

Change in Materials from Primary to Generalization: Social Studies

Challenging the student with a Level 3 or Level 2 assessment task may allow the student the opportunity to generalize the skill. Generalization allows the student to demonstrate that he or she has internalized the skills by applying them in a new context. For a student with a cognitive disability, this demonstrates true mastery. Only students who demonstrate Level 3 or Level 2 assessment tasks in the primary observation without prompting earn the opportunity to generalize by performing the same task using a change in materials. Students being assessed with Level 1 assessment tasks cannot earn the opportunity to generalize regardless of how well the predetermined criteria were performed. Students at Complexity Level 1 are demonstrating a beginning awareness level of performance that would not be appropriate for generalization.

Key points when planning the change in materials for the generalization observation:

- The change in materials should not make the difficulty of the task harder or easier than what was expected in the primary observation.
- The change in materials should address the content or skill being measured in the task.
- The same three predetermined criteria measured in the primary observation must be measured.
- The same supports and response modes used in the primary observation must be used.
- The generalization observation must be conducted on a different day than the primary observation.
- The change in materials should require the student to provide a different answer to the predetermined criteria than was observed during the primary observation.
- The generalization observation can only be provided three times and the best performance is evaluated in the Assessment Management System.
- The date of the observation, the student's performance during the observation, and the change in materials used for generalization must be recorded on the state-required documentation form.

STAAR Alternate Documentation Form of Student Performance		Science Grade 8
Student Name: Jenee School Year: 2012-2013 <small>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. Prescribed supports from the first page of this document should not be referenced here.</small>		
Pre-determined Criteria 1. The student will locate two places on the map with significantly different temperatures.	Date of the Primary Observation: March 6, 2013 <small>(Information for the evaluator observation only.)</small> Demonstration of Skill: Jenee pointed to Billings, MT, and then to Miami, FL. Level of Support: Independently	Date of the Generalization of Skill: March 13, 2013 Demonstration of Skill: Jenee pointed to Minot, ND, and San Antonio, TX. Level of Support: Independently
2. The student will compare the temperature and precipitation in both places for the same three-day period.	Demonstration of Skill: Jenee accessed the forecasts for both cities, printed them out, and highlighted the temperatures and rainfall forecasts on the forecasts. Jenee used the oblique index cards to label the circles on the Venn diagram as labels. Jenee pointed to the middle of the Venn and said, "Some sun." Jenee pointed to the San Antonio circle and said, "No rain." She pointed to the Minot circle and said, "Rain." After looking at the temperatures, Jenee said, "Miami hot" and "Billings cold." Level of Support: Jenee placed the Billings card on the Venn but needed a physical cue before adding the Miami card. After wait time and a indirect verbal cue, "What other information do you want me to put on the diagram?" was provided. Jenee gave the information about the rain but did not compare the temperatures. She responded when given the verbal direct cue, "Look at the temperatures and tell me what else to put on the diagram."	Demonstration of Skill: Jenee accessed the forecasts for both cities, printed them out, and highlighted the temperatures and rainfall for each city's forecast. She placed each oblique card on the Venn diagram as labels. Jenee pointed to the middle of the Venn and said, "Some sun." Jenee pointed to the San Antonio circle and said, "No rain." She pointed to the Minot circle and said, "Rain." After looking at the temperatures, Jenee pointed to San Antonio and said, "Hot" as she fanned herself with her hand. Jenee shivered and said, "Brr" and pointed to Minot. Level of Support: Jenee stopped responding after the information on the rain was recorded. She was provided wait time and the verbal indirect cue, "What about the temperatures?" before stating how to complete the Venn.

Date

Performance

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Pre-determined Criteria 3. The student will determine how to prepare for the weather at each location.	Primary Observation Demonstration of Skill: Based on the forecasts, Jenee responded with the appropriate clothing for each city using her communication device. Level of Support: Independently	Generalization of Skill Demonstration of Skill: Jenee said she would take a bathing suit to San Antonio and an umbrella to Minot. Level of Support: Independently
Description of Materials/Approach Provided During Instruction Materials: Internet access; Visual cards with steps on how to access information on the Internet; a variety of oblique cards on walls, in textbooks, and on the Internet; thermometer for measuring indoor and outdoor temperature; T-charts and Venn diagrams; voice-output device. Approach: Separate lessons on skills - Jenee was taught how to use a search engine to locate all kinds of information on the Internet. She was taught to follow a variety of directions outlined in steps on cards. During social studies she became familiar with all kinds of US maps and was able to locate cities. In mathematics she practiced using a thermometer to determine whether the temperature inside or outside was considered hot or cold. She worked on place value with numbers and rounding numbers. During language arts she was taught how to complete T-charts and Venn diagrams and how to use them to compare information in texts. If needed, Jenee was instructed on different weather conditions, their impact on people and the environment, and how people should prepare for the different weather conditions.		Description of the Change in Materials for Generalization Jenee was asked to locate two new cities with greatly differing temperatures on the same weather map that was used during the primary observation. As a result, the weather information she was asked to compare was different and the responses to the predetermined criteria varied from the primary observation.

Change in Materials

SOCIAL STUDIES

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Requirement Options
Essence Statement A: Recognizes reasons for exploration and colonization					
8/Social Studies	1/8.2	3	Reasons for exploration and colonization	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	Use a new colony or expedition resulting in a different reason for leaving and a different need being met
8/Social Studies	1/8.2	2	Reasons for exploration and colonization	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	Use a new journal entry resulting in a different reason for leaving and different details
8/Social Studies	1/8.2	1	Reasons for relocating	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	Not Appropriate
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	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	Instruct the student to locate another large city with a different geographic feature that requires a different cardinal direction than was used during the primary observation
8/Social Studies	2/8.10	2	Locating places on a map	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	Use a new location with a different geographic feature
8/Social Studies	2/8.10	1	Locating places on a map	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	Not Appropriate

SOCIAL STUDIES

Grade/ Subject	Rep Cat/ K&S	Level	Skill focus	Assessment Task Summary	Generalization Options
Essence Statement C: Recognizes the importance of individual participation in the democratic process					
8/Social Studies	3/8.20	3	Citizen participation	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	Use a new school issue with different polling questions and results
8/Social Studies	3/8.20	2	Citizen participation	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	Use a new issue requiring a change in a classroom procedure with different voting results
8/Social Studies	3/8.20	1	Citizen participation	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	Not Appropriate
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	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	Instruct student to list different energy sources with a different impact on daily life than used during the primary observation
8/Social Studies	4/8.28	2	Use of technology	Identify an example of technology, assist in using the technology, identify one way the technology helps people in daily life	Use a new example of technology that helps people in a different way than the one previously used
8/Social Studies	4/8.28	1	Use 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	Not Appropriate

SOCIAL STUDIES

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Options
Essence Statement A: Recognizes the processes that influence political divisions, relationships, and policies					
World Geography	1/14	3	Three branches of government	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	Instruct the student to generate a different presentation and role play a different scenario than was used during the primary observation
World Geography	1/14	2	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	Use a different elected office for the national and state officials
World Geography	1/14	1	Roles of authority figures	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	Not Appropriate
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	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	Use the two remaining regions in Texas
World Geography	2/4	2	Geographic characteristics of the 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	Use another characteristic of the student's region and have different choices for the differences or similarities than were used during the primary observation
World Geography	2/4	1	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	Not Appropriate

SOCIAL STUDIES

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Options
Essence Statement: C: Recognizes the characteristics and contributions of different cultures					
World Geography	3/17	3	Cultural groups	Given 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	Instruct student to use a different ethnic group than was used during the primary observation resulting in different customs and traditions
World Geography	3/17	2	Cultural 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	Use different ethnic and/or cultural traditions resulting in different items/pictures
World Geography	3/17	1	Similarities and differences among people	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	Not Appropriate
Essence Statement D: Recognizes how current technology affects societies					
World Geography	4/20	3	Communication through technology	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	Use a different type of communication (oral, written, graphic)
World Geography	4/20	2	Communication through technology	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	Use different types of tools for another method of communication (oral, written, graphic)
World Geography	4/20	1	Communication through technology	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	Not Appropriate

SOCIAL STUDIES

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Requirement Options
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	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	Use different historical events
World History	2/1	2	Historical events: timelines	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 timeline, supply a recent event to the timeline	Use new pictures or descriptors from three different time periods
World History	2/1	1	Chronological vocabulary	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	Not Appropriate
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	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	Use three different time periods
World History	3/26	2	Cultural effects on art	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	Use new art objects from a different culture
World History	3/26	1	Cultural artifacts	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	Not Appropriate

SOCIAL STUDIES

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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	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	Use the other option (state or U.S.) that was not previously used
World History	4/21	2	Citizenship: Voting	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	Use another option (local, state, or U.S.)
World History	4/21	1	Good citizenship	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	Not Appropriate
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	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	Use a different number of packages with different items in different quantities to be placed inside
World History	5/18	2	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	Use a new scenario involving a different item with a different price
World History	5/18	1	Economic process	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	Not Appropriate

SOCIAL STUDIES

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Requirement Options
Essence Statement A: Recognizes the impact of the American civil rights movement					
US History	1/9	3	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	Use new civil rights leaders resulting in different events and contributions
World History	1/9	2	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, and identify one result of the leader's contribution to American society	Use a new civil rights leader resulting in a different event and contribution
US History	1/9	1	Good citizenship: helping others	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	Not Appropriate
Essence Statement B: Recognizes the causes and effects of migration and immigration on American society					
US History	2/13	3	Effect of migration	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	Use new data for a different school district or time period resulting in a different graph and relationship
US History	2/13	2	Migration	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	Use a new group of people migrating within the United States and a different natural geographical factor
US History	2/13	1	Populations of communities	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	Not Appropriate

SOCIAL STUDIES

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Essence Statement: C: Recognizes the concept of American exceptionalism					
US History	3/22	3	Bill of Rights: guaranteed 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	Use a different fundamental right guaranteed by the Bill of Rights
US History	3/22	2	Civic affairs	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	Use new activities resulting in different benefits to the community
US History	3/22	1	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	Not Appropriate
Essence Statement D: Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U. S. economic development					
US History	4/27	3	Technological innovations	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 the 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	Use new interview questions that focus on different technology
US History	4/27	2	Technological innovations	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	Use three new examples of technology
US History	4/27	1	Technological innovations	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	Not Appropriate