

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

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

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





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







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

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

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

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Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Recognizes the author's use of language in literary nonfiction						
English I	2/6	3	Literary nonfiction: use of language		Use a new memoir that expresses different feelings	Determine the change in feelings felt by the author throughout a memoir after it is read, locate words that show evidence of the feelings expressed by the author, determine the author's overall attitude about that time in his or her life
English I	2/6	2	Literary nonfiction: use of language		Use a new memoir that expresses different feelings	Identify the events that happened in the memoir after it is read, identify the overall feeling of the author during that time in his or her life, identify text evidence that supports the overall feeling of the author during that time in his or her life
English I	2/6	1	Literary nonfiction: use of language		Use a new memoir that expresses different feelings	Given a memoir in which the author started out feeling a strong emotion that changed to a significantly different emotion at the end of the memoir and representations for the two strong emotions: explore the representations, participate in pairing the representations for the emotions with the corresponding event in the text as the text is read, participate in acting out the events that led to the strong emotions felt in the text
Essence Statement B: Follows instructions in procedural texts to determine clarity						
English I	3/11	3	Comprehension: procedural texts		Use a new product with different steps and different materials	Given procedural steps for assembling a product: locate the materials needed to complete the steps, execute the steps to assemble the product, evaluate the clarity of the steps
English I	3/11	2	Comprehension: procedural texts		Use a new product with different steps and a different sequence for the missing step	Given randomly presented steps from a procedural text and notification that one step is missing: arrange the steps in logical order, identify the step that is missing, identify where to place the omitted step in the sequence
English I	3/11	1	Using procedural texts		Use a new recipe for a different product requiring different materials	Given a recipe and the materials needed to make the product: participate in pairing the materials to each step, experience completing the steps, respond to the end product

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Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
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Essence Statement C: Uses the writing process to compose a cohesive text						
English I	4/13	3	Writing process: first draft	●	Use new questions and a different person to be interviewed about a different event	Given questions to be used for interviewing a person about a specific event: conduct the interview of the person regarding the event, generate a topic sentence about the person's attitude toward the event, determine evidence to support the attitude with recorded responses from the interview creating a first draft
English I	4/13	2	Writing process: first draft	●	Use a new written interview of a different person resulting in a different attitude	Given a written interview of a person regarding a specific event: identify a sentence that best represents the attitude of the person toward the event to use as a topic sentence, identify three sentences from the interview to support the person's attitude, arrange the sentences to create a first draft about the interview
English I	4/13	1	Writing process: first draft	●	Use a new schedule focusing on different activities	Given randomly presented representations for activities that happen during the student's day: acknowledge the representations of the activities, participate in sequencing the representations of activities as they occur during the day, (a brief story about the student's day will be written by the teacher using sentences in which the words for some of the activities will be omitted), participate in adding representations paired with the words to the incomplete sentences
Essence Statement D: Edits a variety of texts using correct grammar, mechanics, and spelling						
English I	6/13	3	Editing: capitalization and punctuation	●	Use a new invitation and envelope with different capitalization and punctuation errors	Given a completed invitation and corresponding addressed envelope devoid of capitalization and punctuation: locate the capitalization and punctuation errors, edit the capitalization errors, edit the punctuation errors
English I	6/13	2	Editing: capitalization and punctuation	●	Use a new paragraph with different pronouns and errors	Given a paragraph containing a minimum of four sentences that includes three different errors (two lowercase proper nouns, one the name of a person and the other the name of a place, and one sentence without ending punctuation) and a list of the errors found in the paragraph: edit the name of the person that needs capitalization, edit the name of the place that needs capitalization, edit the sentence with the missing end punctuation
English I	6/13	1	Editing: capitalization	★	Expose to using the student's name in labeling items emphasizing the capital letter	Given a note for a person in the school signed with the student's name not capitalized: participate in finding the capitalization error, participate in replacing the lowercase letter with the capital letter, participate in sharing the note

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Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Uses text evidence to identify how structure enhances dramatic texts						
English II	2/4	3	Drama: structural elements	●	Use a new scene or new film resulting in different details	Given a short scene from a film set in an earlier time period and the text of the scene written as a drama: determine how to update the dialogue, setting, props, and costumes to modern day; generate a revised dramatic text updating the scene to modern day; determine the similarities between the two versions of the drama
English II	2/4	2	Drama: structural elements	●	Use a new drama resulting in different details	Given a section of the text in a drama: identify the labels needed for a graphic organizer based on the structural elements of the drama, complete the graphic organizer with details from the drama, match the details from the graphic organizer to the corresponding sections of the drama as it is read
English II	2/4	1	Drama: structural elements	●	Use a new text with different props	Given props attached to a teacher-generated literary text: respond to the props as the text is read, (student provided with costumes and scenery to indicate that the drama is about to begin), participate in transferring the props from the text to the scenery for the drama, experience the dramatic recreation of the text
Essence Statement B: Uses text evidence to draw conclusions from informational texts						
English II	3/9	3	Comprehension: main idea in informational texts	●	Use a new expository text on a different topic	Given a multi-paragraph expository text which includes a title that does not specifically relate to the topic: determine the main idea of each paragraph after it is read, determine a more appropriate title for the text based on the main ideas of the paragraphs, determine a conclusion about the text
English II	3/9	2	Comprehension: main idea in informational texts	●	Use a new expository text on a different topic	Given an expository text: identify the main idea of the text, identify sentences from the text that support the main idea, identify a true statement about the topic from the details supporting the main idea after the sentences are reread
English II	3/9	1	Comprehension: main idea in informational texts	●	Use a new text about a different object	Given an untitled expository text that describes the parts of an object in which the actual parts of the object described in the text should be available and presented individually as each part is read and described in the text: explore the actual part of the corresponding object as the text is read, participate in assembling the parts into a completed object, acknowledge the completed object after the process is continued until all the text has been read and all parts of the object have been assembled

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Essence Statement C: Creates an expository text to communicate information						
English II	4/15	3	Writing responses to texts	●	Use a new entertainment experience resulting in different lists and steps	Given an expository text about a form of entertainment in which the student had shown previous interest: justify why he or she wants to engage in the entertainment experience; generate a list of items, materials, equipment or tasks needed to engage in the entertainment experience; generate a step-by-step plan explaining how to engage in the entertainment experience using the list and justifications
English II	4/15	2	Writing responses to texts	●	Use a new entertainment experience resulting in different materials and details	Given an expository text about a form of entertainment new to the student: identify items, materials, equipment or tasks needed to participate in the entertainment experience; arrange the details presented in the text in the order needed to engage in the entertainment experience; assist in writing a note summarizing the entertainment experience using information from the text
English II	4/15	1	Writing expository texts	●	Use a new text about a different activity with a different representations	Given a text about an activity paired with a representation for the activity: experience the activity, participate in writing a phrase about the activity, participate in pairing the descriptive phrase to the representation for the activity
Essence Statement D: Revises an expository text to communicate information to a specific audience						
English II	5/15	3	Revising expository texts	●	Use a new topic to generate a new presentation	Determine how to present the results of information on a student-selected topic after information is compiled from multiple sources, generate a presentation to communicate the research to a specific audience, revise the presentation based on feedback from the teacher
English II	5/15	2	Revising expository texts	●	Use a new article and corresponding summary	Given an informational article and a summary of the article: identify one piece of information in the article that was not included in the summary, revise the summary adding the additional information, revise the summary to add the author's name and the date the article was written
English II	5/15	1	Revising expository texts	●	Use a new object	Given an object known to be favored by the student that will become the topic for a display: participate in finding similar objects to be included in the display, (representations and images of the objects will be collected and paired with descriptive phrases and presented in a display), explore the display as the descriptive phrases are read, participate in reorganizing the representations or images to share with another person