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Louisiana Believes

LEAP Connect Sample ELA Constructed Response
Grades 6-8, 11
Webinar
November 14, 2018

LEAP Connect Sample ELA CR Item Grades 6-8, 11

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

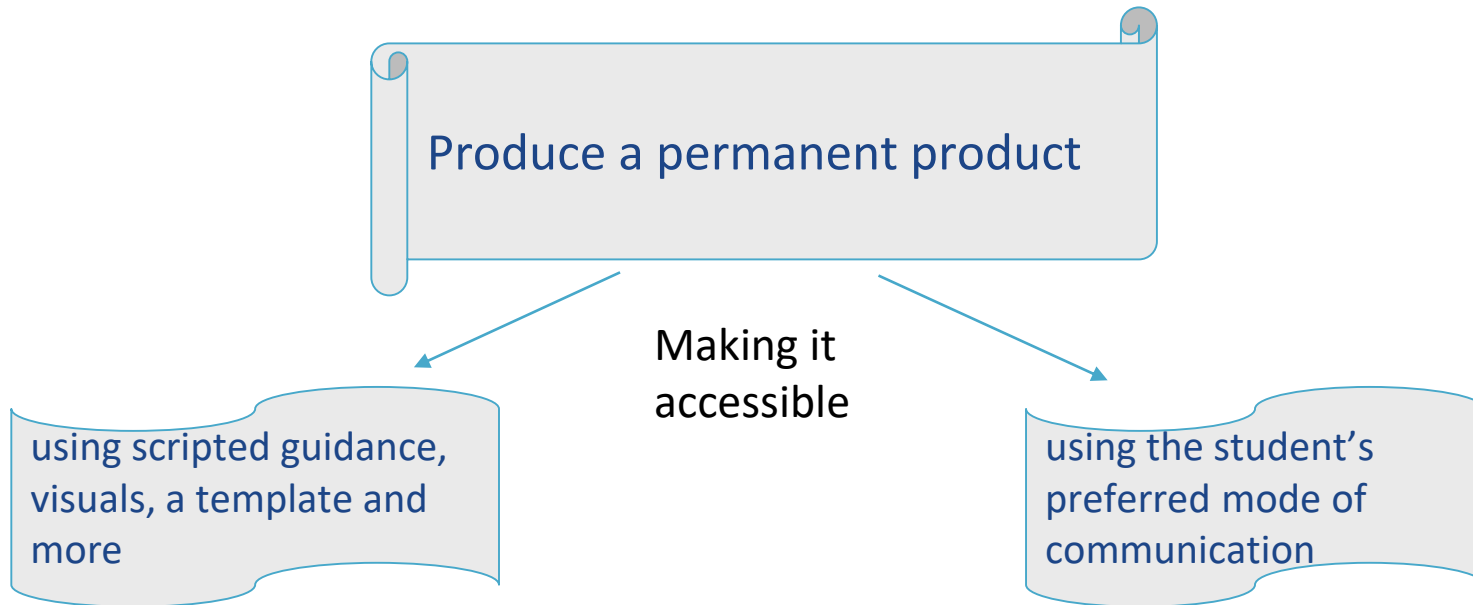
The purpose of this webinar is to provide support in using the LEAP Connect sample Constructed Response item.

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 6

LC.W.7.2a Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.

LC.W.6.4 Produce a clear, coherent 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.6.5a 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).

Grade 8

LC.W.8.2a Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.

LC.W.8.5a 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.8.3b Organize events so they unfold naturally.

LC.W.8.3e Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Grade 11

LC.W.11-12.2a Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic

LC.W.11-12.1a Introduce claim(s) for an argument that reflects knowledge of the topic.

LC.W.9-10.2c Develop the topic (i.e., add additional information related to the topic) with facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience

LC.W.11-12.2g Provide a concluding statement or section that follows from and supports the information or explanation presented.

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 the Assessment Guidance Library:
<https://www.louisianabelieves.com/resources/library/assessment-guidance>

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:

- graphic organizer
- school activity cards
- outside activity cards
- school and outside activity cards
- grammar and punctuation cards
- Student Response Template

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

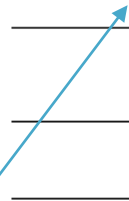


Student Response Template

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

It contains sentence stems that are identified in the Directions for Administration.

In this constructed response, I will compare and contrast



Inside school, _____

When people _____, they _____

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 written response that compares and contrasts activities someone would do inside and outside school.

Present Card 1a: Graphic Organizer Compare/Contrast.

First, you will plan your constructed response here.

At this stage of the item administration, the TA will work with the student using the printed stimulus material by writing on Cards 9a and 10a (Student Response Template).

Move Card 1a out of view of the student. Present and point to Cards 9a and 10a

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

The Prompt

This Sample CR begins with a prompt that explains what the student needs to do.

Comparing means showing how two things are alike. For example, one way bats and birds are alike is that they both fly. Contrasting means showing how two things are different. One way bats and birds are different is that bats are mammals and birds are not. In your constructed response, you will compare and contrast what people do inside and outside school.

You may want to create images to go along with this prompt if you feel that it will help students understand better. However, you do not want them to focus on the images themselves for their own CR.

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.

Tell me one thing that describes an activity someone would do inside school.

Point to the space for “inside school activity” in the column on the left side of Card 1a.

*If the student PROVIDES a relevant activity, write it down under **Inside School Activity** on the graphic organizer and go to **Selection of Activities: Outside School Activity**.*

If the student does NOT PROVIDE an activity that a person might do at school, present the student with Cards 2a and 3a. Say the following statement:

This lets you know which cards to present and when.

This refers to the graphic organizer

Following the Directions



Card 4a Go to a park (Practice)



Card 5a Ride in a car (Practice)

Outside School

Selection of Activities: Outside School Activity

Choose one activity that a person might do outside school here.

Activity:

Point to the space for "Outside School Activity" in the column on the right side of Card 1a.

If the student PROVIDES a relevant activity, write it down go to Inside and Outside School Activity prompt.

If the student does NOT PROVIDE an activity that a person might do outside school, present the student with Cards 4a and 5a. Say the following statement:

Here are activities that a person might do outside school. You need to pick one activity.

Point to and read each of the activities.

The directions give students an opportunity to come up with their own activity to use. If they don't, they can use one from the stimuli.

Step by Step

The DTA continues with steps to fill out the graphic organizer including adding details.

Details

Point to Card 1a.

Now that you have picked the activities people do inside or outside school, you can add more information about them.

Present Card 8a.

Listen to this sentence: “The young boy likes to read books at the library.”

The detail “young boy” tells the reader about the boy. The detail “at the library” makes it easier to picture a place. Using details makes your writing more clear. When you write, remember to use details to describe the activities.



The young boy likes to read books at the library.

Directions Match the Student Response Template

The introduction is started for you. Finish this sentence.

Point to the lines after the first sentence starter on Card 9a.

In this constructed response, I will compare and contrast _____

Now I will read the introduction of your compare and contrast constructed response to you.

Read aloud the introduction the student has composed.

In this constructed response, I will compare and contrast

Remember that a student may use a scribe. No actual physical writing is required for the CR activity.

Revising

The Directions for Administration include steps for editing/revising.

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

Revising

Now I will read your compare and contrast response. Then, you can revise and make changes.

Point to and read all parts of Cards 9a and 10a.

Introduction

I will read the introduction to you.

Read the student's Introduction on Card 9a.

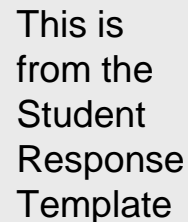
Present Card 1a. Point to the "Topic" on Card 1a.

You can use your notes as a checklist to be sure you included everything in the introduction.

Start with the introduction. You can revise the introduction.

Point to the student's Introduction on Card 9a.

Is there anything you want to revise about how you state that your constructed response



This is from the Student Response Template

Adding Punctuation

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

Present student with Card 11a. Cover the row showing the examples of capital letters. Point to each punctuation mark as you read the following statement:

Good sentences use a period, exclamation point, or question mark at the end of each.

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.

Move Card 11a to the side so that the student can refer to it when writing. Present student with Cards 9a and 10a.

Now you can make edits.

*If the student does not indicate any edits, move to **Read CR**.*

If the student indicates edits, ask the student to tell you the edits to write on Cards 9a and 10a.

A a J j
. ! ?
Good communicators use complete sentences.

Final Step in Administration

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

Read CR

Point to Cards 9a and 10a. If the student makes revisions or edits as the constructed response is read, make the revisions or edits. Only read the final product once.

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

Read the final product to the student.

Scoring

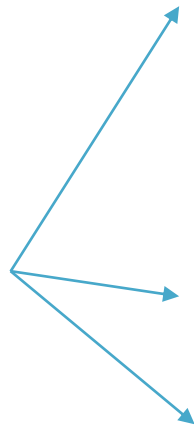
On the operational test, the CR items are handscored by the test administration vendor. If the student's teacher wishes to score the student's response, they may do so using the rubrics found in the [LEAP Connect Assessment Guide Grades 6-8](#) or [High School](#).

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> ● an introduction that states the essay is about two opposing conditions ● a body that includes: <ul style="list-style-type: none"> ○ one activity for each of the two opposing conditions; and ○ one activity common to both conditions ● a conclusion that states two opposing conditions or summarizes the content 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> ● an introduction that states one activity or topic ● a body that relates two conditions with activities ● a conclusion that states an activity or the topic 	<p>The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion).</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
Idea Development – The essay develops a topic, includes relevant facts and details to promote meaning and create clarity.	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> ● three activities, each with relevant details (the same detail may be used for all activities if relevant to each) 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> ● One activity with a relevant detail 	<p>The essay includes at a minimum a detail that describes an activity.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
Conventions – Students use standard English conventions (subject-verb agreement).	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> ● end punctuation for more than one thought unit ● one complete sentence with subject/verb agreement 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> ● end punctuation for one thought unit ● one complete sentence with or without subject/verb agreement 	<p>The essay includes at a minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>

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 essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	The essay includes at a minimum: <ul style="list-style-type: none">● an introduction that states the essay is about two opposing conditions● a body that includes:<ul style="list-style-type: none">○ one activity for each of the two opposing conditions; and○ one activity common to both conditions● a conclusion that states two opposing conditions or summarizes the content
Idea Development – The essay develops a topic, includes relevant facts and details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none">● three activities, each with relevant details (the same detail may be used for all activities if relevant to each)
Conventions – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none">● end punctuation for 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

In this constructed response, I will compare and contrast

Inside school, _____

When people _____,
they _____

Outside school, _____

When people _____,
they _____

Full Evidence

The essay includes at a minimum:

- an introduction that states the essay is about two opposing conditions
- a body that includes:
 - one activity for each of the two opposing conditions; and
 - one activity common to both conditions
- a conclusion that states two opposing conditions or summarizes the content

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

The background features a watercolor-style wash of various shades of blue, ranging from light sky blue to deep, dark teal. The colors are blended together in an organic, painterly fashion, creating a soft, textured effect. The overall composition is centered and minimalist.

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 Guides
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 Guides](#)—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