

Selecting the Most Appropriate Assessment Task



Level 3

Prerequisite skill: describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas

The student will generate a list of energy sources in Texas. From the list, the student will select an energy source that he or she would like to research. Using reference materials, the student will generate a presentation about the energy source. The student will determine ways the energy source impacts his or her daily life.

Predetermined Criteria

1. The student will generate a list of energy sources in Texas.
2. The student will select an energy source that he or she would like to research.
3. The student will generate a presentation about the energy source.

Level 2

Prerequisite skill: explain how science and technology change the ways in which people meet basic needs

The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.

Predetermined Criteria

1. The student will identify an example of technology.
2. The student will assist in using the technology.
3. The student will identify one way in which the technology helps people in daily life.

Process skill: express ideas orally based on knowledge and experiences

Transition

Level 1

Prerequisite skill: identify examples of technology used in the home and school

The student will be presented an example of technology. The student will acknowledge the technology. As the technology is demonstrated, the student will respond to the demonstration. The student will participate in using the technology.

Predetermined Criteria

1. The student will acknowledge the technology.
2. The student will respond to the demonstration.
3. The student will participate in using the technology.

Transition

Students with cognitive disabilities encompass a large range of abilities that mirror the developmental stages all children experience.

Beginning awareness



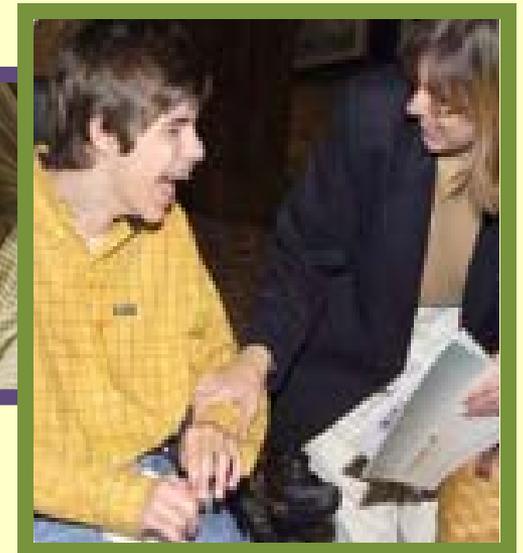
Basic understanding



Application of knowledge



The acquisition of skills for students with cognitive disabilities occurs at a slower rate than that of typically developing peers and is determined by the severity of the student's disability.



Students in elementary through high school may need an access point to the TEKS curriculum at any of the three developmental levels. The STAAR Alternate complexity levels reflect these three levels of cognitive ability.

Application of knowledge

Level 3 Complexity Level

Student:

- **Decides which materials are needed for a specific task on his or her own or from a wide array of appropriate and inappropriate options**
- **Develops or adjusts strategies to accomplish a specific task**
- **Interprets or analyzes information**
- **Formulates original responses to questions requiring higher-level thinking skills**

Basic understanding

Level 2 Complexity Level

Student:

- **Correctly makes choices when at least three options are provided**
- **Distinguishes the varying characteristics of items**
- **Answers literal questions posed to him or her**
- **Recalls information previously learned**

Beginning awareness

Level 1 Complexity Level

Student:

- **Authentically responds to stimuli after experiencing them through the senses**
- **Is unable to make a choice when two options are offered**
- **Cannot answer questions posed to him or her**
- **Communicates in subtle changes in affect or body movement**

Access available for all three levels at:

**Elementary
Middle School
High School**

For students who are not displaying characteristics for the Level 1 complexity level, the characteristics for No Response Observed may be applicable.

No Response Observed (NRO)

Student:

- **Is unable to make an authentic response to any stimuli**
- **Moves due to internal stimuli rather than stimuli presented to him or her**
- **Tracks or fixates on objects that are not part of the task**
- **Vocalizes intermittently before, during, and after the task**

For students who have developed beyond a complexity level, but have not consistently been able to display characteristics at the next higher complexity level, indicators of progress characteristics have been developed to help identify those students.

NRO

LEVEL 1

No Response Observed (NRO)

Student:

- Is unable to make an authentic response to any stimuli
- Moves due to internal stimuli rather than stimuli presented to him or her
- Tracks or fixates on objects that are not part of the task
- Vocalizes intermittently before, during, and after the task

Level 1 Complexity Level

Student:

- Authentically responds to stimuli after experiencing them through the senses
- Is unable to make a choice when two options are offered
- Cannot answer questions posed to him or her
- Communicates in subtle changes in affect or body movement

Indicators of Progress for Level 1

Student:

- Begins to show response to a stimuli belatedly or inconsistently
- Becomes still or remains quiet when a specific noise or item is near
- Increases vocalizations or movements in the presence of a specific stimuli

Level 1 will be the decision.

No combinations of levels for students between NRO and Level 1 is possible. If a student can provide an authentic response to any of the predetermined criterion, the student must be assessed at Level 1 for all tasks for that subject.

LEVEL 1

Level 1 Complexity Level

Student:

- Authentically responds to stimuli after experiencing them through the senses
- Is unable to make a choice when two options are offered
- Cannot answer questions posed to him or her
- Communicates in subtle changes in affect or body movement

LEVEL 2

Level 2 Complexity Level

Student:

- Correctly makes choices when at least three options are provided
- Distinguishes the varying characteristics of items
- Answers literal questions posed to him or her
- Recalls information previously learned



Indicators of Progress for Level 2

Student:

- Begins to show interest and seeks out the same object or task
- Focuses on and more readily acknowledges objects or representations
- Performs tasks similar to Level 2 tasks in daily instruction
- Needs less cueing and prompting for Level 1 tasks

Combinations of Level 1 and Level 2 are allowed.

LEVEL 2

Level 2 Complexity Level

Student:

- Correctly makes choices when at least three options are provided
- Distinguishes the varying characteristics of items
- Answers literal questions posed to him or her
- Recalls information previously learned

LEVEL 3

Level 3 Complexity Level

Student:

- Decides which materials are needed for a specific task on his or her own or from a wide array of appropriate and inappropriate options
- Develops or adjusts strategies to accomplish a specific task
- Interprets or analyzes information
- Formulates original responses to questions requiring higher-level thinking skills



Indicators of Progress for Level 3

Student:

- Begins to see relationships between groups
- Can sometimes predict outcomes
- Provides responses without choices
- Needs less cueing and prompting for Level 2 tasks
- Performs tasks similar to Level 3 tasks in daily instruction

Combinations of Level 2 and Level 3 are allowed.

Making the Complexity Level Decision

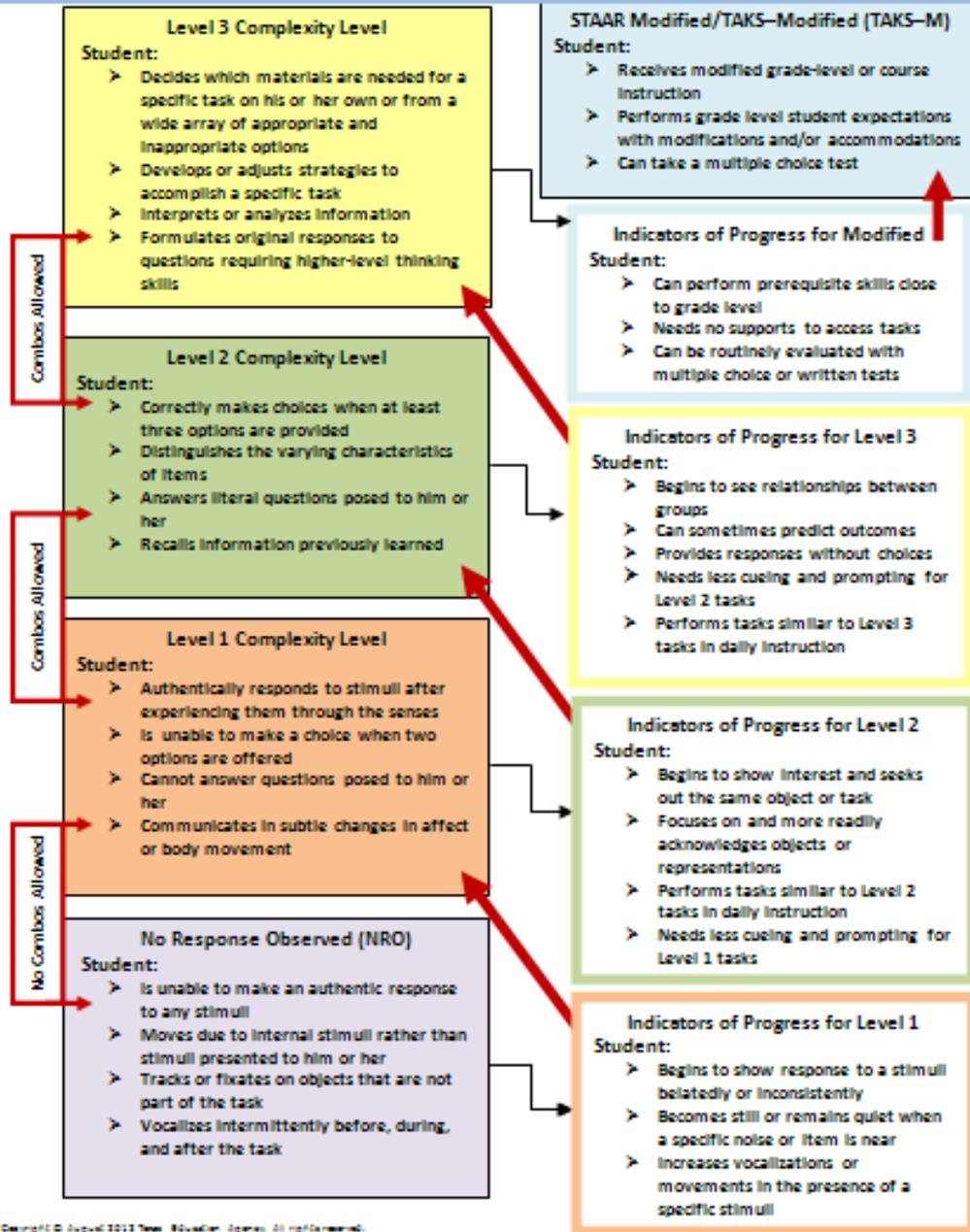
The first step in selecting the task is to pinpoint which characteristics from the complexity level or indicators of progress box best describes the student's maximum performance for a given subject.

This decision should be based on challenging expectations and be indicative of how the student is expected to perform after instruction.

The teacher or the ARD committee will make the decision for which complexity level or combinations of complexity levels are appropriate for a student for each subject being assessed.

- ✓ For the 2013 STAAR Alternate administration, either the teacher or the ARD committee **can** make the complexity level decision. It is recommended that the ARD committee make this decision if an ARD is convened at a time that allows the assessment decisions to be implemented.
- ✓ For the 2014 STAAR Alternate administration, the ARD committee **must** make the complexity level decision and record the decision on the "STAAR Alternate Participation Requirements" document.

Student Characteristics for the STAAR Alternate Complexity Levels



After STAAR Alternate has been determined as the most appropriate assessment for a student, the teacher or ARD committee will use this chart to find the best description of the student's performance before determining the complexity level or combinations of levels to be used for the assessment.

Characteristics Choice Boxes

- Level 3
- Indicators of Progress for Level 3
- Level 2
- Indicators of Progress for Level 2
- Level 1
- NRO

The teacher or ARD committee will then determine that the student should be assessed for that subject on:

- ✓ a specific complexity level (Level 3, Level 2, Level 1, or NRO) for all tasks for all four essence statements per subject



Solid Complexity Level Description

Complexity Level			
3	2	1	NRO

or

- ✓ a range between two complexity levels (Levels 3 and 2, Levels 2 and 1) as determined by the indicators of progress box



Indicators of Progress Box

Combinations of Complexity Levels	
3 and 2	2 and 1

STARTING NOW !

For 2013-2014 the complexity level decision made by the ARD committee must be recorded at the bottom of the second page of the form for each assessed subject.

Step II: Discuss Assurances
 If Yes is indicated for all five eligibility criteria, the ARD committee must indicate the assurances. All of these assurances must be initiated by district personnel in order for the student to be eligible for an alternate assessment.

Under 34 Code of Education Regulations, 201.005, Administrative Code (TAC) §89.1055, if the ARD committee determines that an alternate assessment (STAAR Modified or STAAR Alternate), the IEP committee must determine if the student will participate in the general assessment (STAAR) with or without an alternate assessment. An alternate assessment is appropriate for the student, including that all of the following criteria are met:

- The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is based on multiple sources of reliable, objective evidence, including (but not limited to) current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluation (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on a statewide assessment.
- The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is made by the ARD committee, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in Adequate Yearly Progress (AYP) performance calculations. Although alternate assessments are intended for a small number of students, the proficiency caps do not limit the number of students receiving special education services who may take an alternate assessment.
- The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is based on the student's educational need and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

Initial the one that applies:

- For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.
- For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Alternate that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills. Coursework accessed through prerequisite skills results in the student graduating on the Minimum High School Program (MHSP). Students who graduate on the MHSP are not eligible for automatic admission into a Texas four-year university.

Indicate the alternate high school courses and PEIMS course numbers the student will be enrolled in this school year.

English I Alternate 02220107 Algebra I Alternate 02100507 Biology Alternate 03010207 World Geography Alternate 03240407

English II Alternate 02220207 Geometry Alternate 02700707 World History Alternate 03240407

English III Alternate 02220307 U.S. History Alternate 03240107

Step III: Summarize Assessment Decisions
 The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate assessment will be given. For each assessment, the ARD committee can determine the complexity level (3, 2, 1, NRO) or the combinations of levels (3 and 2, 2 and 1) to be used to select the tasks. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. These accommodations will be the basis for STAAR Alternate presentation supports, materials, and response modes provided during the assessment observation. Note: The student takes STAAR Alternate for all required subjects or enrolled high school courses on the MHSP. This form may be included in the IEP for students being assessed with STAAR Alternate.

will be given. For each assessment, the ARD committee will determine the complexity level (3, 2, 1, NRO) or the combinations of levels (3 and 2, 2 and 1) to be used to select the tasks. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. These accommodations will be the basis for the STAAR Alternate presentation supports, materials, and response modes provided during the assessment observation. Note: The student will take STAAR Alternate for all required subjects or enrolled high school courses on the MHSP. This form must be included in the IEP for students being assessed with STAAR Alternate.

Indicate the STAAR Alternate tests at the determined complexity level(s) the student will take this school year.

<input type="checkbox"/> Reading Grade _____ Complexity Level(s) _____	<input type="checkbox"/> Mathematics Grade _____ Complexity Level(s) _____	<input type="checkbox"/> Science Grade _____ Complexity Level(s) _____	<input type="checkbox"/> Social Studies 8 Complexity Level(s) _____
<input type="checkbox"/> Writing Grade _____ Complexity Level(s) _____	<input type="checkbox"/> Algebra I Complexity Level(s) _____	<input type="checkbox"/> Biology Complexity Level(s) _____	<input type="checkbox"/> World Geography Complexity Level(s) _____
<input type="checkbox"/> English I Complexity Level(s) _____	<input type="checkbox"/> Geometry Complexity Level(s) _____		<input type="checkbox"/> World History Complexity Level(s) _____
<input type="checkbox"/> English II Complexity Level(s) _____			<input type="checkbox"/> U.S. History Complexity Level(s) _____
<input type="checkbox"/> English III Complexity Level(s) _____			

Reading Grade 6
 Complexity Levels 3 and 2

For 2012-2013 the complexity level decision if made by the ARD committee can be written at the bottom of the second page of the form for each assessed subject.

Options

- Level 3
- Combinations of Level 3 and 2
- Level 2
- Combinations of Level 2 and 1
- Level 1
- NRO

Reviewing the Assessment Tasks Options

STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>(8.28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to</p> <p>(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; Supporting Standard</p> <p>(B) identify examples of how industrialization changed life in the United States. Supporting Standard</p>	<p>Essence Statement D: Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States.</p>
<p>Level 3</p> <p>Prerequisite skill: describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</p> <p>The student will generate a list of energy sources in Texas. From the list, the student will select an energy source that he or she would like to research. Using reference materials, the student will generate a presentation about the energy source. The student will determine ways the energy source impacts his or her daily life.</p> <p>Predetermined Criteria</p> <ol style="list-style-type: none"> 1. The student will generate a list of energy sources in Texas. 2. The student will generate a presentation about the energy source. 3. The student will determine ways the energy source impacts his or her daily life. <p>Process skill: differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas</p> <p>Transition</p>	<p>Level 2</p> <p>Prerequisite skill: explain how science and technology change the ways in which people meet basic needs</p> <p>The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.</p> <p>Predetermined Criteria</p> <ol style="list-style-type: none"> 1. The student will identify an example of technology. 2. The student will assist in using the technology. 3. The student will identify one way in which the technology helps people in daily life. <p>Process skill: express ideas orally based on knowledge and experiences</p> <p>Transition</p>
<p>Level 3</p> <p>Prerequisite skill: describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</p> <p>The student will generate a list of energy sources in Texas. From the list, the student will select an energy source that he or she would like to research. Using reference materials, the student will generate a presentation about the energy source. The student will determine ways the energy source impacts his or her daily life.</p> <p>Predetermined Criteria</p> <ol style="list-style-type: none"> 1. The student will generate a list of energy sources in Texas. 2. The student will generate a presentation about the energy source. 3. The student will determine ways the energy source impacts his or her daily life. <p>Process skill: differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas</p> <p>Transition</p>	<p>Level 1</p> <p>Prerequisite skill: identify examples of technology used in the home and school</p> <p>The student will be presented an example of technology. The student will acknowledge the technology. As the technology is demonstrated, the student will respond to the demonstration. The student will participate in using the technology.</p> <p>Predetermined Criteria</p> <ol style="list-style-type: none"> 1. The student will acknowledge the technology. 2. The student will respond to the demonstration. 3. The student will participate in using the technology. <p>Transition</p>

TEA has developed a task for each complexity level that must be used for the designated essence statement.

If the teacher or ARD committee selects a specific complexity level,

Level 3

Prerequisite skill: describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas

The student will generate a list of energy sources in Texas. From the list, the student will select an energy source that he or she would like to research. Using reference materials, the student will generate a presentation about the energy source. The student will determine ways the energy source impacts his or her daily life.

Predetermined Criteria

1. The student will generate a list of energy sources in Texas.
2. The student will generate a presentation about the energy source.
3. The student will determine ways the energy source impacts his or her daily life.

Process skill: differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas

Level 2

Prerequisite skill: explain how science and technology change the ways in which people meet basic needs

The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.

Predetermined Criteria

1. The student will identify an example of technology.
2. The student will assist in using the technology.
3. The student will identify one way in which the technology helps people in daily life.

Process skill: express ideas orally based on knowledge and experiences

Transition

Level 1

Prerequisite skill: identify examples of technology used in the home and school

The student will be presented an example of technology. The student will acknowledge the technology. As the technology is demonstrated, the student will respond to the demonstration. The student will participate in using the technology.

Predetermined Criteria

1. The student will acknowledge the technology.
2. The student will respond to the demonstration.
3. The student will participate in using the technology.

Transition

the student must be assessed at that complexity level for all tasks for a given subject.

If the teacher or ARD committee selects a combination of complexity levels,

Level 3 Complexity Level

Student:

- Decides which materials are needed for a specific task on his or her own or from a wide array of appropriate and inappropriate options
- Develops or adjusts strategies to accomplish a specific task
- Interprets or analyzes information
- Formulates original responses to questions requiring higher-level thinking skills

Level 3

Prerequisite skill: describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas

The student will generate a list of energy sources in Texas. From the list, the student will select an energy source that he or she would like to research. Using reference materials, the student will generate a presentation about the energy source. The student will determine ways the energy source impacts his or her daily life.

Predetermined Criteria

1. The student will generate a list of energy sources in Texas.
2. The student will generate a presentation about the energy source.
3. The student will determine ways the energy source impacts his or her daily life.

Process skill: differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas



or

The higher task should always be the goal.

Level 2

Prerequisite skill: explain how science and technology change the ways in which people meet basic needs

The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.

Predetermined Criteria

1. The student will identify an example of technology.
2. The student will assist in using the technology.
3. The student will identify one way in which the technology helps people in daily life.

Process skill: express ideas orally based on knowledge and experiences

Transition

Level 2 Complexity Level

Student:

- Correctly makes choices when at least three options are provided
- Distinguishes the varying characteristics of items
- Answers literal questions posed to him or her
- Recalls information previously learned

the student must be assessed with one of the two levels in the combination range with at least one task per subject at the higher complexity level.

Level 2 Complexity Level

Student:

- **Correctly makes choices when at least three options are provided**
- **Distinguishes the varying characteristics of items**
- **Answers literal questions posed to him or her**
- **Recalls information previously learned**

or

Level 1 Complexity Level

Student:

- **Authentically responds to stimuli after experiencing them through the senses**
- **Is unable to make a choice when two options are offered**
- **Cannot answer questions posed to him or her**
- **Communicates in subtle changes in affect or body movement**

Level 2

Prerequisite skill: explain how science and technology change the ways in which people meet basic needs

The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.

Predetermined Criteria

1. The student will identify an example of technology.
2. The student will assist in using the technology.
3. The student will identify one way in which the technology helps people in daily life.

Process skill: express ideas orally based on knowledge and experiences

Transition

The higher task should always be the goal.

Level 1

Prerequisite skill: identify examples of technology used in the home and school

The student will be presented an example of technology. The student will acknowledge the technology. As the technology is demonstrated, the student will respond to the demonstration. The student will participate in using the technology.

Predetermined Criteria

1. The student will acknowledge the technology.
2. The student will respond to the demonstration.
3. The student will participate in using the technology.

Transition

Instructing the Student on the Skill

Before finalizing the task selection, the teacher will want to focus carefully on the skills measured in the task or combinations of tasks that are eligible for selection.

The grade-level information as well as the prerequisite skill will give the teacher insight on the correct approach for instructing the student.

For this essence statement, the emphasis should be on innovations or technology that have benefited society.

STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>(8.28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to</p> <p>(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; Supporting Standard</p> <p>(B) identify examples of how industrialization changed life in the United States. Supporting Standard</p>	<p>Essence Statement D: Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States.</p>

Level 3

Prerequisite skill: describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas

Level 2

Prerequisite skill: explain how science and technology change the ways in which people meet basic needs

Level 1

Prerequisite skill: identify examples of technology used in the home and school

TEA has provided additional information for the tasks at the beginning of each essence statement to assist the teacher in selecting materials and in understanding the terminology and concepts being assessed.

STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
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**Definitions/Examples for STAAR Reporting Category 4 (8.28)
Essence Statement D**

The following definitions clarify terms used in the grade 8 social studies assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test these assessment tasks in STAAR Alternate.

Level 3: page 12

energy sources – sources from which energy can be obtained to provide heat, light, and power

- Appropriate energy sources include fossil fuels such as oil and natural gas, solar energy, wind energy, nuclear energy, hydropower (electricity generated by water, most often through a dam), and biomass (any plant or animal matter used to produce energy).

presentation – a way to display the information the student has obtained about the one energy source he or she has selected for research. The presentation could be oral, visual, or a combination.

- A presentation can be a poster, brochure, slide presentation, report, model, or any other produced work that the student generates about the selected energy source

Level 3

Prerequisite skill: describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas

The student will generate a list of energy sources in Texas. From the list, the student will select an energy source that he or she would like to research. Using reference materials the student will generate a presentation about the energy source. The student will determine ways the energy source impacts his or her daily life.

Predetermined Criteria

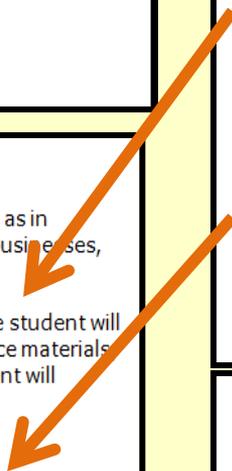
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3. The student will determine ways the energy source impacts his or her daily life.

Process skill: differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas

Levels 2 and 1: page 14

technology – Technology includes any use of knowledge that gives humans new capabilities. Technology can come in the form of a device, such as the automobile, or a new method or process, such as the assembly line. Some examples of technology and how it has helped people in daily life are listed below.

- A cell phone helps people communicate and stay in contact easily from most any location.
- A computer helps people get information, communicate with others, and share information quickly.
- A microwave helps people prepare food quickly and easily.
- A portable communication device helps people communicate and respond to conversations by selecting text or pictures and “speaking” for its user.
- A digital audio reader helps people get information orally from a printed text.
- An electronic wheelchair helps people travel to new locations in their surrounding environment.



TEA has provided additional information for the tasks at the beginning of each essence statement to assist the teacher in selecting the materials and understanding the terminology and concepts being assessed.

Level 2

Prerequisite skill: explain how science and technology change the ways in which people meet basic needs

The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.

Predetermined Criteria

1. The student will identify an example of technology.
2. The student will assist in using the technology.
3. The student will identify one way in which the technology helps people in daily life.

Process skill: express ideas orally based on knowledge and experiences

Transition

Level 1

Prerequisite skill: identify examples of technology used in the home and school

The student will be presented an example of technology. The student will acknowledge the technology. As the technology is demonstrated, the student will respond to the demonstration. The student will participate in using the technology.

Predetermined Criteria

1. The student will acknowledge the technology.
2. The student will respond to the demonstration.
3. The student will participate in using the technology.

Transition

Definitions/Examples for STAAR Reporting Category 4 (8.28) Essence Statement D

The following definitions clarify terms used in the grade 8 social studies assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test these assessment tasks in STAAR Alternate.

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Levels 2 and 1: page 14

technology – Technology includes any use of knowledge that gives humans new capabilities. Technology can come in the form of a device, such as the automobile, or a new method or process, such as the assembly line. Some examples of technology and how it has helped people in daily life are listed below.

- A cell phone helps people communicate and stay in contact easily from most any location.
- A computer helps people get information, communicate with others, and share information quickly.
- A microwave helps people prepare food quickly and easily.
- A portable communication device helps people communicate and respond to conversations by selecting text or pictures and “speaking” for its user.
- A digital audio reader helps people get information orally from a printed text.
- An electronic wheelchair helps people travel to new locations in their surrounding environment.

The teacher will want to begin working with the student on types of energy sources in Texas for Level 3 and types of technology for Level 2 and Level 1.

It is critical that instruction follow the recommended approach provided by TEA, so that the assessment task is not compromised before the observation begins.

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.

SOCIAL STUDIES

Natural Occurrences ★

Separate Lessons ▲

New Items ●

Different Presentations ■

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

For the Level 3 task, the student could not do the predetermined criterion as listed in the task during instruction. The teacher would have to provide instruction on energy sources in general and the positive effect on them for society, but not ask the student to generate a list or make a presentation.

For the Level 2 and Level 1 tasks, the student could do the predetermine criteria during instruction. For the Level 2 task, the teacher would need to plan out the materials so that the choices for technology and the corresponding benefits would not be the same for instruction and the assessment task. For the Level 1 task, the teacher would need to save one form of technology for the primary observation, so that the student response would be authentic.

Finalizing the Assessment Task Selection

If the teacher or ARD committee recommended a combination of two complexity levels, the teacher will make the final decision of which task between the two complexity level options will be used for the primary observation.

Remember that at least one task at the higher complexity level must be chosen!

then



The teacher becomes the test administrator and prepares for the primary observation by:

- ✓ providing additional instruction according to TEA resource documents
- ✓ determining the presentation supports, materials, and response modes appropriate for each task
- ✓ documenting the preplanning decision on page one of the state-required documentation form

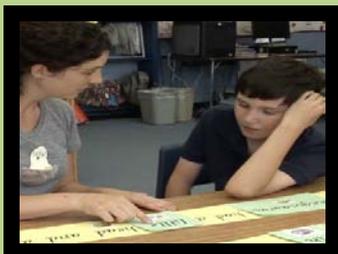
Keep in mind....

- ✓ If the ARD committee makes the decision regarding the complexity level or levels to be used for the assessment, the decision will need to be noted and the teacher must abide by the decision.
- ✓ If the teacher feels at any time that the complexity level decision made by the ARD committee needs to be reviewed either due to student progress or regression, the ARD committee must reconvene and determine the new complexity level decision following the same process as outlined in this presentation.

ARD Considerations



Challenging Students



- ✓ If the student is clearly described by the characteristics in one of the complexity level boxes, it is inappropriate to assess that student at a lower complexity level.
- ✓ It is inappropriate to assess a student at a lower complexity level just to improve his or her score on the assessment. Students who demonstrate skills on tasks independently or with cueing should not be moved to a lower complexity level.
- ✓ Supervisors may monitor the teacher selection of the assessment task to ensure that the student is being challenged with the most appropriate task.

Appropriate selection of a challenging task results in success and growth for students.

