

## Meet Nicole



**Nicole is a grade 10 student with multiple disabilities including a cognitive disability. Nicole is nonverbal and is beginning to respond to others and familiar stimuli by increased excitability and movement of her arms when in their presence. Nicole seems to especially enjoy tactile objects that she can manipulate. Nicole is beginning to turn her head to look toward interesting auditory or visual stimuli. Nicole is non-ambulatory and is transported from place to place in a manual wheelchair. She receives all of her daily nutrition through a feeding system tube and requires assistance with all self-care and daily living needs. Nicole accesses the general education curriculum through tasks addressing prerequisite skills.**

Student Name: Nicole

School Year: 2012–2013

STAAR Reporting Category 3

The student will demonstrate an understanding of dimensionality and the geometry of location.

**TEKS Knowledge and Skills Statement**

Geometry (6) Dimensionality and the geometry of location. The student analyzes the relationship between three-dimensional geometric figures and related two-dimensional representations and uses these representations to solve problems.

**Essence Statement**

Uses geometric representations to solve problems

**Prerequisite Skill**

Describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures

**Assessment Task**

**Level 1** The student will participate in an investigation to recognize an attribute that enhances movement. The student will be presented spheres and cubes. The student will explore the figures. The student will be presented an inclined plane. Each object will be placed individually on the inclined plane. The student will respond to the figures that roll down the inclined plane. The student will participate in grouping the figures by attributes.

**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:
- inclined plane
  - spheres of different sizes with tactile, visual, or auditory components
  - cubes of different sizes
- Supports:
- place spheres and cubes on Nicole's wheelchair tray to explore
  - position Nicole at the side of the inclined plane so she can view objects rolling down the inclined plane from top to bottom
  - place spheres on Nicole's tray when sorting
  - limit visual distractions in the background
  - animated presentation of spheres as they roll down the inclined plane

**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: physically manipulating the spheres and cubes
  2. respond by: increased movement in her arms when the spheres roll down the inclined plane
  3. participate by: visually tracking the items being grouped

**Student Name: Nicole**

**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: 3-6-13 (Information for the evaluated observation only.)	Date of the Generalization of Skill:
<p><b>1.</b> The student will explore the figures.</p>	<p>Demonstration of Skill When each sphere and cube was put on her tray, Nicole moved her fingers around each one.</p>	<p>Demonstration of Skill  <b>Not eligible for Generalization.</b></p>
	<p>Level of Support Independent</p>	<p>Level of Support  <b>Not eligible for Generalization.</b></p>
<p><b>2.</b> The student will respond to the figures that roll down the inclined plane.</p>	<p>Demonstration of Skill Nicole did not respond to the cubes. She excitedly threw her arms up in the air as she watched the brightly colored spheres roll down the inclined plane and heard the sounds generated by the movement.</p>	<p>Demonstration of Skill  <b>Not eligible for Generalization.</b></p>
	<p>Level of Support Independent</p>	<p>Level of Support  <b>Not eligible for Generalization.</b></p>

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Predetermined Criteria	Primary Observation	Generalization of Skill
<p>3. The student will participate in grouping the figures by attributes.</p>	<p>Demonstration of Skill Nicole visually tracked the cubes as each one was held up in the air and then placed on the table. She visually tracked the spheres as each one was held up and placed on her tray.</p>	<p>Demonstration of Skill  <b>Not eligible for Generalization.</b></p>
	<p>Level of Support Independent</p>	<p>Level of Support  <b>Not eligible for Generalization.</b></p>

Description of Materials/Approach Provided During Instruction	Description of the Change in Materials for Generalization
<p>Nicole was introduced to many objects in the shape of three-dimensional figures such as cylinders (cans without labels), rectangular prisms (tissue boxes and other rectangular boxes), and cones (ice cream and paper funnels). (Spheres and cubes were not used since they were part of the task.) Nicole manipulated each of the figures when placed within her reach. The shape of each cylinder's base was emphasized. Nicole responded to the cylinders when they rolled down an inclined plane but only after she was positioned at the side of the inclined plane. She also responded more to the cylinders when they were visually, auditorily, or tactilely distinctive. She watched the teacher as each figure was sorted into different figures by attribute.</p>	<p><b>Not eligible for Generalization.</b></p>

# Nicole's Online Evaluation

✕ Clear Selection		
Predetermined Criteria	Primary Evaluation	Selection
1. The student will explore the figures.	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 respond to the figures that roll down the inclined plane.	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 grouping the figures by attributes.	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