

**Student Name:** Elizabeth Benson

**School Year:** 2008-2009

**SAMPLE FORM**

**TAKS Objective**

Objective 5: The student will use critical thinking skills to analyze social studies information.

**TEKS Knowledge and Skills Statement**

(8.30) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

**Essence Statement**

Interprets and uses information from various sources.

**Prerequisite Skill**

Obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources

**Assessment Task**

**Level** The student will select a topic of interest about the history of his or her community. The student will determine three facts about the topic using two different sources. The student will generate a presentation on his or her topic using the facts.

Presentation Supports/Materials	Student Response Mode
Computer with adaptive keyboard featuring enlarged keys	Types in community name to search engine
Card with the name of the community typed out	Navigates on website to locate place of interest
Picture directions of steps to create a simple PowerPoint slide	Highlights community building to be the topic of the presentation and places it in a word document
Teacher assistance to cut and paste information to a word document	Highlights key facts from website text after it is read by the teacher and places in a word document
Access to PowerPoint	Points to facts in community pamphlets read by the teacher
Teacher help getting to first PowerPoint screen	Types in facts to the word document
Community pamphlets featuring historical places	Creates the backdrop and font for the PowerPoint following the picture directions
Teacher read text when directed to read section of interest by the student	Cuts and pastes the information on the word document to the desired location in the PowerPoint slides

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**Instructions:** Only notes for the scored observation need to be documented. Add the date, the context used, and performance for Generalization of Skill, if applicable.

<b>Predetermined Criteria</b>	<b>Date of the Primary Observation: 1/13/09</b>	<b>Date of Generalization of Skill: 1/29/09</b> <input type="checkbox"/> Personnel, <input type="checkbox"/> Materials, <input checked="" type="checkbox"/> Environment
<p><b>1.</b> The student will select a topic of interest about the history of his or her community.</p>	<p>Demonstration of Skill After navigating on three links associated with the community, Elizabeth liked the picture of the county courthouse and asked for help to move the picture to a word document.</p>	<p>Demonstration of Skill While at the courthouse on a field trip, Elizabeth used the building locator sign to locate an area of the courthouse she wanted to visit. She selected the largest courtroom after the teacher read aloud and explained the options.</p>
	<p>Level of Support The teacher helped her highlight the text and cut and paste it to the place Elizabeth designated on the word document.</p>	<p>Level of Support Elizabeth immediately selected the large courtroom with no hesitation.</p>
<p><b>2.</b> The student will determine three facts about the topic.</p>	<p>Demonstration of Skill Elizabeth asked the teacher to read the text under two pictures of different views of the courthouse. Elizabeth told the teacher that she wanted to put that the bulidng was made of limestone from a nearby area in her word document. Elizabeth looked through the pamphlets and found two more facts to type.</p>	<p>Demonstration of Skill Elizabeth took a printed-out copy of her PowerPoint with her to the courthouse. She found three more facts and wrote them on her copy after the teacher read requested text from pictures, plaques, and other displayed presentations around the courthouse.</p>
	<p>Level of Support The teacher had to tell Elizabeth to look in the pamphlets twice before she would leave the computer and look for ideas in the pamphlets. Once she got the facts, she went back to the computer to type in the information.</p>	<p>Level of Support Elizabeth was very interested in finding out more about the courthouse and found lots of interesting things to add on her own.</p>
<p><b>3.</b> The student will generate a presentation on his or her topic using the facts.</p>	<p>Demonstration of Skill Elizabeth looked at the directions to begin creating the PowerPoint. She selected a blue background and Arial Bold font . Elizabeth highlighted the pictures and text from the word document and placed them on four different slides to complete the PowerPoint.</p>	<p>Demonstration of Skill Elizabeth typed in the new information to the PowerPoint when she returned and shared her new PowerPoint with the class.</p>
	<p>Level of Support The teacher had to help cut and paste the materials since Elizabeth kept leaving out words and got frustrated. Elizabeth was very directive about exactly where she wanted each section placed in the PowerPoint. The teacher pointed to one of the picture directions once to help Elizabeth figure out what to do next. Elizabeth shared her PowerPoint with the class.</p>	<p>Level of Support Elizabeth typed her new sentences directly onto the PowerPoint slide once the teacher located the place where she was to begin.</p>