

**Alternate Assessment Examples for Students with Severe/Profound Challenges**  
**Rhode Island Department of Education, December 2008**

**GRADE 4: Science**

**AAGSE: LS 1.1.1c: Distinguish between living and non-living things**

**INQUIRY CONSTRUCT: Conducting** Follow procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data

**OBSERVE/QUESTION:** Students will observe living and non-living organisms by looking, touching, and listening to different organisms. Students participate in selecting the hypothesis: "All living things are furry."

**PLANNING:** Students chose the bins to collect all the materials or distribute the organisms/objects. Students chose the organisms to "test" from a group of 10 objects.

**CONDUCTING:** Students followed a multiple step procedure: 1-reach toward the two organisms, 2- touch both organisms, 3- touch the organism that is living.

**ANALYZING:** Students touched all the items that were furry and a lab partner stated if they were living or non-living. The lab partner stated that the class's hypothesis was wrong.\*

**Assessing INQUIRY Construct: Conducting (following procedures)**

The student was assessed on his/her ability to follow the 3-step procedure to collect data on living and non-living things accurately. Each step was evaluated for accuracy and prompts needed to complete the task. Data was taken on each trial for each pair of living/non-living organisms.

**Student Work INQUIRY Construct: Conducting (following procedures):** Photograph of student following the procedures (one of the three steps) with description using the Photograph Evidence Documentation Form.

**Assessing the Knowledge AAGSE: LS 1.1.1c: Distinguish between living and non-living things**

The student was evaluated on whether he/she correctly distinguished (by touching) the living organism, from a field of one living and one non-living organism. The student first touched a "living" symbol, and then was asked to touch the "living" organism. Data was taken on the student's performance in distinguishing the living organism in each of the trials.

**Student Work AAGSE LS 1.1.1c:** Photograph of the student making a selection of the living organism with description using the Photograph Evidence Documentation Form. It is helpful to include the symbol of "living" somewhere in the photograph.

**INQUIRY CONSTRUCT: CONDUCTING (follow procedures)**

**AAGSE: ESS 1.2.5b Identify that water can have different temperatures**

**OBSERVE/QUESTION:** Students felt warm things and cold things (not water) and were introduced to two symbols: COLD: Chilled Blue Gel Pack with attached Mayer Johnson symbol of "cold" and WARM: a hot pack (such as a hand warmer pack) with an attached Mayer Johnson symbol of "warm". Students participated in defining the research question, "Is some water warm and some water cold?"

**PLANNING:** Students assisted with gathering the water (2 temperatures).

**CONDUCTING:** Students followed a multiple step procedure: 1-reach toward the water, 2- touch both water bins 3-touch the water that is "cold" or "warm" (after touching the associated symbol).

**ANALYZING:** Students touched the two bins and discussed (using their symbols) whether they found warm or cold water to answer their research question.\*

**Assessing INQUIRY Construct: Conducting (following procedures)**

The student was assessed on his/her ability to follow the 3-step procedure. Each step was evaluated for accuracy and the prompts needed to complete the task. The student was given 3 opportunities to "test" the water and data was taken on his/her ability to follow each of the three procedures for each opportunity.

**Student Work INQUIRY Construct: Conducting (following procedures):** Photograph of the student following the procedures (one of the three steps) with description using the Photograph Evidence Documentation Form.

**Assessing the Knowledge AAGSE: ESS 1.2.5b Identify that water can have different temperatures**

After the student touched the object symbol of warm temperature, or cold temperature, the student was evaluated on whether he/she could correctly identify that one water bin was "warm" and the other was "cold". Accuracy and independence data was taken on each of the 3 opportunities to test the water's temperature.

**Student Work Knowledge AAGSE ESS 1.2.5b:** Photograph of the student making a selection of warm or cold water with description using the Photograph Evidence Documentation Form. It is helpful to include the symbol of "warm" or "cold" somewhere in the photograph.

\* As stated, this description is appropriate to demonstrate a student's general involvement in this Inquiry Construct to meet the requirements of the SPT. The design of the RIAA allows some flexibility for the teacher in choosing the Inquiry Construct and AAGSEs assessed to ensure they are an appropriate match to the students skills. A particular Inquiry Construct or AAGSE may not be an appropriate match to evaluate the skills of some students with severe/profound disabilities.

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**INQUIRY CONSTRUCT: CONDUCTING**

Follow procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data

**PS 3.1.1c Make something move by pushing or pulling (applying force)**

**OBSERVE/QUESTION:** Students observed a demonstration of different objects moving and were introduced to the symbols “move”, “push”, and “pull”. They developed the research question, “What makes an object move?”

**PLANNING:** Students can choose the bins to collect all the materials or distribute the objects on which to apply force. Students chose the objects to “test” from a group of 20 objects. Objects were selected to include objects that would make noise when they fell (loud bell, metal can, rain stick) and objects that are used in everyday routines (wheelchair, ball from physical education, bowling ball, swing, scooter). Objects such as a wall, a floor, and a real car should be among the objects evaluated for movement (these objects do not move).

**CONDUCTING:** Students followed a multiple step procedure: 1-reach toward the object, 2- touch the object, 3-apply force to move the object down a defined ramp.

**ANALYZING:** Students compared all the objects that moved and decided (using their “move” symbol) that they could push things (apply force) to move small objects.\*

**Assessing INQUIRY Construct: Conducting (following procedures)**

The student was assessed on his/her ability to follow the 3-step procedure. Each step was evaluated for accuracy and the prompts needed to complete the task. Data was taken on each trial to make something move.

**Student Work INQUIRY Construct: Conducting (following procedures):** Photograph of student following the procedures (one of the three steps) with description using the Photograph Evidence Documentation Form.

**Assessing the Knowledge AAGSE: PS 3.1.1c Make something move by pushing or pulling (applying force)**

The student was evaluated on whether he/she could apply force by pushing to make something move. Accuracy and independence data was taken on his/her trials with objects that can move by applying simple force.

**Student Work Knowledge AAGSE PS 3.1.1c:** Photograph of the student making an object move with a description using the Photograph Evidence Documentation Form. It is helpful to include the symbol of “move” somewhere in the photograph.

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**GRADE 7: Writing**

**SPT 07-1:** The student will write in response to activities in their community

**WC 9.4 Using punctuation correctly**

**Describe the SPT for Collection Period 1**

In middle school the teams have spirit week. The students pay \$1 to wear pajamas to school to raise funds for a local charity that buys holiday gifts for needy children. At the end of the day, the students write in response to the activity, asking each other questions about the pajama spirit day. Sharon wrote her questions and then asked her classmates about pajama spirit day.

**Describe the application of the AAGSE to the SPT in a standards based activity**

Sharon was provided a tactile object sentence strip for the question "Did you wear pajamas" (with a piece of flannel as a tactile object). Sharon was prompted to touch each partner's name sign, and then she selected the question symbol (a block with a furry question mark) from a field of two symbols. The task analysis used to take data on this AAGSE was:

- 1- touch the two symbols
- 2- select the correct "question" symbol
- 3- place the symbol next to the tactile object sentence strip
- 4- give the strip to the partner.

**Assessing the AAGSE WC 9.4:** Data was taken on Sharon's accuracy and level of prompting in the task analysis on choosing the question symbol and placing it next to the tactile object sentence strip

**Student Work AAGSE WC 9.4:** Photograph of the student selecting the "question" symbol with description using the Photograph Evidence Documentation Form. It is helpful to include the "question" symbol in the photograph.

**Describe the SPT for Collection Period 2**

In physical education class, students play games that involve cheering for classmates during a volleyball game. After each serve, the students cheer on their classmates with enthusiasm. Sharon wrote in response to serves within the volleyball game. She wrote her comments, and then gave them to a classmate to "cheer".

**Describe the application of the AAGSE to the SPT in a standards based activity**

Sharon was provided a tactile object sentence strip for the statement "Good serve" (with a piece of volleyball as a tactile object). Sharon was prompted to first touch the tactile object sentence strip and then select the exclamation point symbol (a block with a raised exclamation point) from a field of two symbols. Data was taken on Sharon's accuracy and level of prompting to choose the explanation mark and placing it next to the tactile object sentence strip. The task analysis used to take data on this AAGSE was:

- 1- touch the two symbols
- 2- select the correct "exclamation" symbol
- 3- place the symbol next to the tactile object sentence strip
- 4- give the strip to the partner (followed by the partner screaming the sentence).

**Assessing the AAGSE WC 9.4:** Data was taken on Sharon's accuracy and level of prompting in the task analysis on choosing the exclamation point symbol and placing it next to the tactile object sentence strip.

**Student Work AAGSE WC 9.4:** Photograph of the student selecting the "exclamation point" symbol with a description using the Photograph Evidence Documentation Form. It is helpful to include the "exclamation point" symbol in the photograph.

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**GRADE 7: Writing (continued)**

**SPT 07-1:** The student will write in response to activities in their community

**WC 9.4 Using punctuation correctly**

**Describe the SPT for Collection Period 3**

Students go to the store on a weekly basis to buy necessary supplies for school and classroom activities. Today, the students are shopping for activities related to Reading Week at the school. After returning to school, Sharon wrote questions about the activity, and then asked her classmates what they had purchased.

**Describe the application of the AAGSE to the SPT in a standards based activity**

Sharon was provided a tactile object sentence strip for the question "What did you buy" (with piece of plastic bag as a tactile object). Sharon was prompted to first touch the tactile object sentence strip and then select the question mark symbol (a block with a raised question mark) from a field of two symbols (exclamation point and question mark.) Data was taken on Sharon's accuracy and level of prompting to choose the question mark and place it next to the tactile object sentence strip. The task analysis used to take data on this AAGSE was:

- 1- touch the two symbols
- 2- select the correct "question mark" symbol
- 3- place the symbol next to the tactile object sentence strip
- 4- give the strip to the partner (followed by the partner repeating the question and then answering and having Sharon feel the items in the shopping bag).

**Assessing the AAGSE WC 9.4:** Data was taken on Sharon's accuracy and level of prompting in the task analysis on choosing the question mark symbol and placing it next to the tactile object sentence strip.

**Student Work AAGSE WC 9.4:** Photograph of the student selecting the "question mark" symbol with a description using the Photograph Evidence Documentation Form. It is helpful to include the "question mark" symbol in the photograph.

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**Grade 4 Reading**

**SPT 35-4** The student will read/experience text related to school and/or community.

**V 3.5** **Selecting the appropriate word to use in context (e.g. student uses pictures or word banks to complete sentences or storyboards).**

**Describe the SPT for Collection Period 1:**

In physical education class, students choose partners for a game. In order to prepare to choose a partner, Jane read the text of a list of peers (comprised of peer name symbols).

**Describe the application of the AAGSE to the SPT in a standards based activity:**

Jane read a tactile sentence strip that conveyed , "I" (with the texture that represents "Jane") and the Mayer Johnson symbol "I want" .Jane was prompted to read (touch) the tactile sentence strip, and select the appropriate word (peer name symbol) to use in context (from a field of two symbols).

**Assessing the AAGSE V 3.5:** Data was taken on Jane's accuracy and level of prompting needed to select the appropriate word symbol and place it on the sentence strip in order to complete the sentence. Data was taken on the following steps:

- 1- read (touch) the beginning of the sentence strip
- 2- read (touch) the two word symbols choices
- 3- select the correct word symbol (peer name symbol)
- 4- place the word symbol on the strip to complete the sentence

**Student Work for AAGSE V 3.5:** Photograph of the student selecting the peer name symbol to use in the context of a sentence about choosing partners in physical education class. A description should convey this using the Photograph Evidence Documentation Form with details about how the student participates in this reading activity. It is helpful to include the sentence strip and the peer name symbol choice in the photograph.

**Describe the SPT for Collection Period 2:**

During leisure time, students are expected to choose an independent leisure activity. In order to prepare for this choice, Jane read the text of the classroom leisure activity board (comprised of object symbols and Mayer Johnson symbols).

**Describe the application of the AAGSE to the SPT in a standards based activity:**

Jane read a tactile sentence strip that conveyed "I (with the texture that represents Jane) and the Mayer Johnson symbol "I want"). Jane was prompted to read (touch) the tactile sentence strip, and then select the appropriate word (preferred activity object symbol such as a piece of strap and buckle with a Mayer Johnson "swing" symbol) to use in context. Jane selected the symbol to use in context from a field of two symbols.

**Assessing the AAGSE V 3.5:** Data was taken on Jane's accuracy and level of prompting to select the appropriate word symbol and place it on the sentence strip in order to complete the sentence. Data was taken on the following steps:

- 1- read (touch) the beginning of the sentence strip
- 2- read (touch) the two word symbols choices
- 3- select the correct word symbol (swing object symbol)
- 4- place the word symbol on the strip to complete the sentence

**Student Work for AAGSE V 3.5:** Photograph of the student selecting the leisure activity in the context of the sentence about leisure activity. A description using the Photograph Evidence Documentation Form should convey the details of how this student participates in this reading activity. It is helpful to include the sentence strip and the preferred activity object symbol choice(s) in the photograph.

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**Grade 4 Reading**

**SPT 35-4** The student will read/experience text related to school and/or community.

**V 3.5** **Selecting the appropriate word to use in context (e.g. student uses pictures or word banks to complete sentences or storyboards).**

**Describe the SPT for Collection Period 3:**

During library class, the students participate in various activities. At the end of the class, students choose books to borrow. Jane prepared for this by creating the library schedule by selecting the correct symbol in context for each step of the library experience.

- 1- Go (library)
- 2- Read (books).
- 3- Get (books).

**Describe the application of the AAGSE to the SPT in a standards based activity:**

Jane read a sentence starter that conveyed the beginning of each step ("go", read", "get") and selected the appropriate word to use in context (from a field of two symbols).

**Assessing the AAGSE V 3.5:** Data was taken on Jane's accuracy and level of prompting to select the appropriate word symbol and place it on the sentence strip in order to complete the sentence. Data was taken on the following steps:

- 1- read (touch) the beginning of the sentence strip
- 2- read (touch) the two word symbols choices
- 3- select the correct word symbol (book object symbol)
- 4- place the word symbol on the strip to complete the sentence

**Student Work for AAGSE V 3.5:** Photograph of the student selecting the book symbol in the context of the sentence about library book selection. A description using the Photograph Evidence Documentation Form should convey how the student participates in this reading activity. It is helpful to include the sentence strip and the book object symbol choice(s) in the photograph.

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**Grade 4: Reading**

**SPT 35-4:** The student will read/experience text related to school and/or community.

**V 3.3: Identifying and/or using synonyms and antonyms**

**Describe the SPT for Collection Period 1:** The students at Jane's school are baking food items for a school bake sale. The students in Jane's class are baking a cake. Jane and her classmates read the text of the recipe (comprised of object symbols and Mayer Johnson symbols).

**Describe the application of the AAGSE to the SPT in a standards based activity:**

The students read that the recipe called for wet ingredients to be mixed together in one bowl and dry ingredients to be mixed together in another bowl. Jane needed to help identify the wet and dry ingredients in order to prepare for baking the cake. Jane is learning the antonyms "wet" and "dry" using object symbols (block with a wet towel and Mayer Johnson "wet" symbol and block with a dry towel and Mayer Johnson "dry" symbol). Jane was prompted to read (touch) the symbol "dry" and label one set of ingredients with the "dry" symbol. She was then asked to identify the antonym in order to label the other set of ingredients (from a field of one blank block and a block with the "wet" symbol – a block with a wet towel and Mayer Johnson "wet" symbol).

**Assessing the AAGSE V 3.3:** Data was taken on Jane's accuracy and level of prompting to select the antonym ("wet"). Data was taken on the following steps:

- 1- read (touch) the first symbol ("dry"), label the dry ingredients
- 2- read (touch) the two word symbols choices
- 3- identify the correct antonym word symbol ("wet")
- 4- label the wet ingredients

**Student Work for AAGSE V 3.3:** Photograph of the student using the symbol (antonym: "wet" or "dry") in the context of the baking activity. A description using the Photograph Evidence Documentation Form should convey the details of how this student used the symbols within this baking/reading activity. It is helpful to include the two object symbol choice(s) in the photograph and convey how the symbols are antonyms.

**Describe the SPT for Collection Period 2:** The students at Jane's school participate in Creative Café activities. These are various activities related to the visual and performing arts. On this day, Jane chose to participate in jewelry making. To prepare for jewelry making, Jane and her peer read the text of the jewelry making directions (comprised of object symbols and Mayer Johnson symbols).

**Describe the application of the AAGSE to the SPT in a standards based activity:**

Jane was given big and small beads for a necklace. Jane needed to indicate the order in which the beads would be placed on the necklace. Her peer assisted her in placing the beads on the wire. Jane is learning the antonyms "big" and "small" using object symbols (block with a big cube and Mayer Johnson "big" symbol and block with a small cube and Mayer Johnson "small" symbol). Jane needed to label the bead collections in order to begin planning her necklace. Jane was prompted to read (touch) the symbol "small" and label one set of beads with the "small" symbol. She was then asked to identify the antonym in order to label the other set of beads (from a field of two symbols).

**Assessing the AAGSE V 3.3:** Data was taken on Jane's accuracy and level of prompting to select the antonym ("big"). Data was taken on the following steps:

- 1- read (touch) the first symbol ("small"), label the dry ingredients
- 2- read (touch) the two word symbols choices
- 3- identify the correct antonym word symbol ("big")
- 4- label the big beads

**Student Work for AAGSE V 3.3:** Photograph of the student using the symbols (antonym: "big" or "small") in the context of this Creative Café (jewelry) activity. A description using the Photograph Evidence Documentation Form should convey the details of how this student used the symbols of "big" and "small" within this jewelry making activity. It is helpful to include the two object symbol choice(s) in the photograph and convey how the symbols are antonyms.

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**Grade 4: Reading**

**SPT 35-4:** The student will read/experience text related to school and/or community.

**V 3.3: Identifying and/or using synonyms and antonyms**

**Describe the SPT for Collection Period 3:**

In science class, Jane and her classmates are learning that water can have different temperatures. Jane needed to gather various temperature symbols so that the students could label the water bins appropriately.

**Describe the application of the AAGSE to the SPT in a standards based activity:**

Jane is learning the synonyms "cold" and "cool" using object symbols (frozen blue gel pack with the Mayer Johnson symbol "cold" and refrigerated white gel pack with the Mayer Johnson symbol "cool"). Jane was prompted to read (touch) the symbol "cold" and label one bin with this symbol. She was then asked to identify the synonym in order to label another bin (from a field of two symbols).

**Assessing the AAGSE V 3.3:** Data was taken on Jane's accuracy and level of prompting to select the synonym "cool").

Data was taken on the following steps:

- 1- read (touch) the first symbol ("cold")
- 2- read (touch) the two word symbols choices
- 3- identify the correct synonym word symbol ("cool")
- 4- label the water bin

**Student Work for AAGSE V 3.3:** Photograph of the student using the symbol (synonym: "cool" or "cold") in the context of the science activity. A description using the Photograph Evidence Documentation Form should convey the details of how this student used the two synonyms (object symbols) within this science activity. It is helpful to include the two object symbol choice(s) in the photograph and convey how the symbols are synonyms.

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**Grade 4: Writing**

**SPT04-2:** The student will develop a writing piece in response to a literary text.

**LT 2.1a Recognizing the title and/or author or drawing or selecting picture (e.g., student points to title of text).**

**Describe the SPT for Collection Period 1:**

The students in Jane's class are reading the book *Harry Potter and the Chamber of Secrets*. They are reading a modified Writing With Symbols version of the text. They are also using a story box containing objects that correspond to key events and characters. Jane developed a book report about the first chapters in the book. She used object symbols to write about key events and characters.

**Describe the application of the AAGSE to the SPT in a standards based activity:**

To write her book report, Jane needed to identify the title and author on the cover of the book. On her modified copy of the book, the title was written in Writing with Symbols and mounted on a square of sand paper. The author's name (written in puffy paint with a photograph of the author's face next to the puffy paint) and mounted on a square of felt. After recognizing the title and author by touching the cards, Jane placed matching title and author cards at the top of her book report. When data was taken, blank cards were placed on the book cover next to the title and author cards.

**Assessing the AAGSE LT 2.1a:** Data was taken on the following steps:

- 1- recognize (touch) the title (from field of 2 titles)
- 2- place matching title card on book report
- 3- recognize (touch) the author (from field of 2 authors)
- 4- place matching author card on book report

**Student Work for AAGSE LT 2.1a:** Photograph of the student recognizing the title and author and then "writing" them on her book cover. A description using the Photograph Evidence Documentation Form should convey the details of how this student wrote in response to the *Harry Potter* book, and recognized the title and author. It is helpful to include the two object symbol of author and title in the photograph and convey how the symbols were written on Jane's book cover.

**Describe the SPT for Collection Period 2:**

The students in Jane's class are reading the book *Charlie and the Chocolate Factory*. They are reading a modified Writing With Symbols version of the text. They are also using a story box containing objects that correspond with key events and characters. Jane developed a book report about the first chapters in *Charlie and the Chocolate Factory*. She used object symbols to write about key events and characters.

**Describe the application of the AAGSE to the SPT in a standards based activity:**

To write her book report, Jane needed to identify the title and author on the cover of the book. On her modified copy of the book, the title was written in Writing With Symbols and mounted on a square of sand paper. The author's name was written in puffy paint and mounted on a square of felt. After recognizing the title and author by touching the cards, Jane placed matching title and author cards at the top of her book report. When data was taken, blank cards were placed on the book cover next to the title and author cards.

**Assessing the AAGSE LT 2.1a:** Data was taken on the following steps:

- 1- recognize (touch) the title (from field of 2 – titles)
- 2- place matching title card on book report
- 3- recognize (touch) the author (from field of 2 authors)
- 4- place matching author card on book report

**Student Work for AAGSE LT 2.1a:** Photograph of the student recognizing the title and author and then "writing" them on her book cover. A description using the Photograph Evidence Documentation Form should convey the details of how this student wrote in response to the *Charlie and the Chocolate Factory* book, and recognized the title and author. It is helpful to include the two object symbols (author and title) in the photograph and convey how the symbols were written on Jane's book cover.

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**Describe the SPT for Collection Period 3:**

The students in Jane's class are reading the book *Robin Hood*. They are reading a modified Writing With Symbols version of the text. They are also using a story box containing objects that correspond with key events and characters. Jane developed a book report about the first chapters in *Robin Hood*. She used object symbols to write about key events and characters.

**Describe the application of the AAGSE to the SPT in a standards based activity:**

To write her book report, Jane needed to identify the title and author on the cover of the book. On her modified copy of the book, the title was written in Writing With Symbols and mounted on a square of sand paper. The author's name was written in puffy paint and mounted on a square of felt. After recognizing the title and author by touching the cards, Jane placed matching title and author cards at the top of her book report. When data was taken, blank cards were placed on the book cover next to the title and author cards.

**Assessing the AAGSE LT 2.1a:** Data was taken on the following steps:

- 1- recognize (touch) the title (from field of 2 titles)
- 2- place matching title card on book report
- 3- recognize (touch) the author (from field of 2 authors)
- 4- place matching author card on book report

**Student Work for AAGSE LT 2.1a:** Photograph of the student recognizing the title and author and then "writing" them on her book cover. A description using the Photograph Evidence Documentation Form should convey the details of how this student wrote in response to the *Robin Hood* book, and recognized the title and author to create (in writing) her own book cover. It is helpful to include the two object symbols (author and title) in the photograph and convey how the symbols were written on Jane's book cover.