

Welcome!

Please make sure that your phone or computer is muted and that you have turned off your computer's camera.

To do this, hover over the bottom left-hand side of your screen and click "Mute" and "Stop Video". Once both have been turned off, you should see this visual.



Louisiana Believes

LEAP Connect Sample ELA Constructed Response
Grades 3-5
Webinar
November 13, 2018

LEAP Connect Sample ELA CR Item Grades 3-5

The LEAP Connect ELA assessment contains one Constructed Response (CR) item per grade. CRs require students to produce a permanent product in response to a prompt while using stimuli, templates, and TA guidance

The sample CRs give educators and students a chance to practice these items

Teachers may use these items as often as they wish to familiarize themselves and their students with the process.

Students may use their preferred method of communication

Best First Steps

1. **Preview the item** and go through the motions of taking the item as a student.
2. Read the LEAP Connect Sample CR Guidance.



Guidance for the LEAP Connect English Language Arts Sample Constructed Response



INTRODUCTION

The LEAP Connect English Language Arts (ELA) assessment contains one constructed-response (CR) item per grade level. These items require students to produce a permanent product in response to a prompt through the use of stimuli, templates, and test administrator (TA) guidance. The LEAP Connect ELA sample CRs give educators and students the opportunity to practice the format and administration of these items before taking the summative in the spring. Students may use their preferred method of communication, and teachers are permitted to use these items as often as they deem necessary to familiarize themselves and their students with the process.

This document includes the following information to support using the practice constructed response items as an instructional tool:

- [How to Use and Not Use](#)
- [General Constructed Response Structure](#)
- [Accessing the Practice Constructed Responses](#)
- [Administering and Scoring the Practice Constructed Responses](#)
- [Resources](#)

1. **Review the writing standards** in the appropriate grade level for the: [Louisiana Connectors for Students with Significant Disabilities](#)

Agenda

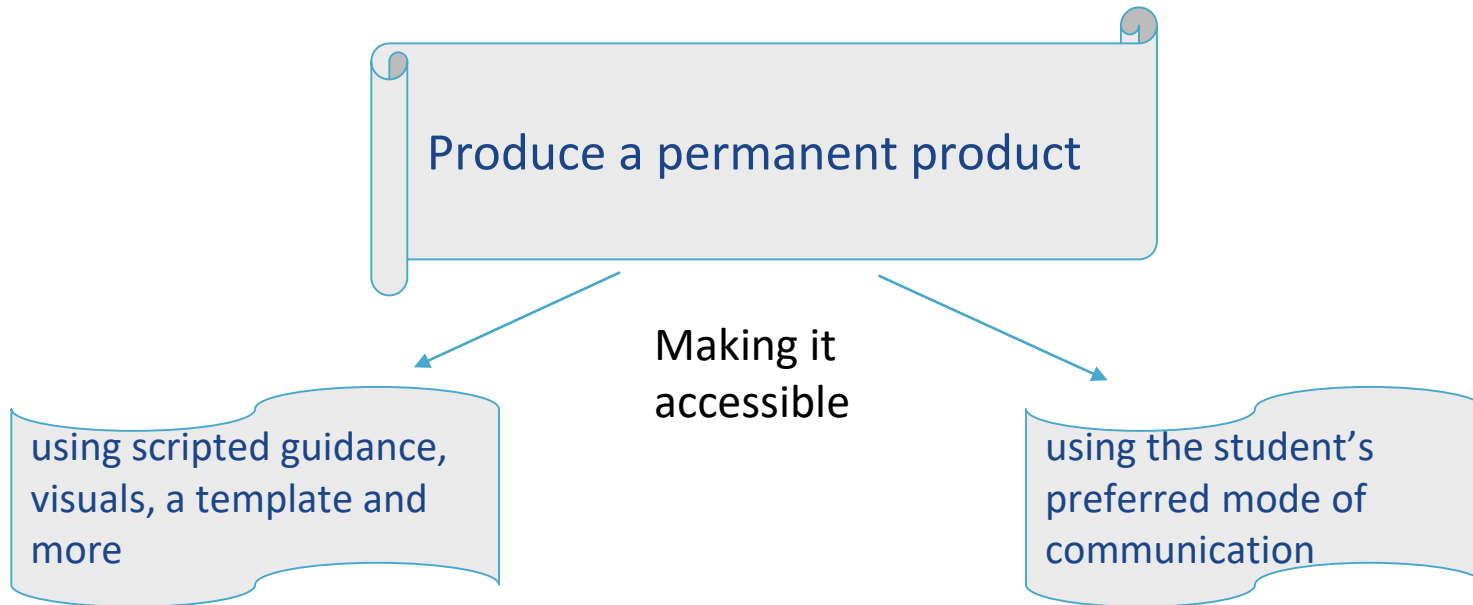
The purpose of this webinar is to provide support in using the LEAP Connect sample Constructed Response item.

1. Overview
2. Materials needed
3. Administration
4. Troubleshooting
5. Wrap Up

Overview

Why a Constructed Response?

All grade levels have writing standards, but most of them use the language of:



Writing Connectors

Grade 3

LC.W.3.3a Produce a narrative permanent product which establishes a situation by setting up the context for the story and introducing a narrator and/or characters.

LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).

LC.W.3.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).

LC.W.3.5b With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen a story by adding a description or dialogue).

Grade 4

LC.W.4.3a Produce a narrative permanent product which orients the reader by setting up the context for the story and introducing a narrator and/or characters.

LC.W.4.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).

LC.W.4.3b Sequence events that unfold naturally.

LC.W.4.3e Use concrete words and phrases and sensory details to convey experiences and events

Grade 5

LC.W.5.3a Produce a narrative permanent product which orients the reader by establishing a situation and introducing a narrator and/or characters

LC.W.5.3c When appropriate use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.

LC.W.5.3f Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events

LC.W.5.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).

Materials Needed

LEAP Connect Sample Constructed Response Directions for Administration

This document has specific instructions for the sample CR items such as:

1. exact wording of the items to be read by the TA
2. a list of materials needed
3. guidelines for how to present the items to the student

Download this from:

<https://www.louisianabelieves.com/resources/library/assessment> (Assessment Library)

The logo for LEAP CONNECT, with 'LEAP' in a large, bold, sans-serif font above 'CONNECT' in a smaller, bold, sans-serif font. Both words are in a light blue color.

Sample

Constructed Response

Directions for Administration

LEAP Connect Sample Constructed Response Stimuli

The stimuli guide the student through the process to produce a permanent product. The stimuli include:

- an exemplar passage
- illustrations
- character cards
- activity cards
- grammar and punctuation cards
- Student Response Template

Some of the cards may need to be cut before administration.



Student Response Template

The Student Response Template is where students will produce their constructed response.

It contains sentence stems that are identified in the Directions for Administration and used in the exemplar passage.

Topic: Adventure

One day, _____ had an adventure. The

adventure was _____ at the

Laura's Adventure

One day, Laura had an adventure. The adventure was playing at the park with her friend Joey.

Administration

Getting Ready

Have these ready, side-by-side.

LEAP
CONNECT

Sample

Constructed Response

Directions for Administration

LEAP
CONNECT

Sample

Constructed Response

Stimuli

Before You Start

Read through the Directions for Administration and the Constructed Response Stimuli to see if you:

- need to **prepare materials** for student to use
- should download materials to an alternative communication device
- need to **create additional** images or stimuli cards
- have questions about format or administration

Send your questions to assessment@la.gov

Step 1

Begin reading--

Standard print contains text to be **read aloud** to the student.

Directions

You are going to construct a story about someone going on an adventure. First, you are going to listen to a story about a girl who goes on an adventure to give you some ideas for your story.

Present Card 1a: Laura's Adventure and read the story aloud. Point to the illustrations from Card 2a from left to right as the story is read. The illustrations are indicated by superscripts in the passage on Card 1a.

The italicized print describes **action** instructions for the TA.

Exemplar Passage

The CR begins with an exemplar passage that uses the same sentence stems from the Student Response Template.

The numbers in superscript match the illustrations included in the stimuli.

Laura's Adventure

¹One day, Laura had an adventure. The adventure was playing at the park with her friend Joey.

²First, Laura and Joey walked slowly around the pond. They saw birds and fish. They saw a bird catch a fish. ³Then, they played on the swings. Joey went higher than Laura.

⁴In the end, Laura and Joey ate apples by a tree. Laura had fun on her adventure at the park.



Continuing Administration

Continue reading and following the instructions in the Directions for Administration while keeping the stimuli close at hand.

Pay especially close attention to when the instructions tell you to remove certain cards.

*Remove Card 3a. Move Card 4a to the side so the student can refer to it when constructing the story. Go to **Selection of the Activity** below.*

If the student picks someone else, remove Card 3a and present Card 4a. Say the following statement:

This lets you know that this card will not be used again

This lets you know that the student may use this again, so keep the card nearby.

Following the Directions

In the story we just read, Laura goes on an adventure at the park. What adventure does (selected character) have in your story?

*If the student PROVIDES an adventure, write the selected adventure on Card 5a. Go to the **Writing the Story** step.*

If the student does NOT PROVIDE an adventure, provide two options of new adventures that the student might go on. You may create images or have the ideas written on cards for the student to use. Say the following statement:

Here are two ideas for an adventure. You need to pick one adventure your character went on in your story.

Provide the two adventure ideas to the student.

Which adventure would you like to tell about?

*Write the selected adventure on Card 5a. Go to the **Constructing the Story** step below.*

NOTE: If the student does not select one, the TA selects one of the two provided activities to which the student can tell about. If the TA selects the activity, say the following statement:

(Adventure)

Adventure Card 5a (Practice)

If the student cannot produce a response, you can select 2 activities and create images to illustrate them.

Directions Match the Student Response Template

After the student writes or indicates a response, say the following statement:

I will read what happened first in your story.

Read the student's response for the sentence starter ("First, _____") on Card 7a.

Now you can tell about what happens next in your story.

In the story we read, the next thing Laura did was play on the swings with Joey. Joey went higher than Laura. The detail "higher" describes how Joey went on the swings.

Tell about the next event that happened when (selected character) went on an adventure to (selected place). Remember to use details to describe your character's actions, thoughts, or feelings during the next event.

Point to the second sentence starter ("Then, _____") on Card 7a.

Finish this sentence.

Read the sentence starter using an upward inflection in your voice at the end to indicate the student should complete the sentence.

Then, _____

One day, _____ had an adventure. The

adventure was _____ at the

First, _____

Then, _____

In the end, _____

Revising

The Directions for Administration includes steps for editing/revising.

Revising

Now I will read your story to you. Then you can revise your story. Remember, when you revise, you can add to or change your story.

Point to and read the student's Beginning, Middle, and End on Cards 7a.

Beginning

Point to the beginning section on Card 7a with all sentences covered except for the first one.

You were asked to tell about a character that goes on an adventure in your story. I will read the beginning to you.

Read the first sentence in the beginning section ("One day, ___ went on an adventure") on Card 7a including the sentence starter.

Is there anything you want to revise about the character or activity?

If the student indicates no revisions, move to the next question.

If the student indicates revisions, the TA makes the revisions as given by the student on Card 7a. If the student indicates revisions, say the following statement:

This is from the Student Response Template

This is the part of the process, that may need to be practiced most.

Adding Punctuation

The Directions for Administration includes scripted instructions for students to add end punctuation.

Good communicators use a period, an exclamation point, or a question mark at the end of each complete sentence.

On Card 6a, point to "Good communicators use complete sentences."

Good communicators use complete sentences. Remember to use complete sentences

Point to the period in "Good communicators use complete sentences."

and use correct punctuation. Now you can make edits to your story.

*If the student does not indicate any edits, go to the **Read Story** step below.*

If the student indicates edits, make the edits on Card 7a.

A a J j

. ! ?

Good communicators
use complete
sentences.

Final Step in Administration

The final step is to **read the completed story** to the student.

Read Story

Point to Card 7a. If the student indicates revisions or edits to the final story as it is read, make the revisions or edits on the final copy. Only read the story once.

Now that you have finished making your revisions and edits, I will read your final story to you.

Scoring

Narrative Grade 4

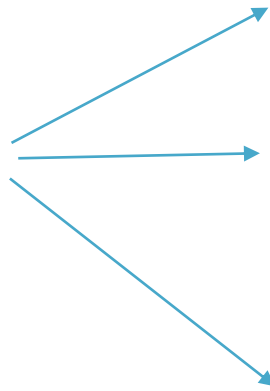
On the operational test, the CR items are handscored by the test administration vendor. If the student's teacher wishes to score the student's response, they may do so using the rubrics found in the [LEAP Connect Assessment Guide Grades 3-5](#).

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated/No Evidence
Organization -The narrative establishes a situation and includes a character with relevant descriptive statements. The response provides a conclusion	The narrative includes at a minimum: <ul style="list-style-type: none"> • character and situation • a concluding statement that connects to the situation 	The narrative includes at a minimum: <ul style="list-style-type: none"> • character and situation • a concluding statement that may not connect to the situation 	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or response is off topic.
Idea Development -The narrative includes a description of events using concrete words or sensory details related to the events.	The narrative includes at a minimum: <ul style="list-style-type: none"> • two events related to the situation • both events include a detail related to character's action or response to a situation 	The narrative includes at a minimum: <ul style="list-style-type: none"> • one event related to the situation • one event includes a detail related to character's action or response to a situation 	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or it is off topic.
Conventions -Students use standard English conventions (e.g. subject-verb agreement)	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> • end punctuation to end more than one thought unit • one complete sentence with subject-verb agreement 	The narrative includes at a minimum: <ul style="list-style-type: none"> • end punctuation to end one thought unit • one complete sentence with or without subject-verb agreement 	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Breaking Down the Rubric

On the assessment, the CR is worth 9 points.

3 points are awarded for each category



Rubric Elements	Full Evidence
Organization -The narrative establishes a situation and includes a character with relevant descriptive statements. The response provides a conclusion	The narrative includes at a minimum: <ul style="list-style-type: none">• character and situation• a concluding statement that connects to the situation
Idea Development -The narrative includes a description of events using concrete words or sensory details related to the events.	The narrative includes at a minimum: <ul style="list-style-type: none">• two events related to the situation• both events include a detail related to character's action or response to a situation
Conventions -Students use standard English conventions (e.g. subject-verb agreement)	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none">• end punctuation to end more than one thought unit• one complete sentence with subject-verb agreement

Look over this rubric. What does a student have to do to get full credit in each category?

Connecting the Template to the Rubric

Then, look back at the Student Response Template

Topic: Adventure

One day, _____ had an adventure. The
adventure was at the _____

First, _____

Then, _____

In the end, _____

- The narrative includes at a minimum:
- character and situation
 - a concluding statement that connects to the situation

The template is designed to guide the students through the process of constructing a narrative.

They're then scored on those pieces.

Troubleshooting

Common Obstacles

- Student is non-verbal
 - TA must work with student's preferred communication modality
 - TA should review materials before administering to see what accommodations must be made
 - TA should reproduce or cut out stimuli for use during administration
- Student cannot physically write/type
 - TA should review the sample CR materials and the grade-specific [rubric](#)
 - student may point to or indicate responses through their preferred communication modality
 - TA may scribe the entire response (however those are conveyed) on the Student Response Template for the student



Wrap Up

Next Steps

Key Dates	Action
Now	<ul style="list-style-type: none">● Administer LEAP Connect Sample ELA CR● Review Guidance for the LEAP Connect ELA Sample CR Guidance● Use the LEAP Connect OTT (access with Google Chrome)● Review the LEAP Connect Assessment Guide Grades 3-5
January 2019	Receive and review LEAP Connect TA training and materials
February 4 - March 15, 2019	LEAP Connect assessment window

Email assessment@la.gov with any questions.

Resources

- [LEAP Connect Assessment Guide Grades 3-5](#)—provides information about the LEAP Connect assessments
- [LEAP Connect Achievement Level Descriptors](#)—a guide to the Achievement Levels with a list of the skills and knowledge students at each level are generally able to demonstrate
- [Online Tools Training](#)—provides students and teachers opportunities to become familiar with the tools available in the online testing platform
- [LA Connectors for Students with Significant Disabilities](#)—K-12 ELA and math standards for instruction of SWSD
- [LA Connectors Essential Elements Cards](#)—cards that assist educators with individualizing instruction for SWSD both in inclusive and self-contained environments
- [Lesson Plan Adaptation-ELA](#) and [Lesson Plan Adaptation-Math](#)—templates for lesson plans with supports and accommodations for SWSH for ELA and math at any grade level