

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.

SOCIAL STUDIES

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 westward expansion of the United States and its effects on the development of the nation						
8/Social Studies	1/8.6	3	Westward migration	▲	Instruct on westward development for various groups including the reasons for moving, the modes of transportation used, and the shift in population over time	Given reference materials: generate a list of reasons people moved west during the 1800s, determine a mode of transportation people took from point of origin to the final destination for one of the reasons on the list, determine how this migration affected the population distribution in the United States
8/Social Studies	1/8.6	2	Westward migration	■	Provide instruction on transportation for groups of people moving west focusing on different railroad routes	Identify a transportation mode used by people traveling westward during the 1800s, construct a railroad route for one railroad line during the 1800's, identify the importance of railroads
8/Social Studies	1/8.6	1	Westward migration	■	Provide experience on various transportation modes and reasons to go to new locations	Given representations of travel modes used by colonists traveling to Stephen F. Austin's Texas colony: explore the representations, participate in a simulation for each travel mode, experience a benefit of relocating to Austin's colony
Essence Statement B: Recognizes the relationships among people from various groups and their effects on American society						
8/Social Studies	2/8.23	3	Cultural influences	■	Provide instruction on various cultural groups in Texas including features in cultural group celebrations	Given reference materials: determine two cultural groups in Texas, determine one prominent feature that is a part of cultural celebrations for each group, generate a plan for a class multicultural celebration that would include the features from each culture
8/Social Studies	2/8.23	2	Cultural influences	■	Provide instruction on various cultural groups including details about each cultural group and their celebrations	Given information about two cultural celebrations: identify items associated with each cultural celebration, identify details to include in an advertisement for each celebration, construct the advertisements
8/Social Studies	2/8.23	1	Cultural influences	■	Provide experience of traditions for various cultural groups	Acknowledge an invitation to attend a multi-cultural celebration, participate in cultural traditions provided by two different cultures, respond to each of the two cultural celebrations

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Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
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Essence Statement C: Recognizes the importance of individual participation in the democratic process						
Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
8/Social Studies	3/8.20	3	Citizen participation	●	Use a new school issue with different polling questions and 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	●	Use a new issue requiring a change in a classroom procedure with different voting 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 class decision making through voting in everyday situations	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 development of different patterns of economic activity among various U.S. regions						
8/Social Studies	4/8.12	3	Employment opportunities	■	Provide instruction on job opportunities for locations in Texas	Given reference materials: generate a list of industries located throughout Texas that provide job opportunities for Texans, record the industries on a map of Texas to indicate their location, determine a major employer in the region in which he or she lives
8/Social Studies	4/8.12	2	Economic interdependency	●	Use a new product made from a different natural resource requiring different production techniques	Given a scenario or video clip about the production cycle of a product from natural resource to the consumer: identify the natural resource used to produce the product, identify how the product is made, identify how the product is transported to the consumer
8/Social Studies	4/8.12	1	Consumerism	●	Use a new scenario for a different community worker	Given a role-playing scenario or real-life situation of a community worker performing his or her job responsibilities: acknowledge the community worker, participate in paying a worker for the product or service, participate in the benefit provided by the product or service to the consumer

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Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Recognizes the political, economic, and social issues of the United States from the 1990s into the 21 st century						
US History	1/11	3	Equitable wage practices	●	Use new job descriptions and work profiles for a different group of individuals	Given a job description and work profiles and/or resumes for two workers from two different groups with equivalent backgrounds and skills: determine the job responsibilities for the position based on the job description, compare the two applicant's resumes and/or work profiles with the job offer that includes a different salary offered to each applicant, evaluate the fairness of the job offers
World History	1/11	2	Equitable wage practices	●	Use a new task, different pay stubs, different wording for the slogan, and a different person to complete the task	Complete a task and observe another person completing the same task, identify the disparity in wages between the two workers after reviewing the pay stub for each worker with one of the workers earning a smaller amount, choose a slogan to highlight the problem
US History	1/11	1	Equitable wage practices	★	Expose to opportunities to connect completed work with rewards	Participate in a work activity and receive an immediate reward several times until a pattern of work/reward is established, anticipate the reward when the work is repeated but the reward is withheld, acknowledge the reward that was finally provided after a delay for the work performed
Essence Statement B: Recognizes the relationship between the arts and the times during which they were created						
US History	2/25	3	Impact of the arts on society	●	Use a new decade	Given reference materials: generate a list of examples for each of the following categories: American music, television shows and/or movies, and literature during a student selected decade, generate a description of the decade, generate a presentation about the decade
US History	2/25	2	Impact of literature on cultural awareness	●	Use a new story, book, or poem and a different culture	Given a story, book, or poem that reflects a culture different from the student for a past time period: identify the culture represented in the text, identify one significant idea or fact about the culture, identify one difference between the culture presented in the text and the student's culture
US History	2/25	1	Impact of art on cultural awareness	●	Use a new cultural tradition and different art category	Experience the music, art, or dance from a specific cultural tradition, respond to objects that represent the cultural tradition, participate in inviting another person to share in the cultural tradition

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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 C: Recognizes the changing relationships among the legislature, executive, and judicial branches of the federal government						
US History	3/20	3	Role of executive branch		Provide instruction on the executive branch functions and jobs at the national, state, and municipal levels	Given reference materials: locate a government position in the executive branch of the state government, determine the duties of the person holding the position, locate a similar position at the municipal level
US History	3/20	2	Role of a branch of government		Use a different municipal position and a different branch of the government	Identify a position at the municipal level for one of the branches of government, identify the length of the term for the position, identify three duties of the person holding the position
US History	3/20	1	Role of executive branch		Use a different authority figure in the school with a different directive	Acknowledge an authority figure in the school, participate in following a class directive given by the school authority figure, experience a positive interaction with the authority figure confirming the directive was followed
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		Use new interview questions for a different person that focus on different technology	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 the recorded responses of the older adult
US History	4/27	2	Technological innovations		Use three new examples of technology	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 after reviewing pictures/descriptions of how individuals long ago accomplished similar tasks
US History	4/27	1	Technological innovations		Use a different technological device resulting in a different task	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