



## **Meet Zachary**

**Zachary is a grade 7 student with a cognitive disability. He has difficulty with auditory processing and requires time to think before responding. Most auditory information is supported with pictures or icons to help him determine what he is being asked to do. Zachary has good speech, but his difficulties with auditory processing make it hard for him to retrieve the word he wants to use to communicate. Zachary has good fine motor skills and enjoys using the computer. He often selects a computer activity when given a choice.**

Student Name: Zachary

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 main idea in a text and distinguish it from the topic

Assessment Task

**Level 2** A grade-appropriate informational text will be presented and read. The student will identify the topic of the text. The student will identify the cause and effect of an occurrence in the text. The student will identify the main idea.

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:**

- PowerPoint presentation on Polar Bear Adaptations
- Three topic cards with animal pictures (polar bear, tiger, horse)
- Cause and Effect definition cards
- Three sentences of possible causes presented in the PowerPoint
- Visual presentation with the cause stated and a box for the effect to be added
- Three topic sentence cards

**Supports:**

- Cause and Effect definition cards to be presented before each is identified

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: pointing to the picture of the topic featured in the presentation
2. identify by: pointing to the cause statement stated in the presentation and placing the effect picture in the box underneath the cause
3. identify by: pointing to the topic sentence that best represents the main idea of the presentation

**Student Name: Zachary**

**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: 2-15-13 (Information for the evaluated observation only.)	Date of the Generalization of Skill: 3-15-13
<p><b>1.</b> The student will identify the topic of the sentence.</p>	<p>Demonstration of Skill Zachary pointed to the topic of the text (bear) from a choice of three pictures (horse, bear, and tiger).</p>	<p>Demonstration of Skill Zachary pointed to the topic of the text (composting) from a choice of three pictures: (person placing leaves in a compost bin, person watering the yard, person planting a tree).</p>
	<p>Level of Support Independently</p>	<p>Level of Support Zachary moved the picture of the person planting the tree to the side, but could not make a choice between the compost bin and the watering picture. The teacher moved the article closer to the student, so that he could look at the pictures in the article for additional assistance. (visual cue)</p>
<p><b>2.</b> The student will identify the cause and effect of an occurrence in the text.</p>	<p>Demonstration of Skill Zachary pointed to the correct sentence "Polar bears have white fur." The cause was written on a sheet of paper with a box below with a card placed next to the cause sentence. Zachary identified the picture representing the effect (cannot be seen in the snow) and placed it in the box.</p>	<p>Demonstration of Skill Zachary pointed to the correct sentence "Yard waste should not be put in the trash for the trash collector." The cause was written on a sheet of paper with a box below with a card placed next to the cause sentence. Zachary identified the picture representing the effect (waste can turn into good food for the soil) and placed it in the box.</p>
	<p>Level of Support Zachary first pointed to the sentence that said "Polar bears are covered in feathers." The teacher said, "Think about the PowerPoint you saw and listen again to the sentences." (verbal indirect cue)</p>	<p>Level of Support Independently</p>

**STAAR Alternate Documentation Form of Student Performance**

**Student Name: Zachary**

**School Year: 2012–2013**

Predetermined Criteria	Primary Observation	Generalization of Skill
<p><b>3.</b> The student will identify the main idea.</p>	<p>Demonstration of Skill The student pointed to the main idea sentence that stated, " Adaptations help animals survive."</p>	<p>Demonstration of Skill The student pointed to the main idea sentence that stated, "Recycling yard waste keeps our creeks and waterways clean."</p>
	<p>Level of Support Independently</p>	<p>Level of Support The teacher had to read the sentences three times before Zachary made a selection. (verbal indirect cue)</p>

Description of Materials/Approach Provided During Instruction	Description of the Change in Materials for Generalization
<p>Zachary was provided instruction targeting the definition of the following terms as they pertain to the comprehension of informational texts: topic, main idea, cause, and effect. Practice in identifying each of these components was provided using various written informational texts as well as media presentations. Although other PowerPoint presentations were used to practice identifying these components, the polar bear PowerPoint was never used in instruction.</p>	<p>Article from a city website about composting and new cards to give options for the topic, cause and effect, and the main idea</p>

# Zachary's Online Evaluations

✕ Clear Selection |

Predetermined Criteria	Primary Evaluation	Selection
1. The student will identify 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 identify the cause and effect of an occurrence 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
3. The student will identify the main idea.	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

Primary 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 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
Did the student generalize the skill With new materials?	<input checked="" type="radio"/> Yes <input type="radio"/> No
H How did the student perform the skill?	<input type="radio"/> Independently <input checked="" type="radio"/> Needed Cueing <input type="radio"/> Needed Prompting

Save Cancel