

Task Specific Change in Materials/Approach from Instruction to Assessment: English

In order to provide more rigor as required by Texas legislation, the materials used in STAAR Alternate assessment observations must be different than those used during instruction. The materials must vary enough from instruction so that the student is not just rotely repeating an answer or response from a previous instructional session without truly demonstrating the skill. The changes in materials, therefore, should be related to the content being measured. During the assessment observation a student must provide a different answer to the predetermined criterion or respond to a different experience in the predetermined criterion than was observed during instruction. Because some tasks and predetermined criteria are written specifically for a certain skill, teachers need to plan instruction and assessments in advance to ensure a change in materials is made. For example, when specific skills are to be assessed, it may be necessary to introduce and teach similar skills during instruction so that the content of the assessment observation is not compromised.

Instruction is critical since an assessment observation only reflects the skill acquisition that occurred during the instructional process. The assessment tasks have to be presented as written and cannot be changed, thus maintaining the standardization quality of STAAR Alternate. A student's performance can only be considered valid if the assessment task has not been previously practiced in the exact way that it was designed. Therefore, teachers must review the assessment tasks prior to beginning instruction to ensure the task is not duplicated, which will compromise the authentic response required during the assessment observation. Teachers are required to approach teaching sessions differently than assessment observations. The change in approach may vary from assessment task to assessment task.

Question to ask yourself: What is the best way for the skills/concepts in the assessment task to be addressed during instruction?			
Answers:			
As the skill naturally occurs	In separate lessons	With new items only	In a different presentation

The information on the following page provides guidance on the instruction for the assessment task that should occur before the observation. The change in materials must maintain the complexity level of the task and result in a new experience or a different answer than is requested in the assessment observation.

Instructional Focus				
	Natural Occurrences	Separate Lessons	New Items*	Different Presentations
Skill/Concept	<ul style="list-style-type: none"> Broadly addressed as the skill/concept naturally occurs Exposure to numerous experiences showing how the skill/concept relates to the student 	<ul style="list-style-type: none"> Specifically taught in isolation of other skills due to the complexity of the skill/concept Requires the use of new items presented in the same way as in the predetermined criteria 	<ul style="list-style-type: none"> Specifically taught with new items * 	<ul style="list-style-type: none"> Overall skill or concept taught but in a way that is different than that of the assessment task
Predetermined criteria	<ul style="list-style-type: none"> Not specifically addressed during instruction since the opportunity to emphasize the skill/concept frequently occurs 	<ul style="list-style-type: none"> Each predetermined criterion is addressed in isolation of the other predetermined criterion since each skill/concept must be learned individually as a separate skill/concept before being demonstrated together Each predetermined criterion becomes a single, separate lesson which can occur over numerous days 	<ul style="list-style-type: none"> Each predetermined criterion is addressed in the same way as in the assessment task All predetermined criteria are addressed together during a single lesson since the skill is often a process that cannot be completed until all three criteria are performed 	<ul style="list-style-type: none"> Not specifically addressed during instruction since the predetermined criteria are often very specific Repeating the predetermined criteria during instruction exactly as written in the task would compromise the assessment observation
Entire assessment task	<ul style="list-style-type: none"> Not presented as written during instruction – presented for the first time as an entire task during the assessment observation 	<ul style="list-style-type: none"> Not presented as written during instruction – becomes a culminating activity for the first time as an entire task during the assessment observation 	<ul style="list-style-type: none"> Presented as written during instruction – instruction and assessment observation are exactly mirrored with the exception of the items 	<ul style="list-style-type: none"> Not presented as written during instruction – presented for the first time during the assessment observation

* The term “item” refers to materials as well as to specific examples or problems presented in a task. An “item” refers to, but is not limited to, the following examples: consonant letter, word, paragraph, text, topic, equation, geometric figure, graph, quantity, journal entry, map, act of a good citizen, geographic feature, investigation, characteristic of a habitat, and a basic need.

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Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
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Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Uses text evidence to identify imagery in poetry						
English I	2/3	3	Poetry: imagery	●	Use new poems and different personifications	Given a poem that includes personification: locate the noun in the poem that is an example of personification, generate an explanation of how the noun is an example of personification, generate a new example of personification given an object
English I	2/3	2	Poetry: imagery	●	Use new alliterative phrases and poems requiring different beginning letters and imagery	Given a phrase and a poem that includes alliteration: identify the letter that is repeated to form the alliteration in the phrase, identify the alliterative phrase in the poem, construct a new phrase with alliteration given a word by adding additional words
English I	2/3	1	Poetry: imagery	★	Expose the student to words that begin with the same letter as the student's name as opportunities occur	Given the student's name with the first letter emphasized: explore the emphasized letter in his or her name, experience a teacher-created poem that includes several descriptive words beginning with the same emphasized letter as in the student's name, participate in matching his or her name to the poem
Essence Statement B: Follows instruction in procedural text to determine clarity						
English I	3/11	3	Comprehension: procedural texts	●	Use new products requiring new procedural steps	Given procedural steps for assembling a product: locate the materials needed to complete the steps, execute the steps to assemble the product, evaluate the clarity of the steps
English I	3/11	2	Comprehension: procedural texts	●	Use new steps for different procedural texts	Given randomly presented steps from a procedural text and notification that one step is missing: arrange the steps in logical order, identify the step that is missing, identify where to place the omitted step in the sequence
English I	3/11	1	Using procedural texts	●	Use new recipes requiring different materials	Given a recipe and the materials needed to make the product: participate in pairing the materials to each step, experience completing the steps, respond to the end product

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Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement C: Creates a story using elements of literary text						
English I	4/14	3	Writing stories		Use new ideas not previously developed	Generate an idea for a story; determine the characters, setting, three plot details, and conclusion; generate the story
English I	4/14	2	Writing stories		Use new story ideas to develop new stories	Given ideas for a story: choose a story idea and details; complete a story map adding characters, setting, two plot details and a conclusion for his or her story; identify a title for the story
English I	4/14	1	Writing stories		Provide language experience stories about events other than an entire school day	Given representations of activities that happen during the day: acknowledge the representations of activities, participate in sequencing the representations of activities, participate in writing a story about his or her day
Essence Statement D: Revises a text to improve writing						
English I	5/13	3	Revising text		Use new topics of interest not previously developed	Select a topic of interest, generate a short essay about the selected topic that is presented to an audience for feedback, revise the essay using the feedback
English I	5/13	2	Revising text		Use new paragraphs and sentence fragments	Given a paragraph that includes a sentence fragment: identify the fragment in the paragraph, identify the word or words that are needed to make the fragment a sentence, revise the fragment into a complete sentence
English I	5/13	1	Revising text		Use new sentences, details, and representations	Participate in writing a simple sentence, explore a representation paired with a word that will add a specific detail to the sentence, participate in adding the word to the sentence and experiencing the revised sentence

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Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Compares themes across texts						
English II	1/2	3	Themes across texts	●	Use new historical fiction texts with different settings and themes	Given two historical fiction texts with similar themes: determine the historical setting for each text, compare the historical setting using text evidence, compare the themes of the texts
English II	1/2	2	Themes across texts	●	Use new folktales with new themes	Given two folktales: identify the main characters in each folktale, identify one adventure in each folktale, identify the theme of each folktale
English II	1/2	1	Settings	●	Use new texts with different settings	Given a teacher-created fictional text with a setting in which the student can relate and representations of the setting in the text: participate in pairing the representation of the setting with the text, experience sensory input that simulates the setting as the text is read, acknowledge the setting of the text when the teacher connects the representation for the setting to the student's personal experience
Essence Statement B: Uses text evidence to identify the author's argument in persuasive texts						
English II	3/10	3	Persuasive text: author's purpose	●	Use new persuasive texts with different positions	Given a persuasive text that includes exaggerated statements: determine the author's position in the persuasive text, locate text evidence that supports the author's position, locate the exaggerated statements in the text
English II	3/10	2	Persuasive text: author's purpose	●	Use new persuasive texts with different positions and ask different questions	Given a persuasive text that clearly states the author's position: identify the sentence in the text that states the author's position, identify two points from the text that support the author's position, answer a question about the author's position
English II	3/10	1	Persuasive text	●	Use new persuasive statements, activities, and representations	Given a persuasive statement about an activity and its importance with a representation for the activity attached to the statement: participate in performing the activity referenced in the persuasive statement, participate in sharing the statement with another person, respond to the other person performing the activity referenced in the persuasive statement

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Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement C: Creates an expository text to communicate information						
English II	4/15	3	Writing responses to texts	▲	Instruct in recognizing job skills needed for specific jobs based on student's strengths and weaknesses and composing sentences	Given a job description from a want ad that does not provide specific job requirements: determine the skills needed for the job based on the description, generate a list of skills that he or she possesses that correspond to the job description, generate a written response to the ad inquiring about the availability of a job with his or her skills
English II	4/15	2	Writing responses to texts	▲	Instruct in identifying job skills needed for specific jobs based on student's strengths and weaknesses and sentence development	Given a "Help Wanted" ad and a list of three employment skills that the student possesses: identify three skills needed for the job based on the want ad, match one of his or her employment skills to a corresponding skill identified for the job, complete a response to the want ad identifying his or her skills needed for the job
English II	4/15	1	Writing expository texts	●	Use other familiar people in the school and different representations	Given a familiar person who works in the school or community and a representation of the person's job: acknowledge the person, participate in writing a sentence about the person's job, participate in pairing the sentence with the representation
Essence Statement D: Revises an informational text to communicate to a specific audience						
English II	5/15	3	Revising own informational texts	▲	Instruct in conducting research on varied topics using multiple sources, creating varied presentations, and revising text	Determine how to present the results of student-conducted research from multiple sources on a student-selected topic, generate a presentation to communicate the research to a specific audience, revise the presentation based on feedback from the teacher
English II	5/15	2	Revising informational texts	■	Provide instruction on revising text by adding additional information	Given a summary of an informational article: identify one piece of information in the article that was not included in the summary, revise the summary adding the additional information, revise the summary to add the author's name and the date the article was written
English II	5/15	1	Revising informational texts	●	Use new objects, representations and images requiring different descriptions	Given a favored object to become the topic for a display: participate in finding similar objects to be included in the display, explore the representations or images of the objects in the display as descriptive phrases about them are read, participate in rearranging the representations or images

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Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Uses a variety of strategies and reference materials to confirm word meanings when reading						
English III	1/1	3	Vocabulary strategies: context	▲	Instruct on using context clues to predict meaning of words, finding the meaning of words in a reference material, and filling out other types of forms	Given a job application: locate an unfamiliar word on the job application, predict the meaning of the word using the context of the section of the application, determine the meaning of the word to confirm his or her prediction using reference materials, record the requested information in that section
English III	1/1	2	Vocabulary strategies: appositive phrases	●	Use new terms and different appositive phrases	Given a sentence from an informational text with an unfamiliar term from an academic content area that contains an unfamiliar term defined by an appositive phrase: identify the unfamiliar term, identify the appositive phrase, identify another sentence that correctly uses the unfamiliar term in context
English III	1/1	1	Compound words	●	Use new compound words and different representations	Given a compound word for a familiar object or activity and representations for each part of the compound word: participate in pairing the two representations to each part of the compound word, participate in replacing the first word and its representation with a substitution word and corresponding representation, acknowledge the new word
Essence Statement B: Uses text evidence to identify the structure and elements of drama						
English III	2/4	3	Drama: comparing media	●	Use a new drama and corresponding film	Given a scene from a drama and a film version of the same scene: generate a summary of the scene, generate a summary of the film version, compare the scene in the text with the scene in the film version
English III	2/4	2	Drama: comparing media	●	Use a new drama and corresponding film	Given a scene from a drama and a film version of the same scene: identify words from the text that describe the setting and are recorded on a list by the teacher, identify the words from the recorded list that also describe the setting depicted in the film, identify one difference in the setting between the scene in the drama and the film
English III	2/4	1	Drama: dialogue	●	Use a new drama with different character representations, costumes and scenery	Given a copy of a drama including representations for the characters next to the corresponding dialogue: explore the representations, participate in pairing the representations to the characters as the characters speak when the drama is presented, respond to the scenery and costumes

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Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement C: Uses the writing process to compose cohesive text						
English III	4/13	3	Writing process: publishing	●	Use new ideas that have not been previously developed	Determine the format in which to present an idea he or she wants to convey to a specific audience, determine the key points for his or her writing, generate a presentation about the topic
English III	4/13	2	Writing process: drafts	●	Use new writing topics with different details	Given three writing topics from which to choose the topic he or she wants to write about: identify relevant details about the topic, identify the topic sentence, construct the first draft
English III	4/13	1	Writing process: publishing	●	Use different familiar items that result in different sentences	Given a familiar item to participate in writing a sentence about: participate in pairing the item with the sentence, participate in sharing the sentence about the item, responding to the reaction from his or her audience
Essence Statement D: Revises text to clarify meaning						
English III	5/13	3	Revising text: transitions	■	Provide instruction on transitions in written text and common transition words	Given several paragraphs without transitions: determine where transitions are needed, determine the best transition words to clarify meaning in the paragraphs, revise the paragraphs
English III	5/13	2	Revising text: word choice	▲	Instruct on the differences in informal and formal letter writings, appropriate salutations and closing words and phrases	Given an informal letter to a friend and directions to revise the letter to convey the same information to an authority figure: revise the salutation to appropriately address an authority figure, revise the body of the letter for appropriate word choice, revise the closing
English III	5/13	1	Revising text	●	Use different people and different written messages	Given a representation for a person to whom he or she wants to send a note: participate in writing a note to the person which will be incorrectly addressed, participate in revising the name on the note to correctly reflect the intended recipient, participate in pairing the representation of the intended person to the name on the revised note before delivering the note