



Meet Logan

Logan is a Grade 5 student with cerebral palsy and a cognitive disability. Logan has difficulty formulating words and performing tasks that require both fine and gross motor movements. He can identify approximately 60 words by sight in isolation and in texts. He can read simple sentences, but prefers to have stories read to him. Logan has difficulty turning the pages in a book, but is an attentive listener and enjoys reading about adventures involving children his own age.

STAAR Alternate Documentation Form of Student Performance

Reading | Grade

5

Student Name: Logan

School Year: 2012–2013

STAAR Reporting Category 1 - Understanding and Analysis Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

TEKS Knowledge and Skills Statement

(5.2) Reading/vocabulary development. Students understand new vocabulary and use it when reading and writing.

Essence Statement

Identifies new vocabulary words using a variety of strategies.

Prerequisite Skill

Alphabetize a series of words to the first or second letter and use a dictionary to find words

Assessment Task

Level 2 The student will be presented and read an unfamiliar word with multiple meanings and a sentence using the word in context. The student will match the unfamiliar word to the same word in the sentence. The student will assist in finding the unfamiliar word in the dictionary. The multiple dictionary definitions for the unfamiliar word will be read. The student will identify the definition for the unfamiliar word as it is used in the sentence.

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.

- white, unlined index card with unfamiliar word “pound” written in large, black print
- sentence using unfamiliar word from Ch. 1 of Because of Winn Dixie by Kate DiCamillo: Opal yelled, “That’s my dog. Don’t call the pound!”
- sentence written in large, black print on unlined strip of white paper
- modified children’s dictionary with page fluffers to aid page turning
- list of alphabet letters in sequence to reference when looking for the word in the dictionary
- pictures of three meanings of the word “pound” (dog pound, a hand holding a hammer and striking a nail, a one pound bag of apples on a scale)
- teacher will read all text, pointing to each word as it is read
- allow the text to be reread no more than two times if requested by Logan
- teacher will highlight the letter on the alphabet list that Logan points to when asked “Where will we find the word “pound” in the dictionary?”
- teacher will locate the exact page in the dictionary that the word “pound” is on after Logan finds the section for letter “p”
- to narrow Logan’s search on the page, the teacher will cover the column of text in the dictionary that does not have the word “pound” listed

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. match by: placing the unfamiliar word on the index card under the word in the sentence
 2. assist by: turning the pages of the dictionary until the section of the beginning letter of the unfamiliar word is found and pointing to the word after the teacher identifies the exact page
 3. identify by: pointing to the picture that defines the unfamiliar word as it was used in the sentence

Student Name: Logan

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: 3/15/13 (Information for the evaluated observation only.)	Date of the Generalization of Skill: 3/22/13
<p>1. The student will match the unfamiliar word to the same word in the sentence.</p>	<p>Demonstration of Skill Logan looked at the word card, then placed the card underneath the word "pound" in the sentence.</p> <p>Level of Support Independent</p>	<p>Demonstration of Skill Logan looked at the word "crooked" and placed the card under the matching word in the sentence.</p> <p>Level of Support Independent</p>
<p>2. The student will assist in finding the unfamiliar word in the dictionary.</p>	<p>Demonstration of Skill Logan found the "p" section of the dictionary and pointed to the word "pound."</p> <p>Level of Support Logan turned the pages of the dictionary but stopped when he got to the section for letter "r." The teacher asked, "Does the section for letter "p" come before or after letter "r"? (verbal indirect cue) Logan looked at the alphabet list and went back to the section for letter "p". After the teacher located the exact page for the word "pound," Logan scanned down the page and pointed to the word.</p>	<p>Demonstration of Skill Logan used the alphabet list to locate the section starting with "c" in the dictionary. After the teacher found the exact page in that section, Logan pointed to the word "crooked."</p> <p>Level of Support Logan independently found the "c" section in the dictionary. When on the exact page, Logan pointed to the word "cook." The teacher asked him to look carefully at all the letters (verbal indirect cue), but he continued to point to "cook." The teacher handed the word card from under the sentence to Logan (visual cue), but he continued to point to "cook." After the teacher pointed to and named each letter in the word "crooked," (pointing cue and verbal indirect cue) Logan realized his mistake. He then scanned the remainder of the page and pointed to "crooked."</p>

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Reading | Grade

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Predetermined Criteria	Primary Observation	Generalization of Skill
<p>3. The student will identify the definition for the unfamiliar word as it is used in the sentence.</p>	<p>Demonstration of Skill Logan pointed to the picture of the dog pound.</p>	<p>Demonstration of Skill Logan pointed to the picture of the universal “No” on top of the straight line</p>
	<p>Level of Support Logan asked the teacher to reread the definitions only once, so he performed the task with only allowable supports. Independent.</p>	<p>Level of Support Independent</p>

Description of Materials/Approach Provided During Instruction	Description of the Change in Materials for Generalization
<p>Materials/Approach: New items</p> <p>unfamiliar vocabulary words from Chapter 17 of <u>Tuck Everlasting</u>, by Natalie Babbitt:</p> <ul style="list-style-type: none"> • brass: written word on an index card; sentence written on unlined paper (Outside, the birds were celebrating by giving a brass band greeting.); pictures of the definition for brass (brass instruments, a reddish yellow color, a general in uniform) • spring: written word on an index card; sentence written on unlined paper (Winnie asked, “Why didn’t you take them to drink from the magic spring?”); pictures of the definition for spring (season, frog jumping from place to place, coiled piece of metal, water from the ground) 	<p>unfamiliar word from Chapter 1 of <u>Because of Winn Dixie</u></p> <ul style="list-style-type: none"> • crooked: written word on an index card; sentence written on unlined paper (Opal couldn’t do anything about Winn Dixie’s crooked teeth.); pictures of the definitions for crooked (curving path, universal “No” sign on top of a straight line, thief)

Logan's Online Evaluations

X Clear Selection		
Predetermined Criteria	Primary Evaluation	Selection
1. The student will identify the word that is unfamiliar 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 checked="" type="radio"/> Independently <input type="radio"/> Needed Cueing <input type="radio"/> Needed Prompting
2. The student will assist in finding the unfamiliar word in the dictionary.	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
3. The student will identify the definition for the unfamiliar vocabulary word using the context 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 checked="" type="radio"/> Independently <input type="radio"/> Needed Cueing <input type="radio"/> Needed Prompting

Save Cancel

Generalization Evaluation	Selection
Did the student generalize the skill with new materials?	<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
Did the student generalize the skill with new materials?	<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
Did the student generalize the skill with new materials?	<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

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