

Professional Development Materials

LAA 1 TASK DESCRIPTIONS

PRACTICE TASKS – GRADES 3–4 AND 5–6

Some of the performance tasks must be modified to accommodate the needs of students with visual impairments who would have been administered other statewide assessments in braille and other LAA 1 students who are unable to access print graphics. The task descriptions provide modified directions for the test administrator. Task descriptions for two English language arts tasks (Practice Tasks 1 and 3) are provided in the table below and on the back of this page to familiarize you with this aspect of test administration.

In addition to the modified tasks listed in the task descriptions, the test administrator assessing students who are visually impaired-blind or unable to access graphics may:

- make minor script changes. For example, instead of “Look at the pictures.” or “Look at the apples.” say “Here are some animals.” or “Here is a picture of some apples.”
- use manipulatives suggested on the LAA 1 Manipulatives List or other manipulatives that are familiar to the student
- use counters of different shapes and sizes
- use tactile symbols, schedules and calendars from your classroom that the student is familiar with for performance tasks involving these
- use a letter template for performance tasks involving letter writing

Note: The page numbers in the tables refer to pages in the Administrator Booklet.

ENGLISH LANGUAGE ARTS			
Grade Span	Task Number	Page Number	Descriptions/Special Instructions/Modified Scripts
3–4	1	5–6	Say: Students are reading. Say: Which statement describes the meaning of the word <u>students</u>? Say: A girl is reading. A boy and a girl are reading. A girl is reading with her dog. Follow the standard directions in the Administrator Booklet beginning at “Wait at least 30 seconds . . .”.

ENGLISH LANGUAGE ARTS			
Grade Span	Task Number	Page Number	Descriptions/Special Instructions/Modified Scripts
5–6	3	9-10	<p>Say: Listen to the directions for putting on socks and shoes.</p> <p>Say: First, put on the sock. Next, put on the shoe. Finally, tie the shoe.</p> <p>Say: Which statement describes what happens first?</p> <p>Say: A white shirt. A boy is putting on a sock. A boy is washing his hands. A boy is tying his shoe.</p> <p>Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the task and the question.</p> <p>Say: Which statement describes what happens after putting on the shoe?</p> <p>Say: A white shirt. A boy is putting on a sock. A boy is washing his hands. A boy is tying his shoe.</p> <p>Follow the standard directions in the Administrator Booklet beginning at “Wait at least 30 seconds . . .”.</p>