Here are some examples of student achievement. The student selects the picture for main idea by either eye gazing, pointing, grabbing the correct answer, or pulling off velcroed responses to hand the answer to the teacher. The goal of having a student label parts of a cell. The student can indicate the correct answer, or show achievement, by eye gazing, pointing, grabbing the correct answer, or pulling off velcroed responses to hand the answer to the teacher. So what is “something else”? Here are some examples of not showing achievement or mastery. Having the student select the correct picture for main idea after a model prompt. So when the teacher says Point where I point. This is a great teaching strategy, but should be faded out over time versus used constantly. By the time the student is tested on what they know this prompt should be faded. Another example of “something else” is when the student works with a peer who selects the answer for the student. Again, this is a great strategy, but this support should be faded out over time to really identify what the student has learned. In the final example, the teacher places the students hand on a voice output device that says “that’s the answer”. This does not show that the student knows the info on his own. Again, this is a great strategy, but it needs to be faded because the student is completely passive and you cannot determine if the student has really learned or not.