

Student Name: Jose Martinez

School Year: 2008-2009

SAMPLE FORM

TAKS Objective

Objective 5: The student will demonstrate an understanding of probability and statistics.

TEKS Knowledge and Skills Statement

(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

Essence Statement

Solves problems using data.

Prerequisite Skill

Construct graphs using real objects or pictures in order to answer questions

Assessment Task

Level The student will be presented with objects or representations to sort into two categories. The student will be presented with a two-column graph. The columns will be labeled to correspond to each category. The student will identify where the objects should be placed on the graph. The student will answer a question about the completed graph.

Presentation Supports/Materials	Student Response Mode
<ul style="list-style-type: none"> * The two types of objects will have significantly different characteristics, textures, and/or colors. * Allow Jose time to explore one of each object presented to him at the beginning of the task. * Present Jose with one of each object and tell him to find the "match" to one of the original objects presented. * Same-sized shoe boxes will be stacked and attached to each other with the opening facing out to construct each column of the graph so that the gridlines of the graph are tactilely defined. Each column will be labeled with one of the objects. *The two columns of the graph will have black backgrounds and be separated by several inches. * Teacher will guide Jose's hands toward the objects and the boxes to help him locate them. 	<ul style="list-style-type: none"> * Physically place like objects together * Physically place objects on graph * Touch the object that answers the question, "Which has more?"

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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.

<p>Predetermined Criteria</p>	<p>Date of the Primary Observation: 3/18/09</p>	<p>Date of Generalization of Skill: <input type="checkbox"/> Personnel, <input type="checkbox"/> Materials, <input type="checkbox"/> Environment</p>
<p>1. The student will sort the objects.</p>	<p>Demonstration of Skill Jose placed all of the textured balls with spikes together and all of the CD cases together when directed to, "Find the match."</p>	<p>Demonstration of Skill</p>
	<p>Level of Support Jose lost focus on the task and fixated on tactilely exploring one of the balls. He had to have the directive, "Find the match" repeated one time to get him to finally place that ball with the other balls already sorted.</p>	<p>Level of Support</p>
<p>2. The student will identify where the objects should be placed on the graph.</p>	<p>Demonstration of Skill All of the balls and CD cases were placed in the appropriate columns and boxes/grids on the graph.</p>	<p>Demonstration of Skill</p>
	<p>Level of Support Jose placed a CD case in a box/grid that already contained a CD case. He was then asked to, "Put only one in that box." Jose reached in and began to explore both of the cases but made no attempt to correct the error. After saying, "Move that CD case" and guiding his hands to the next box/grid up on the column, Jose still did not move the CD case. I had to physically help him remove the CD case and place it in the next box.</p>	<p>Level of Support</p>
<p>3. The student will answer a question about the completed graph.</p>	<p>Demonstration of Skill Jose never touched the ball to indicate the answer "balls" when asked, "Which has more?"</p>	<p>Demonstration of Skill</p>
	<p>Level of Support After Jose made no attempt to respond, I asked, "Touch the one that has more." When this didn't work, I guided his hands to each column of the graph and asked him to "Touch all the balls. Touch all the CD cases." When the question was repeated, Jose still did not respond. I physically took his hand and touched each ball going up the graph as I counted and stressed that there were a "lot of balls." Jose was attentive as this was repeated with the CD cases. Even when I told him there were "more balls", he still never responded to the question, "Which has more?"</p>	<p>Level of Support</p>