




## Appropriate Change in Materials from Instruction to Assessment Observation

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 content related when appropriate. During the assessment observation a student must provide a different answer to the predetermined criterion or respond to a different experience in the predetermined criteria than during instruction. Because some tasks and predetermined criterion are written specifically for a certain skill, teachers need to plan instruction and assessment in advance in order to make appropriate material changes. 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.


Reading  and Writing		
Instruction	Assessment Observation	
A five-step recipe written and pictorially represented on individual cards was presented to the student with the steps in random order. The student was asked to arrange the steps in logical order.	 <b>OK</b>	A different recipe with at least five steps written in both words and pictures on individual cards was presented to the student with the steps in random order. The student was asked to arrange the steps in logical order.
	<b>Not OK</b>	The same five-step recipe written and pictorially represented on individual cards was presented to the student with the steps in a different random order than when presented the first time. The student was asked to arrange the steps in logical order.
		Presenting the same five-step recipe in a different random order is not a change in content for the student. The student’s end product would be exactly the same in instruction as in assessment, therefore, calling into question whether the skill was truly demonstrated.
A scene from a grade-appropriate drama was read. The student was asked to generate a description of one character based on the dialogue in the scene.	 <b>OK</b>	The same scene from a grade-appropriate drama was reread. The student was asked to generate a description of a different character based on the dialogue in the scene.
	<b>Not OK</b>	The same scene from a grade-appropriate drama was reread. The student was asked to generate another description of the same character based on the dialogue in the scene.
		Creating a different description of the same character from information in the same scene may be difficult and may not result in a different answer from the student. This would not be an appropriate content change.

Instruction	Assessment Observation	
<p>An expository text on the growth of a sunflower was presented to the student along with a sunflower (topic representation) to explore. As the text was read, the teacher took the sunflower apart allowing the student to explore the parts of the sunflower that the text was describing—petals, leaves, seeds (detail representations).</p>	 OK	<p>An expository text about the health benefits of eating fruit was presented to the student along with an orange (topic representation) for the student to explore. As the teacher read the text, an orange was peeled so that its parts—peel, pulp, and seeds were revealed. The student explored these parts (detail representations) as the teacher read the corresponding text.</p>
	Not OK	<p>An expository text on the growth of a daisy was presented to the student with a daisy (topic representation) to explore. As the text was read, the teacher allowed the student to explore the part of the flower—petals, leaves, seeds that the text was describing (detail representations).</p> <p>The text on the growth of a sunflower and the text on the growth of a daisy are too similar to be considered an appropriate content change. A different topic to experience should have been provided in the assessment observation so that the student’s response would be authentic and based on new sensory information.</p>
<p>The student was presented the following sentence with 2 capitalization errors: <b>joey will go to dairy king after school.</b></p> <p>The student was asked to edit the sentence for proper nouns.</p>	 OK	<p>The student was presented the following sentence with 2 capitalization errors: <b>Mom and charlie will go to northloop mall on Friday.</b></p> <p>The student was asked to edit the sentence for proper nouns.</p>
	Not OK	<p>The student was presented the following sentence with 2 capitalization errors: <b>joey likes to go to dairy king.</b></p> <p>The student was asked to edit the sentence for proper nouns.</p> <p>Although a new sentence was presented in this assessment observation, the student’s answers (edits) did not change. He or she would still be capitalizing the same words, so one might question whether the student really understood the concept of proper nouns or had simply memorized a previous response.</p>
<p>The teacher created a three paragraph summary of an expository text on the impact of pollution on the natural habitats of the world's wildlife. The student was asked to generate a subheading for each paragraph along with a title for the text.</p>	 OK	<p>The teacher created a three paragraph summary of an expository text on the benefits of maintaining healthy eating habits. The student was asked to generate a subheading for each paragraph along with a title for the text.</p>
	Not OK	<p>The teacher presented the same three paragraph summary of an expository text on the impact of pollution on the natural habitats of the world's wildlife and asked the student to generate different subheadings for each paragraph. The student was also asked to generate a different title for the text from the one the student had previously generated.</p> <p>Creating different subheadings and a new title using the same information as presented in instruction may be difficult and may not result in a different answer from the student. This would not be an appropriate content change.</p>

Level 3



Level 2

Level 1

Instruction	Assessment Observation	
<p>The student was presented with the capital letter “M” made out of sandpaper to explore and participate in placing as the beginning letter of the following sentence: <b>my cat drinks milk.</b></p>	 OK	<p>The student was presented with the capital letter “C” made out of felt material to explore and participate in placing as the beginning letter of the following sentence: <b>can my cat drink soda?</b></p>
	Not OK	<p>The student was presented with the capital letter “M” made out of cotton balls to explore and participate in placing as the beginning letter of the following sentence: <b>my cat drinks milk.</b></p>
	Not OK	<p>Although the student was required to respond to different sensory input in the assessment observation, the letter “M” had already been introduced. Therefore, the content was not appropriately changed and may reflect a continuation of the same experience provided initially. Additionally, the change in sensory input for the same letter might be confusing for the student.</p>

## Mathematics










$$2+2=4$$



Instruction	Assessment Observation	
<p>The student was presented a representation of a whole object (10 inch pizza) and eight individual equal-size pieces (slices of pizza). The student was asked to manipulate the slices to show what one-fourth of the pizza would look like.</p>	 OK	<p>The student was presented a representation of a whole object (rectangular cake) and eight individual equal-size pieces (square slices of cake). The student was asked to manipulate the slices to show what one-fourth of the cake would look like.</p>
	Not OK	<p>The student was presented a representation of a whole object (12 inch pizza) and eight individual equal-size pieces (slices of pizza). The student was asked to manipulate the slices to show what one-fourth of the pizza would look like.</p> <p>Changing only the size of the object (pizza) would not be appropriate because the end product (<math>2/8 = 1/4</math>) would look the same in instruction as in assessment. This might cause one to question whether the student truly understood the concept of one-fourth or had simply memorized a previous response. Because the task asked for a specific fraction (<math>1/4</math>) and because the teacher had not planned ahead, the only appropriate change after instruction was to change the shape of the objects. The teacher should have planned ahead and taught the skill being addressed (fractions) rather than the task (<math>1/4</math>). Using different fractions during instruction would be the preferred material change.</p>
<p>The student was presented with an inset puzzle containing a large circle (Since the actual task required a circle, the teacher provided the student with a piece of cardboard with a large <b>square</b> cut out of it to explore). The student was then presented 2 semi-circles (<b>rectangles</b>) that when put together created the same size circle (<b>square</b>) as the one in the card board. The student then participated in placing the two semi-circles (<b>rectangles</b>) into the circle (<b>square</b>). Throughout the task, the teacher made statements about the attributes of the square and rectangles.</p>	 OK	<p>The student was presented with a piece of cardboard with a large circle cut out of it to explore as was written in the assessment task. The student was then presented two semi-circles that when put together created the same size circle as the one in the cardboard. The student then participated in placing the two semi-circles into the inset. Throughout the task, the teacher made statements about the attributes of the circle.</p>
		<p>Since this particular task is so specific to a circle and 2 semi-circles, the only appropriate option for the teacher was to plan ahead and present different figures other than circles and semi-circles in instruction. The use of rectangles and squares was a good choice. If the teacher had not planned ahead and had taught circles and semi-circles during instruction, then the content of the assessment task would have been compromised.</p>

Level 3




Level 2

Level 1

Instruction	Assessment Observation	
<p>The student was presented five dimes and five pennies and asked to match the number of dimes and pennies to the tens and ones place in the number 32.</p> 	 OK	<p>The student was presented five dimes and five pennies and asked to match the number of dimes and pennies to the tens and ones place in the number 43.</p>
	 OK	<p>During the assessment observation, the task was repeated using the same two digit number as was used in instruction (32); however, the teacher presented the student with tens dimes and ten pennies to use when matching.</p>
	 Not OK	<p>Changing the quantity of coins presented to the student does not change the end product. Since the student's answer was the same as that in instruction (three dimes and two pennies matched to the number 32), this is not an appropriate way to change materials.</p>
<p>The student was presented a city map that has parallel and perpendicular streets. (Since this is a part of the actual task, the teacher presented the student with a map of the <b>aisles of a grocery store</b>.) The student was asked to locate a designated area on the map (<b>aisle 3</b>). The student was then asked to locate two parallel streets (<b>aisles</b>) adjacent to the designated area (<b>aisle 4/5</b>).</p>	 OK	<p>The student was presented an enlarged city map containing the school and surrounding neighborhood that had parallel and perpendicular streets as was written in the assessment task. The student was asked to locate the school. The student was then asked to locate two parallel streets adjacent to the school.</p>
	 OK	<p>Since the actual task addressed parallel streets on a city map, the teacher correctly planned ahead and taught the skill of parallel lines using other types of maps than the city map. Remember, students must have a different answer in the assessment task than in instruction. For this task, the teacher could also have used the same map but asked the student to locate a different area, such as a park or store rather than the school. The student's responses would then have been different making the teacher more confident that the student really demonstrated the skill.</p>
<p>During a recycling project, the student was presented an empty container, three identical objects (empty Coke cans), and one significantly different object (glass jar) to be sorted by similarities. After exploring the cans, the student participated in placing each one into the container. The student participated in discarding the different object (glass jar).</p>	 OK	<p>During a recycling project, the student was presented an empty container, three identical objects (pages of newspaper), and one significantly different object (plastic water bottle) to sort by similarities. After exploring the newspapers, the student participated in placing each page into the container. The student participated in discarding the water bottle.</p>
	 Not OK	<p>During a recycling project, the student was presented an empty container, three identical objects (empty Pepsi cans), and one significantly different object (ceramic mug). After exploring the cans, the student participated in placing each one into the container. The student participated in discarding the mug.</p>
	 Not OK	<p>Substituting Coke cans with Pepsi cans and a glass jar with a ceramic mug when sorting objects is not an appropriate change in materials. This is a continuation of a previous experience. Students need to receive different experiences so that authentic responses can be observed.</p>

Instruction	Assessment Observation	
<p>The student was presented two sets of objects (one set of 7 apples and one set of 3 apples). The student was asked to count the objects (apples) in each set, identify the operation needed to combine the sets, and to identify the sum of the combined sets.</p>	 <b>OK</b>	<p>The student was presented two sets of apples—one set contained 5 apples and the other contained 8 apples. The student was asked to count the apples in each set, identify the operation needed to combine the sets, and to identify the sum of the combined sets.</p>
	<b>Not OK</b>	<p>The student was presented two sets of bananas—one set contained 7 bananas and the other contained 3 bananas. The student was asked to count the bananas in each set, identify the operation needed to combine the sets, and to identify the sum of the combined sets.</p> <p>Changing the materials from apples to bananas is not an appropriate change because it did not change the end product. The student solved the same addition problem presented in instruction as in assessment (<math>7+3=10</math>); therefore, it is inappropriate.</p>
<p>During a task requiring the student to respond to an item that is cold, the student watched as the teacher removed ice cubes from a tray and placed them in a clear glass. As the teacher placed the cold glass in the student's hand and said, "The glass is cold," the student responded by vocalizing.</p>	 <b>OK</b>	<p>During a task requiring the student to respond to an item that is cold, the student watched as the teacher removed a package of frozen vegetables from a freezer. As the teacher placed the package in the student's hand and said, "These vegetables from the freezer are cold," the student responded by vocalizing.</p>
	<b>Not OK</b>	<p>During a task requiring the student to respond to an item that is cold, the student watched as the teacher removed ice cubes from a bag and placed them in a blue, plastic glass. As the teacher placed the glass in the student's hand and said, "The glass is cold," the student responded by vocalizing.</p> <p>Although a teacher might consider using different ice cubes and a different glass in the assessment observation as a change in materials, this is not appropriate. The student did not receive new information or content and did not receive different sensory input as required to be an appropriate change.</p>

# Science




Instruction	Assessment Observation	
<p>The student was presented a magnet and a collection of objects (metal items including small paper clips and small binder clips; plastic items including bottle caps and small discs). The student was asked to identify objects that can be moved with magnetic force and then to identify the common characteristic of the magnetic objects (metal – not plastic).</p>	 <b>OK</b>	<p>The student was presented a magnet and a collection of objects (metal items including washers, screws, and nails; wooden items including small pencils and toothpicks). The student was asked to identify the objects that can be moved with magnetic force and then to identify the common characteristic of those objects (metal – not wood).</p>
	<b>Not OK</b>	<p>The student was presented a magnet and a collection of objects (metal items including large paper clips and large binder clips; plastic items including pen caps and small cubes). The student was asked to identify objects that can be moved with magnetic force and then to identify the common characteristic of the magnetic objects (metal – not plastic).</p>
		<p>This is not an appropriate materials change because the items used are too much like those used in instruction. The student would arrive at the same ending conclusion that plastic does not attract a magnet. Since metal is a factor that cannot be changed in this task, using different metal items and items with a different make-up than those used in instruction would be appropriate.</p>
<p>The student was presented a model of an organism (goldfish) to explore by touching its scales and fins. The student was then shown the habitat of the fish (classroom aquarium) to explore by wiggling his fingers in the water.</p>	 <b>OK</b>	<p>The student was presented an organism (live earthworm) to explore by holding it in his palm and watching it wiggle. The student was then shown the habitat of the earthworm (dirt outside classroom) to explore by sifting the dirt through his fingers.</p>
	<b>Not OK</b>	<p>The student was presented a model of an organism (clownfish) to explore by touching its scales and fins. The student was then shown the habitat of the fish (saltwater aquarium in the library) to explore by wiggling his fingers in the water.</p>
		<p>Because the organism was basically the same (fish) between instruction and assessment as was the habitat (water), this would not be considered an appropriate change of materials.</p>
<p>The teacher presented a lesson on soil containing information on how it is used by grasses and plants as a provider of nutrients. The student was asked to identify one way soil is used from choices (provides grasses and plants with food).</p>	 <b>OK</b>	<p>The teacher presented a lesson on soil containing information on how it is used by some animals and insects as a habitat. The student was asked to identify one way soil is used from choices (provides animals and insects with a home).</p>
	<b>Not OK</b>	<p>The teacher presented a lesson on soil containing information on how it is used by trees as a provider of nutrients. The student was asked to identify one way soil is used from choices (provided trees with food).</p>
		<p>This is not an appropriate materials change because the student would arrive at the same basic answer in assessment as in instruction (food source for plants and trees).</p>

Level 3

Level 2

Level 1

# Social Studies

Instruction	Assessment Observation	
Using reference materials, the student created a list of examples from each of the following categories: American music, television shows, and literature for a selected decade (1940-1950).	 <b>OK</b>	Using reference materials, the student created a list of examples from each of the following categories: American music, television shows, and literature for a selected decade (1970-1980).
	<b>Not OK</b>	Using the same reference materials, the student was asked to add additional examples from each of the following categories: American music, television shows, and literature for the same decade (1940-1950).
		Creating an expanded list of examples from the same reference materials for the same categories and decade may be difficult and may not result in a different answer from the student. This would not be an appropriate content change.
The student participated in performing a work-related task (shredding old documents) to earn money. The student then participated in pairing the money he earned with an item needed to meet a basic need (banana representing food).	 <b>OK</b>	The student participated in performing a work-related task (sorting cans from glassware) to earn money. The student then participated in pairing the money he earned with an item needed to meet a basic need (blanket representing shelter).
	<b>Not OK</b>	The student participated in performing a work-related task (shredding construction paper for an art project) to earn money. The student then participated in pairing the money he earned with an item needed to meet a basic need (bread representing food).
		The student performed the same basic task as in instruction. Because the student did not receive new information or content and did not receive different sensory input as required, this would not be an appropriate change.
The student was read a text (poem) that reflects a culture different from his or her own. The student was asked to identify the culture (Hispanic) represented in the poem and one significant idea or fact about the culture (Families are close knit).	 <b>OK</b>	The student was read a story that reflects a culture different from his or her own. The student was asked to identify the culture represented in the story (Hispanic) and one significant idea or fact about the culture (Unique celebrations such as El Dia de los Muertes or Day of the Dead are held).
	<b>Not OK</b>	The student was read a story that reflects a culture different from his or her own. The student was asked to identify the culture represented in the story (Hispanic) and one significant idea or fact about the culture (Families are close knit).
		Changing only the type of text (poem to story) would not be an appropriate content change if both texts contained the same information. Remember, students must have a different answer in the assessment task than in instruction. In this example, using a story rather than a poem would have been appropriate if the student could have identified a different fact about the culture. Text on a different culture would also have been an appropriate change in content.

Level 3

Level 2

Level 1