written number that corresponds to the quantity in each group. The student will acknowledge the group that has more objects.

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:

- Eleven large, brightly-colored cubes
- Two boxes large enough to hold ten cubes at one time, with room for exploration
- A six-inch number 1 covered in cotton balls and a six-inch number 10 covered in bubble wrap; both attached to a box

Supports:

- Position student in wheelchair with a tray lowered to allow student better viewing and movement yet still providing stabilization
- Place each box on the tray and add each cube individually into the boxes as Jin watches
- Stabilize Jin’s elbow so that the numbers on the outside of the box can be easily touched with his hand as he looks at and feels the numbers
- Place objects clearly in his line of sight as they are picked up and placed in the boxes
- Exaggerate the vocal as the statement about more objects is said

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. explore by: visually tracking the objects as they are placed in the boxes
2. participate by: rubbing his hand over the tactile numbers and visually tracking as the teacher removes each number from the box and places each in the box containing the corresponding quantity of objects
3. acknowledge by: vocalizing when the teacher says, “Look at **all** these _____!”

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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: 1-12-13 (Information for the evaluated observation only.)	Date of the Generalization of Skill:
1. The student will explore the number of objects in each group.	Demonstration of Skill Jin looked at each cube as the teacher held it up in his line of sight. He visually followed each cube until it was placed in one of the boxes.	Demonstration of Skill <p style="text-align: center;">Not eligible for Generalization.</p>
	Level of Support Independently	Level of Support <p style="text-align: center;">Not eligible for Generalization.</p>
2. The student will participate in pairing the written number that corresponds to the quantity in each group.	Demonstration of Skill Jin rubbed his hand over both numbers and smiled as he touched them. He tried to help the teacher remove the numbers from the box and watched as the number corresponding to the quantity was placed in the correct box of cubes.	Demonstration of Skill <p style="text-align: center;">Not eligible for Generalization.</p>
	Level of Support Independently	Level of Support <p style="text-align: center;">Not eligible for Generalization.</p>

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Predetermined Criteria	Primary Observation	Generalization of Skill
<p>3. The student will acknowledge the group that has more objects.</p>	<p>Demonstration of Skill Jin moved excitedly in his chair and said, "Ah," as he looked in the box with the 10 cubes.</p>	<p>Demonstration of Skill</p> <p style="text-align: center;">Not eligible for Generalization.</p>
	<p>Level of Support Jin looked in the box as the teacher moved her hand among the cubes and said excitedly, "Look at all these cubes!" He did not make any facial expressions or vocalizations. The teacher had to ask Jin to look at the cubes as she repeated the statement. (verbal indirect cue)</p>	<p>Level of Support</p> <p style="text-align: center;">Not eligible for Generalization.</p>

Description of Materials/Approach Provided During Instruction	Description of the Change in Materials for Generalization
<p>During instruction, Jin was provided objects presented in groups of varying amounts to stress the concept of "more." Objects in a group of ten were not used during instruction because the assessment task specifically states that the number ten must be used during the assessment observation. A variety of different-colored objects (balls, cups, and bean bags) were used. Each number that corresponded to the number of objects was made of different tactile material so that Jin could get different sensory input.</p>	<p style="text-align: center;">Not eligible for Generalization.</p>

Jin's Online Evaluation

✕ Clear Selection |

Predetermined Criteria	Primary Evaluation	Selection
1. The student will explore the number of objects in each group.	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 participate in pairing the written number that corresponds to the quantity in each group.	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
3. The student will acknowledge the group that has more objects.	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 checked="" type="radio"/> Needed Cueing <input type="radio"/> Needed Prompting

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