

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

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: Recognizes reasons for exploration and colonization						
8/Social Studies	1/8.2	3	Reasons for exploration and colonization	■	Provide instruction on different reasons people have explored and moved throughout history	Given information about the establishment of a colony or an expedition that explored new territory: determine a reason colonists or explorers left their homeland, determine what needs were met by colonization or exploration, determine how the same needs are met in his or her own community
8/Social Studies	1/8.2	2	Reasons for exploration and colonization	●	Use new journal entries involving a different reason for leaving and as many new photographs of items from the past and present as possible	Given a personal journal entry of a colonist or explorer that includes the reason for leaving his or her homeland and details about his or her life: identify the reason the colonist or explorer left his or her homeland, sort representations or photographs depicting the details of the journal into two groups of past and present, match the representation or photograph from the past to the present-day counterpart
8/Social Studies	1/8.2	1	Reasons for relocating	★	Expose to representations as they naturally occur when referencing the schedule or going to a location to have a need met	Given representations of basic needs met at different locations in the school: participate in pairing representations to the appropriate activity on his or her schedule, participate in traveling to locations where needs can be met, respond to the completed schedule to symbolize that all needs were met
Essence Statement B: Recognizes the physical characteristics of the United States and the effects of these on historical and contemporary events						
8/Social Studies	2/8.10	3	Locating places on a map	■	Provide instruction on U.S. and Texas maps and using cardinal directions	Given a topographical map of the U.S. with large cities in Texas labeled: locate a large city close to his or her hometown, locate a geographic feature close to the city, determine the cardinal direction from the city to the geographic feature
8/Social Studies	2/8.10	2	Locating places on a map	■	Provide instruction on community maps, towns, and geographic features	Given a map of his or her community including major roads and geographic features: identify a location, identify a geographic feature, construct a route using existing roads between the location and the geographic feature
8/Social Studies	2/8.10	1	Locating places on a map	●	Use new destinations on maps	Given a map that includes a representation of the starting location and a removable representation of a destination: participate in removing the representation of a destination from the map, experience traveling to the destination, participate in pairing the representation back to the appropriate place on the map

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Essence Statement C: Recognizes the importance of individual participation in the democratic process						
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8/Social Studies	3/8.20	3	Citizen participation	■	Provide instruction on citizen involvement, conducting polls, and analyzing poll results	Given an issue concerning the school community: conduct a poll to determine how members of the school community feel about the issue, analyze the results of the poll, generate a proposal to take to the principal based on the polling results
8/Social Studies	3/8.20	2	Citizen participation	■	Provide instruction on citizen involvement, conducting polls, and identifying results	Identify a change that would improve a classroom procedure, assist in conducting a class vote on changing the procedure, identify the results of the vote
8/Social Studies	3/8.20	1	Citizen participation	★	Expose to opportunities to participate in activities decided on through group consensus	Given representations for two different class activities: explore the representations, participate in providing and collecting ballots for a class vote on a preferred activity, participate in the activity decided upon by the class
Essence Statement D: Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States						
8/Social Studies	4/8.28	3	Use of energy sources	■	Provide instruction on energy sources and how they are helpful	Given reference materials: generate a list of energy sources in Texas, generate a presentation about a student selected energy source, determine ways the energy source impacts daily life
8/Social Studies	4/8.28	2	Use of technology	●	Use new types of technology	Identify an example of technology, assist in using the technology, identify one way the technology helps people in daily life
8/Social Studies	4/8.28	1	Use of technology	●	Use new types of technology	Given an example of technology and a demonstration of its use: acknowledge the technology, respond to the demonstration, participate in using the technology

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Essence Statement A: Recognizes the impact of the American civil rights movement						
U.S. History	1/9	3	Civil rights leaders		Use new civil rights leaders	Given the name of two civil right leaders from American history and reference materials: generate a list of significant events from the life of each leader, compare the events from the two lists, determine a contribution that each leader made to American society
U.S. History	1/9	2	Civil rights leaders		Use new civil rights leaders	Given reference materials: identify a civil rights leader from American history, identify a significant event in the civil rights movement associated with that leader, identify one result of the leader's contribution to American society
U.S. History	1/9	1	Good citizenship: helping others		Use new groups or individuals with different needs	Given a representation for "help" and a group or individual needing assistance: participate in pairing the representation to the group or individual, participate in helping the group or individual, respond to the reaction of the group or individual
Essence Statement B: Recognizes the causes and effects of migration and immigration on American society						
U.S. History	2/13	3	Effect of migration		Provide instruction on migration trends due to a variety of reasons, creating graphs, and analyzing information on graphs	Given data showing population and number of schools for a school district over a given period: generate a graph representing the information, determine the relationships between student enrollment and number of schools, predict the effects of the migration trend upon the district
U.S. History	2/13	2	Migration		Use new groups of immigrants involving different natural geographical factors and settlement routes	Given information about a group of people migrating within the United States: identify a natural geographical factor that brought the people to the new location, identify the route taken by the people from the original location to their final settlement, identify one way the life of the people improved as a result of the relocation
U.S. History	2/13	1	Populations of communities		Provide instruction on different types of communities and the concept of more	Given a model of an urban community and a model of a rural community: explore the characteristics of both communities, participate in placing representations for people into each community where the rural community has only a few people and the urban community has significantly more people, acknowledge the greater number of people in the urban community

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Essence Statement C: Recognizes the concept of American exceptionalism						
U.S. History	3/22	3	Bill of Rights: guaranteed rights	●	Use new rights guaranteed by the Bill of Rights	Given reference materials and a fundamental right guaranteed by the Bill of Rights: determine the meaning of the right, determine a situation in which the right is put into practice, determine an outcome that might occur if the right was not guaranteed for citizens
U.S. History	3/22	2	Civic affairs	●	Use new activities benefitting the community	Identify activities that citizens could do that would positively impact the community, identify a benefit on the community for one of the student-chosen activities, share the benefit of the activity with others
U.S. History	3/22	1	Good citizenship	★	Expose to numerous turn-taking activities as well as other acts of good citizenship	Given an opportunity to explore a representation for a turn-taking activity: participate in giving the representation to another person, respond to the other person as that person takes a turn in the activity, participate in receiving the representation as a signal to take his or her own turn
Essence Statement D: Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U. S. economic development						
U.S. History	4/27	3	Technological innovations	■	Provide instruction focusing on technology, past and present, and how it was/is used in daily life	Given a list of interview questions focusing on how technology is used to accomplish daily routines: determine responses to the questions focusing on the student's own experiences with present-day technology, conduct an interview with an older adult about how that person accomplished the same daily routines in the past, compare his or her own responses to those of the older adult
U.S. History	4/27	2	Technological innovations	■	Provide instruction focusing on technology, past and present, and how it was/is used in daily life	Identify three examples of technological inventions that he or she uses today, identify what is accomplished by using each of these inventions, identify one benefit of the technological inventions of today
U.S. History	4/27	1	Technological innovations	●	Use new types of technology and different tasks	Participate in using a technological device to complete a task, participate in using an older method or device to complete the same task, respond to the additional effort required to complete the task with the older method or device

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Essence Statement A: Recognizes the processes that influence political divisions, relationships, and policies						
World Geography	1/14	3	Three branches of government	■	Provide instruction on the three branches of government and how each branch affects citizens	Generate a presentation displaying the three branches of government and the role of each branch using reference materials; role play a selected role in a scenario that includes making a law, enforcing the law and arresting a perpetrator, and trying the defendant; justify which branch of the government was involved in his or her role play
World Geography	1/14	2	State and national offices	■	Provide instruction on the roles of individuals in various state and national offices	Given an elected office at the national level and one at the state level that have parallel roles: identify the roles of the national and state officials, identify the individuals who currently occupy each office, identify one way the national and state office differ
World Geography	1/14	1	Roles of authority figures	■	Provide instruction on rules and safety at home and school	Given representations of activities involving rules and safety that are common to both school and home and are performed by an authority figure: explore the representations, participate in pairing the representations to the authority figure at school as the role of that figure is described, participate in pairing the same representations to a representation of an authority figure who performs the same role at home
Essence Statement B: Recognizes the patterns and characteristics of different landforms, climates, and ecosystems of Earth						
World Geography	2/4	3	Geographic characteristics of the regions of Texas	■	Provide instruction on all four regions of Texas	Given reference materials: generate a graphic organizer displaying information on the landforms, climate, and vegetation of two of the four major regions of Texas; compare the information; generate a conclusion about the two regions using the information in the graphic organizer
World Geography	2/4	2	Geographic characteristics of the regions of Texas	■	Provide instruction on all four regions of Texas	Given a map of Texas divided into the four major regions: identify the region on the map in which he or she lives, identify a characteristic of that region, identify one way in which that region is the same or different from another region he or she has chosen
World Geography	2/4	1	Physical characteristics of land and water	■	Provide experiences with maps and physical characteristics of land and water	Given a U.S. topographical map including the Pacific and Atlantic Oceans and the Gulf of Mexico: experience sensory input for land and water, participate in outlining the shape of Texas on the map, participate in pairing the sensory experience of water to the Gulf of Mexico on the map

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Essence Statement C: Recognizes the characteristics and contributions of different cultures						
World Geography	3/17	3	Cultural groups	●	Use new ethnic groups with different customs and traditions	Using reference materials: generate a list of customs and traditions for a specified ethnic group in the U.S., locate the country of origin of the customs and traditions on a map, determine the significance of the customs and traditions to its people
World Geography	3/17	2	Cultural groups	■	Provide information on cultural traditions from at least three ethnic groups	Given the names of three different ethnic and/or cultural traditions and a collection of items/pictures associated with the three traditions: match the items to the three cultural traditions, match the country or region of origin for each tradition, identify the purpose for each tradition
World Geography	3/17	1	Similarities and differences among people	★	Expose to own and classmates' belongings and labeling them with the appropriate names as part of routine class procedures	Given a collection of items (half of which are unique to the student and half unique to a classmate): participate in pairing each item to the person to whom it belongs, acknowledge the items that belong to each person, participate in pairing the names of each person to the belongings
Essence Statement D: Recognizes how current technology affects societies						
World Geography	4/20	3	Communication through technology	■	Provide instruction on modes of communication throughout history including oral, written, and graphic	Generate a list of different ways people communicate through technology past and present, organize the list according to when the technology was first introduced, justify why the most recent mode of communication is an improvement compared to the first entry on the list
World Geography	4/20	2	Communication through technology	■	Provide instruction on modes of communication throughout history including oral, written, and graphic	Given a blank timeline and representations of communication tools used during different periods in history along with other noncommunication tools: identify the communication tools, arrange the communication tools on the timeline in chronological order, identify one communication technology device he or she uses presently
World Geography	4/20	1	Communication through technology	★	Expose to different ways to communicate as they naturally occur	Participate in developing a message to be sent to an individual, participate in delivering the message in different communication modes, respond to the individual each time the receipt of the message is acknowledged

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Essence Statement A: Recognizes important events and turning points in world history from 1750 to the present						
World History	2/1	3	Historical events: timelines		Use new historical events	Given four historical events that happened after 1750 and reference materials: determine the date for each event, organize the events on a timeline, compare one of the events to the present day
World History	2/1	2	Historical events: timelines		Use new pictures or descriptions and different time periods	Given pictures or descriptions of three distinct time periods after 1750 and a timeline: match the pictures or descriptions to its corresponding time period, arrange the pictures or descriptions in chronological order on a time line, supply a recent event to the timeline
World History	2/1	1	Chronological vocabulary		Expose to chronological language and numerous opportunities to sequence activities/events in time	Given representations of three significant events in the student's life: explore the representations, participate in placing the three events on a timeline as the teacher uses chronological vocabulary, participate in placing a representation of a recent event on the timeline
Essence Statement B: Recognizes the relationship between the arts and the times during which they were created						
World History	3/26	3	Historical time period effects on culture		Provide instruction on various historical time periods and how the people lived	Given three distinctive time periods of American history and reference materials: locate information and examples of music, automobiles, and clothing popular for each time period; compare the information and examples across the time periods; generate a presentation of the information and examples to share with peers
World History	3/26	2	Cultural effects on art		Use new art objects from different cultures	Given three representations of art objects from a specific culture: identify the medium of each of the three art objects, match a description of the significance of each art object to the culture, construct a flyer advertising a museum exhibit showing the art objects
World History	3/26	1	Cultural artifacts		Use new artifacts from different cultures	Given a model of an artifact from a specific culture: explore the artifact, respond to one detail on the artifact, participate in using the artifact as it was used in the culture

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Essence Statement C: Recognizes the significance of political decisions made by individuals, groups, and nations throughout history						
World History	4/21	3	Citizenship: Voting	■	Provide information on voter qualifications and where to locate information on the candidates or issues on ballots	Given reference materials: generate a list of current qualifications needed to vote in a state or U.S. election, determine how voters can find out about the candidates or issues on a ballot, generate a conclusion on the importance of learning about candidates and issues before voting
World History	4/21	2	Citizenship: Voting	■	Provide information on voter requirements and completing forms with personal information	Identify one requirement for voting in a local, state or U.S. election, identify responsibilities that individuals should fulfill before voting, complete a form for voter registration
World History	4/21	1	Good citizenship	★	Expose to opportunities to participate in acts of good citizenship in contextual settings	Given an object representing a real-life problem within the school requiring an act of good citizenship: acknowledge the object representing the real-life problem, participate in an act of good citizenship to positively impact the problem, respond to the reaction of others when they observe the act of good citizenship
Essence Statement D: Recognizes the origins of contemporary economic systems and the benefits of free enterprise in world history						
World History	5/18	3	Impact of scarcity	■	Provide opportunities to solve problems when items are in short supply	Given a total number of packages needed to fill a work order for an assembly task, a list of items to be placed in each package, and the actual items to fill the packages (with some items not provided): execute the task to assemble the packages for the work order, determine the number of complete packages that can be assembled, evaluate the effect of the limited number of items on the completion of the work order
World History	5/18	2	Impact of scarcity	■	Provide instruction focusing on the impact of scarcity	Given a scenario in which a desired item is not available for purchase in the student's community and the price of the item when it was available: identify possible reasons for an item to no longer be available; identify a solution to solve the problem; identify whether the price of the solution was more than, less than, or the same as the price of the item when it was available
World History	5/18	1	Economic process	●	Use new products to make and sell and different items to purchase	Participate in making an item to be sold, participate in selling the item, respond to an item that was purchased with the money from the sale