

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

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.

WRITING

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: Uses elements of the writing process to develop text						
4/Writing	1/4.15	3	Writing process: drafts		Instruct on finding facts about topics, generating complete ideas in sentences, and organizing sentences into a paragraph	Generate a list of personal facts about himself or herself, generate a sentence developing each fact, organize the sentences into an autobiographical profile
4/Writing	1/4.15	2	Writing process: drafts		Provide opportunities to find facts about a topic and use the information to complete sentences	Identify personal facts about himself or herself, complete sentences in an autobiographical profile using the personal facts, identify another fact based on what others would like to know about himself or herself after the profile has been presented to others and discussed
4/Writing	1/4.15	1	Connecting words to meaning		Provide opportunities for the student to help create and share language experience stories about himself or herself	Given a word for a physical characteristic about himself or herself paired with the physical characteristic: acknowledge the physical characteristic about himself or herself, participate in placing the word in a cloze sentence about himself or herself, respond to the reaction of others when the sentence is read
Essence Statement B: Revises topic sentence and supporting details in expository text						
4/Writing	2/4.18	3	Revising: sentence organization		Use a new informational text on a different topic	Select supporting details to be recorded on adhesive notes as an informational text is read, generate a topic sentence summarizing the notes, organize the notes to form a paragraph
4/Writing	2/4.18	2	Revising: sentence organization		Use a new informational text on a different topic	Identify the topic of the informational text after it is read (the topic will be developed and recorded as a topic sentence), choose supporting details from the text to be recorded as sentences, arrange the topic sentence and supporting details into a logical order
4/Writing	2/4.18	1	Revising: topic sentence		Use new informational topics and different representations	Given a topic paired with a representation for the topic attached to the book title: explore the representation as the text is read, participate in removing an incorrect topic representation from the topic sentence and replacing it with the topic representation that was paired with the book, participate in revising the text in the topic sentence to correspond with the correct topic sentence

WRITING

Natural Occurrences	★	Separate Lessons	▲	New Items	●	Different Presentations	■
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Essence Statement C: Edits text using correct grammar, mechanics, and spelling						
4/Writing	3/4.15	3	Editing: capitalization and punctuation	●	Use a different run-on sentence with new subject nouns and action verbs	Given a run-on sentence that has two different subject nouns and two different action verbs describing the same activity: locate subject nouns and action verbs, determine where the first sentence ends and the second sentence begins, edit each sentence for capitalization and punctuation, generate a third sentence related to the other two sentences about the activity that includes appropriate capitalization and punctuation
4/Writing	3/4.15	2	Editing: word usage	●	Use a new sentence with a different repeated word	Given a sentence containing one word that is incorrectly repeated: identify the error in the sentence after it is read, identify a solution to edit the sentence, edit the sentence
4/Writing	3/4.15	1	Editing: word usage	●	Use a new sentence with different activities and representations	Given a sentence for two scheduled activities in incorrect order (each part will contain corresponding representations for the activities): explore the representations, participate in performing the activities in the correct order, participate in editing the words to correct the order of the activities in the sentence
Essence Statement D: Edits text for correct word usage						
4/Writing	3/4.20	3	Editing: word usage	▲	Instruct on the difference between interrogative and declarative sentences and creating both types of sentences with corresponding punctuation	Given a student-created declarative sentence about something the student wants to know: generate an interrogative sentence from the declarative sentence using an appropriate question word, generate a declarative sentence that answers his or her question about the topic using reference materials, select the punctuation mark for each sentence
4/Writing	3/4.20	2	Editing: word usage	●	Use new sentences with different subject and action words	Given a simple sentence with a noun subject and an action verb: identify the subject, identify a word that needs to be changed in the original sentence when the subject is changed, identify a new verb that makes the context of the sentence correct
4/Writing	3/4.20	1	Editing: word usage	●	Use new sentences with different action words and objects	Given a simple sentence in which the student is the subject performing an action verb with an object (the actual object will be placed next to the corresponding word in the sentence): participate in performing the action with the object, participate in placing a new object and word in the original sentence when the original word and object have been removed, participate in performing the same action with the new object

WRITING

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Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Creates expository text for a specific purpose and audience						
7/Writing	1/7.17	3	Expository text: letter writing	●	Use a new event and a different person	Determine an appropriate salutation for a student-identified person invited to a specific event, generate the body of the letter that gives the audience the needed information to attend the event, generate a closing appropriate for the audience
7/Writing	1/7.17	2	Expository text: letter writing	●	Use a new event and a different person	Choose a person to receive a letter relating what happened at an event that the student attended, identify a salutation for the letter appropriate for the targeted audience, construct the body of the letter in chronological order according to the student's experience, identify a closing for the letter that is appropriate for the audience and content
7/Writing	1/7.17	1	Expository text: writing invitations	●	Use a new event and a different person	Acknowledge a person to invite to a class event, participate in writing an invitation to the invitee, participate in delivering the invitation
Essence Statement B: Revises an expository text						
7/Writing	2/7.17	3	Revising: topic sentences	▲	Instruct on narrowing a topic for writing focus, formulating topic sentences, and developing questions to find out pertinent information	Generate a topic sentence for a general topic of interest, generate questions to be answered through research about the general topic, generate a new topic sentence for the text that narrows the focus of the text based on research
7/Writing	2/7.17	2	Revising: topic sentences	●	Use a new topic sentence resulting in different incorrect information and questions	Given a topic sentence containing incorrect information about a topic: identify questions that will help find correct information for the chosen topic, answer the questions based on presented factual information, revise the topic sentence based on the new information
7/Writing	2/7.17	1	Revising: sentences	●	Use a new sentence about a different person and a different place	Given a sentence about a person who is going to a specific place and a removable question mark representing the person's name in the sentence: participate in asking "who" is going to the destination as the removable question mark is given to people in the area, participate in exchanging the question mark for a card containing the name of the identified person in the sentence, respond to the name of the person when it is added to the sentence

WRITING

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Essence Statement C: Revises persuasive text						
7/Writing	2/7.18	3	Revising text to persuade	■	Provide multiple activities that require the student to draft statements, find more information to be analyzed, revise original draft to reflect new knowledge	Given an issue statement regarding a change to a campus rule: generate a polling question using the issue statement, organize the results of the student-conducted poll to determine if the students' opinions support the issue statement, justify whether the issue statement needs revision based on the results of the poll
7/Writing	2/7.18	2	Revising text to persuade	■	Provide multiple activities that require the student to identify an appropriate question and the best source of information, and revise the original drafted statement to reflect new knowledge	Given an issue statement regarding a change to a campus rule: identify a question to ask about the issue, identify which group on campus would be the best to poll about the issue, identify a revised statement that best summarizes the results of the poll regarding the majority opinion about the issue
7/Writing	2/7.18	1	Revising text to persuade	★	Expose the student to writing notes, emails, or invitations to give to others to obtain desired outcomes	Given a representation for a preferred activity to do with a specific person: explore the representation paired with a written sentence asking a person to participate in the activity, participate in taking the representation and the sentence to the person to persuade him or her to join in the activity, participate in revising the sentence given a new representation for a new activity to persuade the person to do another activity with the student
Essence Statement D: Edits spelling using various resources						
7/Writing	3/7.21	3	Spelling contractions	■	Provide instruction on the concept of contractions and forming contractions using a variety of words	Given a list of words that are commonly joined to form contractions: locate two words that can be joined together to make a contraction, determine what letters should be omitted, determine where the apostrophe needs to be inserted
7/Writing	3/7.21	2	Spelling CVC words	●	Use new words and representations	Given consonant-vowel-consonant words where the first two letters of each word are the same and the last letter is different and representations for each word: match each word to its corresponding representation, edit the word after a representation is changed to match the changed representation, identify a sentence where the word is spelled and used correctly
7/Writing	3/7.21	1	Spelling CVC words	●	Use new words and representations	Given a consonant-vowel-consonant word with a representation for the word: explore the representation, participate in pairing the written word to the representation as the vowel sound or letter is emphasized, participate in pairing a new representation to the changed word after the vowel in the word is changed