

Ways to Demonstrate the Verbs Used in the TAKS–Alt Assessment Tasks

Assessment tasks for TAKS–Alt have been written very broadly to allow access for a wide range of student abilities. The verbs used in each assessment task are important in distinguishing between the three complexity levels – application, basic recall, and beginning awareness. In order to have a better understanding of the verbs used at each level, the following chart gives a definition of each verb and how it should be used for the standardized assessment task at that complexity level. In addition, the chart offers suggestions on ways a student might respond to demonstrate performance at each level. Response modes among students may vary depending on the individual needs of each student and the nature of the disability; therefore, the suggested ways to demonstrate performance at each complexity level are available as a resource but might not be appropriate for an individual student. Students assessed on TAKS–Alt assessment tasks should use the response modes that best reflect what is done routinely in class.

Level 3: most complex; involves applying knowledge beyond basic recall		
Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Analyze	Involves critical thinking; must determine the characteristics of and/or relationships between ideas or items	<ul style="list-style-type: none"> • Observing items or ideas using the senses • Manipulating items or ideas • Verbalizing/signing comments • Writing/typing thoughts • Completing a graphic organizer • Grouping or classifying items to show relationships
Answer *	Reply to a question requiring the use of higher level thinking skills; must reply on his or her own without the use of choices	<ul style="list-style-type: none"> • Verbalizing/signing responses • Writing/typing responses • Locating a response in reference or informational sources
Classify (Science only)	Grouping items together based on properties; must generate groupings on his or her own	<ul style="list-style-type: none"> • Completing a graphic organizer • Manipulating items into sets
Compare	Involves ability to examine two or more ideas or items and find similarities and/or differences	<ul style="list-style-type: none"> • Observing items or ideas using the senses • Manipulating items • Naming/pointing to characteristics that are the same or different • Listing similarities and differences

Level 3: most complex; involves applying knowledge beyond basic recall

Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Conclude	Reach a logically necessary end or decision by reasoning	<ul style="list-style-type: none"> • Verbalizing/signing responses • Writing/typing responses • Eliminating erroneous information • Determining reactions of different types of matter • Organizing ideas on a graphic organizer
Conduct (Science only)	Take part in or follow steps to complete an investigation; typically requires the use of resources	<ul style="list-style-type: none"> • Manipulating items in a procedure • Observing manipulation of items • Following written or oral directions • Experimenting with materials
Determine	Must use previous knowledge, newly learned knowledge, or resource materials to make decisions or find answers; must come to a determination on his or her own	<ul style="list-style-type: none"> • Writing/typing responses • Verbalizing/signing responses • Pointing to information when a wide range of possibilities exist • Arranging manipulatives to form a response when a wide range of possible manipulatives/combinations are available
Edit * (Writing only)	Alter, adapt, or refine especially to bring about conformity to a standard or to suit a particular purpose; involves locating errors and generating corrections on his or her own	<ul style="list-style-type: none"> • Verbalizing or pointing to errors in text • Correcting errors in text • Applying rules stated in posters and text to writing samples • Utilizing a resource to determine ways to correct errors
Estimate (Math only)	Judge tentatively or approximately the value, worth, size, extent, or nature	<ul style="list-style-type: none"> • Verbalizing/signing explanations • Writing/typing responses • Applying knowledge of tools and past experience

Level 3: most complex; involves applying knowledge beyond basic recall

Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Evaluate (Math only)	determine the significance, worth, or condition of usually by careful appraisal and study	<ul style="list-style-type: none"> • Verbalizing/signing explanations • Writing/typing responses • Providing evidence
Extend (Math only)	Increase the length (pattern) by adding on parts	<ul style="list-style-type: none"> • Manipulating items • Verbalizing responses
Generate	Produce or create by the application of one or more rules or operations; must be able to create the end product on his or her own	<ul style="list-style-type: none"> • Writing/typing responses • Verbalizing/signing responses • Arranging letters, words, or numbers to form a response when a wide range are available • Follow procedures to show results • Use details to apply to a larger idea
Interpret (Social Studies only)	Explain or tell the meaning of; involves the student understanding the meaning of a symbol in order to apply it	<ul style="list-style-type: none"> • Verbalizing/signing responses • Manipulating items • Writing/typing responses • Execute a procedure to show understanding
Justify	Prove or show that responses are just, right, or reasonable	<ul style="list-style-type: none"> • Verbalizing/signing explanations • Providing text evidence • Writing/typing responses
Locate	Seek out or find information on his or her own	<ul style="list-style-type: none"> • Naming/signing responses • Pointing to information • Finding information from a wide range of resources • Determining the correct source to find answers

Level 3: most complex; involves applying knowledge beyond basic recall

Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Measure	Use standard or non-standard tools of measurement (i.e., rulers, yard sticks, scales, measuring cups/spoons, beakers, cubes)	<ul style="list-style-type: none"> • Interpret markings on tools to determine amounts • Determine placement of measure tools • Manipulating tools correctly
Organize	Arrange by systematic planning; form information into a coherent or functioning whole	<ul style="list-style-type: none"> • Arranging manipulatives in an organized manner • Arranging thoughts/ideas into categories or common features • Generating a graphic organizer
Predict	Tell about a future event based on observation, experience, text evidence, or scientific reason	<ul style="list-style-type: none"> • Naming/signing or pointing to information • Verbalizing/signing responses • Use details to apply to a larger idea
Read	Utter aloud the printed or written word(s) or numbers; pictures or symbols may not accompany the word	<ul style="list-style-type: none"> • Verbalizing/signing word(s) or numbers
Record	Provide written evidence or responses	<ul style="list-style-type: none"> • Writing/typing • Placing prerecorded notes or information in designated areas • Logging data in an organizer • Dictate responses to be written down
Revise *	Making a new, amended, improved, or up-to-date version of a product; must determine how to revise on his or her own	<ul style="list-style-type: none"> • Writing/typing a new version of a sentence or summary • Rearranging text to make it more compelling or to improve upon the logic and/or organization

Level 3: most complex; involves applying knowledge beyond basic recall

Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Role play (Social Studies only)	Putting oneself in another person's position or role in order to demonstrate a skill or concept; involves using previously learned knowledge	<ul style="list-style-type: none"> • Acting out a problem-solving scenario which has one or more correct ways for the student to respond • Acting out a scenario when given a specific purpose
Select	Must make selections on his or her own; must pull selections from personal knowledge of topics or from a wide variety of resource materials	<ul style="list-style-type: none"> • Naming/signing • Pointing to or gathering specific materials for a needed task when materials are not readily available or within view • Choosing letters, words or numbers from a wide range of available manipulatives to complete a problem
Solve * (Math only)	Arrive at a solution, explanation, or answer to a whole problem on his or her own, may involve more than one step to be completed at one time	<ul style="list-style-type: none"> • Following the procedure for addition/subtraction/multiplication/division • Determining the appropriate operation to use and using it correctly

NOTE: The * indicates that the verb is used at more than one complexity level.

Level 2: moderately complex; involves recalling or reciting information at a basic level

Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Add	Combine one or more given letters or numbers to arrive at a new result; supplying more objects or items to a given set or array	<ul style="list-style-type: none"> • Supplying additional components to a word or problem • Combining two or more amounts into a total amount
Answer *	Reply to a question requiring the use of recall only; may reply with or without the use of choices	<ul style="list-style-type: none"> • Verbalizing/signing responses • Writing/typing responses • Pointing to or showing responses
Arrange	To put given items into a specified order or into a correct sequence	<ul style="list-style-type: none"> • Manipulating items • Verbalizing responses • Pointing to where items should be placed
Assist	Must be actively involved in completing an activity or part of an activity with a teacher or peer; teacher may set up or coach student through the process	<ul style="list-style-type: none"> • Handing materials to another • Helping to place items in a specified locations • Manipulating tools
Choose	Must make selections from choices provided	<ul style="list-style-type: none"> • Pointing to/touching/picking up objects, pictures, or words • Gazing toward objects, pictures, or words • Indicating yes/no when presented with choices one at a time and being asked "Is this the ___?"
Complete	Finish or bring to an end; typically requires the student to finish an activity that has already been partially completed	<ul style="list-style-type: none"> • Verbalizing or pointing to where items should be placed in graphic organizers • Filling in templates with written responses or word cards

Level 2: moderately complex; involves recalling or reciting information at a basic level

Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Construct	Make or form by combining or arranging given parts together	<ul style="list-style-type: none"> • Manipulating letters or words to form words or sentences • Combining information in graphic organizers
Count (Math only)	Recite or indicate the numbers in order	<ul style="list-style-type: none"> • Naming/signing responses • Sequentially matching numerals to manipulatives
Divide (Math only)	Separate into two or more parts, areas, or groups	<ul style="list-style-type: none"> • Removing objects or items from one group into separate groups
Edit * (Writing only)	Alter, adapt, or refine especially to bring about conformity to a standard or to suit a particular purpose; involves options from which to choose	<ul style="list-style-type: none"> • Verbalizing or pointing to errors in text • Correcting errors in text • Applying rules stated in posters and text to writing samples • Utilizing a resource to determine ways to correct errors
Examine	Inspect closely for a specific purpose; typically requires the student to do something with the information learned through the examination process	<ul style="list-style-type: none"> • Observing, touching, smelling, listening, tasting • Manipulating items
Identify	Single out the “one” that is named, described, requested; choices must always be provided	<ul style="list-style-type: none"> • Naming/signing responses • Pointing to/touching/picking up objects, pictures, or words • Indicating yes/no when presented with choices one at a time and being asked “Is this the ___?”
Match	Put objects or items in a set with equal or similar attributes	<ul style="list-style-type: none"> • Placing objects or pictures with corresponding objects or pictures • Pointing to a letter or word and a corresponding letter or word • Placing or indicating amounts of items with corresponding units

Level 2: moderately complex; involves recalling or reciting information at a basic level

Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Preview (Reading only)	Go over or view new information or resources prior to activity	<ul style="list-style-type: none"> • Looking through newly provided information • Scanning pages • Listening to a description of information to come
Replicate (Science only)	Imitate an action/example or produce a duplicate of an action/example that has been previously observed or experienced	<ul style="list-style-type: none"> • Repeating an action • Placing or indicating where to place manipulatives • Copying letters, words, numbers, or sentences
Reproduce	Imitate an action/example or produce a duplicate of an action/example that has been previously observed or experienced	<ul style="list-style-type: none"> • Placing or indicating where to place manipulatives • Copying letters, words, numbers, or sentences
Review	Go over or view information previously presented or produced	<ul style="list-style-type: none"> • Looking through information previously provided or produced • Scanning pages or information previously studied • Listening to a review of previously learned material
Revise *	Making a new, amended, improved, or up-to-date version of a product; type of revision needed may be provided to the student or student may choose from ways to revise from choices	<ul style="list-style-type: none"> • Writing/typing a new version of a sentence or summary • Replace text with new text that has been prerecorded • Removing parts of text that do not apply to specified rules or guidelines
Share	Use, experience, or enjoy with others	<ul style="list-style-type: none"> • Show work to another person • Verbally comment on work

Level 2: moderately complex; involves recalling or reciting information at a basic level

Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Solve * (Math only)	Arrive at a solution, explanation, or answer to one part of a problem or to a problem that has been broken down into parts; the use of manipulatives allowed	<ul style="list-style-type: none"> • Manipulating items • Writing/typing responses • Verbalizing/signing responses
Sort	Put items into groups when given the categories, characteristics, or attributes	<ul style="list-style-type: none"> • Moving or placing objects or items into given categories • Indicating where objects or items should be placed • Verbalizing responses
Supply	Substitute for another; provide a response	<ul style="list-style-type: none"> • Verbalizing/signing responses • Pointing to information • Placing prerecorded notes or information in designated areas

NOTE: The * indicates that the verb is used at more than one complexity level.

Level 1: least complex; involves responding to knowledge at the beginning awareness level

Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Acknowledge	Involves awareness of an isolated object, item, or idea when presented to the student; requires limited knowledge or understanding of the object, item, or idea; does not require the student to make a decision or choice	<ul style="list-style-type: none"> • Focusing attention on a presentation or materials • Actively attending to a presentation by remaining quiet and still • Smiling or frowning in response to a presentation or materials • Vocalizing positively or negatively in response to a presentation or materials
Anticipate	Show an awareness that an object, item, idea, or event is about to be repeated; reacts in a way that signals that the student is aware of an upcoming change	<ul style="list-style-type: none"> • Eye-gazing or moving toward location or materials • Smiling • Vocalizing • Showing excitability
Experience	Exposed to knowledge by living through an event or allowing an event to occur; typically involves use of many of the senses	<ul style="list-style-type: none"> • Allowing an adult or peer to move him or her through the activity or action • Observing, touching, smelling, listening, tasting either actively or passively
Explore	Become familiar with by testing or experimenting; does not require the student to do anything with any information gained through the exploration process	<ul style="list-style-type: none"> • Allowing an adult or peer to move him or her through the activity or action • Observing, touching, smelling, listening, tasting either actively or passively • Manipulating items
Indicate	Convey a preference, idea or thought directly or indirectly when presented with two or more options	<ul style="list-style-type: none"> • Eye gazing/smiling at his or her choice • Touching/picking up/holding choice • Vocalizing positively when choice is presented • Reaching or moving toward choice

Level 1: least complex; involves responding to knowledge at the beginning awareness level

Verbs	Defining Characteristics	Suggested Ways to Demonstrate the Predetermined Criteria
Participate	Passive or minimal involvement in an activity with a teacher or peer; involves awareness of the activity throughout the process	<ul style="list-style-type: none">• Watching an activity or action• Allowing an adult or peer to move him or her through the activity or action• Vocalizing• Actively listen by maintaining focus
Respond	Act or behave in response to stimuli; may be positive or negative but must show an authentic or purposeful response	<ul style="list-style-type: none">• Smiling, frowning• Vocalizing positively or negatively• Eye gazing/smiling• Touching/picking up/holding items

NOTE: The * indicates that the verb is used at more than one complexity level.