



Meet Amber

Amber is a grade 7 student with a cognitive disability and a hearing impairment who enjoys sensory experiences. Amber is nonverbal and does not make any vocalizations. Her visual focus can be directed to a specific object or location if she is positioned appropriately or if the targeted item or area is pointed to by an adult. She has good arm extension and hand grip that enables her to hold and move objects for brief periods of time.

STAAR Alternate Documentation Form of Student Performance

Reading | Grade **7**

Student Name: Amber

School Year: 2012–2013

STAAR Reporting Category 3

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

TEKS Knowledge and Skills Statement

(7.10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

Essence Statement

Recognizes how organizational patterns impact main idea and details in informational texts.

Prerequisite Skill

Identify the topic and details in expository text heard or read, referring to the words and/or illustrations

Assessment Task

Level 1 A teacher-created informational text about an object and its parts will be presented. The student will be presented two identical objects that are the topic of the text. The student will explore the first object. The student will participate in placing the object into a graphic organizer to represent the topic of the text. As the text is read, the student will participate in removing parts of the second object. The student will participate in placing the parts on the graphic organizer to represent the details in the text.

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:

- Teacher-created text with pictures showing the parts of a sunflower (seed, petals, and stem) and their functions
- Graphic organizer consisting of a large white piece of paper laid out on the floor containing a large circle in the middle (topic) and three boxes (details) drawn with lines linking the boxes to the circle
- 3 containers large enough for Amber to pick up and maneuver
- 2 large sunflowers

Supports:

- Teacher will read and point to each word and picture as the text is read.
- Teacher will place the sunflower under Amber's nose before placing it in her hand.
- Amber will be positioned on the floor with a support wedge to allow her to reach the containers and have easy access to the floor graphic.
- Teacher will place a sunflower and each container in Amber's hands and move each to the appropriate section of the floor graphic and wait until she drops each one.

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. participate by: dropping the object in the circle
2. participate by: dropping the parts into the provided containers after the teacher disassembles one of the objects and hands Amber the removed parts
3. participate by: dropping each container onto the floor graphic

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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: 2/8/13 (Information for the evaluated observation only.)	Date of the Generalization of Skill:
<p>1. The student will participate in placing the object into a graphic organizer to represent the topic of the text.</p>	<p>Demonstration of Skill Amber smelled the sunflower then held it with both hands as it was moved over the circle on the graphic organizer. Amber opened her hands and laughed when she saw the sunflower hit the circle on the floor.</p>	<p>Demonstration of Skill Not eligible for Generalization.</p>
	<p>Level of Support Independently</p>	<p>Level of Support Not eligible for Generalization.</p>
<p>2. The student will participate in removing parts of the second object as the text is read.</p>	<p>Demonstration of Skill The teacher removed some petals and handed them to Amber who put them into a container that had been placed in front of her on the floor. The teacher removed some seeds and handed them to Amber who put them in a second container that had been placed in front of her on the floor. The stem was handed to Amber who put it in a third container that had been placed in front of her.</p>	<p>Demonstration of Skill Not eligible for Generalization.</p>
	<p>Level of Support Independently</p>	<p>Level of Support Not eligible for Generalization.</p>

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Predetermined Criteria	Primary Observation	Generalization of Skill
<p>3. The student will participate in placing the parts on the graphic organizer to represent the details in the text.</p>	<p>Demonstration of Skill After her hands were placed around each container, Amber held on to the container with both hands as the teacher moved it to the appropriate place on the graphic organizer. Amber let go of the container, and then the teacher let go resulting in each container dropping onto the graphic organizer.</p>	<p>Demonstration of Skill</p> <p style="text-align: center;">Not eligible for Generalization.</p>
	<p>Level of Support Amber and the teacher moved the first container toward the appropriate section of the floor graphic. The teacher let go, but Amber did not. The teacher put her hand back on the container, touched both of Amber’s hands and nodded again (physical gesture-cue). This time the teacher held the container, and let go immediately after Amber let go. Amber was able to let go at the same time as the teacher for the other two containers.</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, Amber was provided many experiences that allowed her to experience the parts of objects. In regards to reading, an expository text about the health benefits of eating fruit was presented to Amber along with an orange (topic representation) for her to explore. As the text was read, an orange was peeled so that its parts—peel, pulp, and seeds were revealed. Amber explored these parts (detail representations) as the corresponding text was read.</p>	<p style="text-align: center;">Not eligible for Generalization.</p>

Amber's Online Evaluation

X Clear Selection		
Predetermined Criteria	Primary Evaluation	Selection
1. The student will participate in placing the object into a graphic organizer to represent the topic of the text.	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 removing parts of the second object as the text is read.	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 participate in placing the parts on the graphic organizer to represent the details in the text.	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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