LEAP CONNECT

Directions for Practice Test Administration

Science

Grade 4

DEPARTMENT of EDUCATION

Louisiana Believes

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Purpose

The *Directions for Practice Test Administration* (DPTA) provides the Test Administrator (TA) of the LEAP Connect practice test with specific instructions for administration of this particular practice test. Each DPTA provides the exact wording of the items to be used by the TA, the materials needed in preparation of the practice test, and guidelines for how to present the items to the student.

Materials

Materials needed for the LEAP Connect Test Administration:

1. *Directions for Practice Test Administration* (DPTA)
2. *Procedures for Assessing Students Who Are Visually Impaired, Deaf, or Deaf-Blind*
3. *Grade 4 Science Practice Test Reference Materials*

Directions

1. **Know and follow all directions for test administration** provided in the *Science Grade 4 DPTA* and *Procedures for Assessing Students Who Are Visually Impaired, Deaf, or Deaf-Blind*.
2. Be familiar with and utilize the Text to Speech (TTS) as appropriate. The DRC INSIGHT Assessment System includes TTS that will read aloud the text of directions, items, and answer options and will also read aloud standardized descriptive statements for tables, charts, graphs, and timelines.
    a. This text is read to all students using a consistent rate of reading and tone of voice. If a student wishes to have any or all of the text repeated, click on the Starting Points button (the circle between the Stop and Play/Pause buttons). Then use the mouse to select the starting point (blue circle) just before the text that needs to be repeated.
    b. To change the volume or speed of the TTS or turn off the follow-along, select the Options button at the bottom of the screen, then select Audio Settings and adjust as desired.
    c. If the TTS will not be used, the TA can turn off the volume and the follow-along using the Audio Settings. The TA must read the directions, items, answer option text, and graphic descriptions **exactly as written** using a consistent rate of reading and tone of voice.
3. Be familiar with and utilize the Alternative Text as appropriate. Alternative Text is bracketed and written in italics. Alternative Text is included for students who are blind or have a visual impairment and require graphics to be described. This Alternative Text includes descriptive statements for tables, charts, graphs, and any graphics necessary for appropriate interaction with the items to be described.

Guidance on Printed Materials

Science Practice Test Reference Materials include required graphics and the answer options for each practice test item. The DPTA will prompt the TA when the required graphics are to be presented to the student. The answer options are included so they can be copied and used as needed (e.g., eye gaze boards).

Selected-Response Items

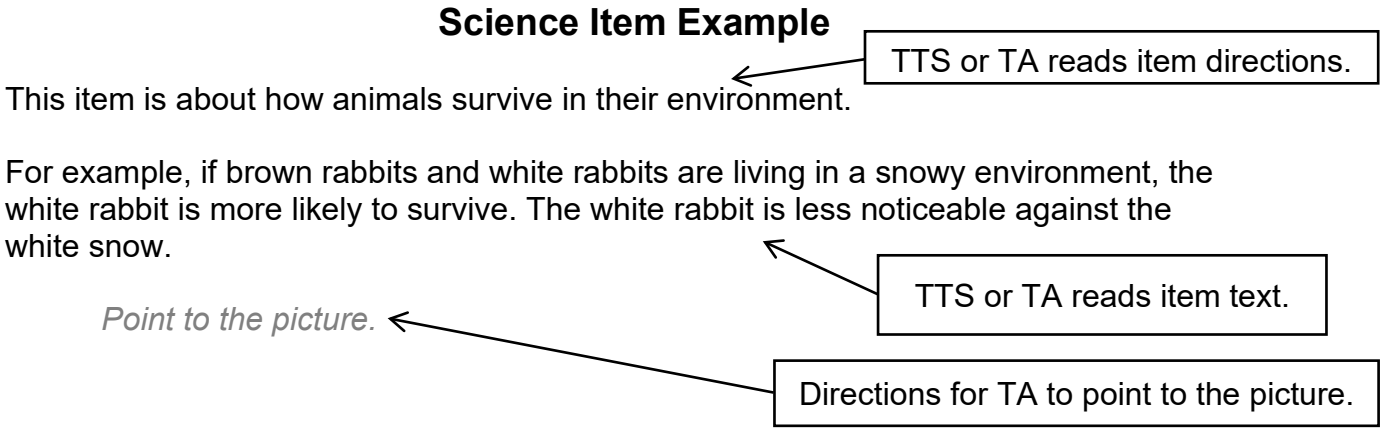
Selected-response items are presented to students in the following order:

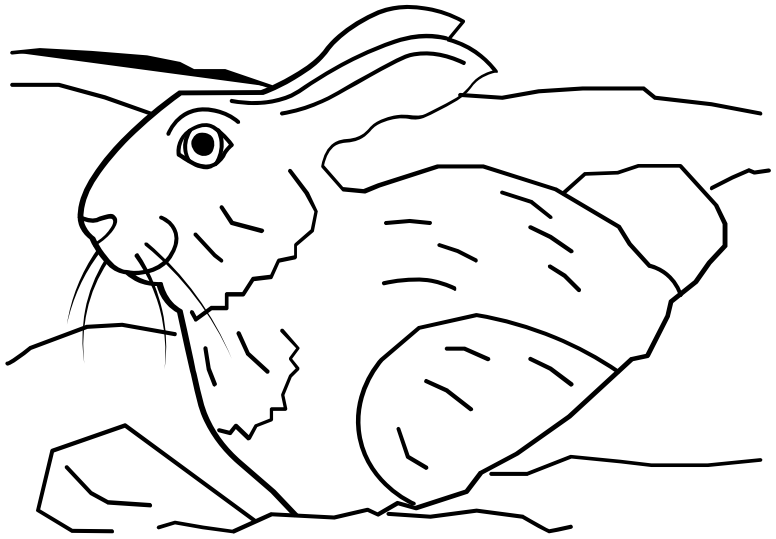
- Item stimulus (which may include an example, picture, graphic, equation, formula, or other illustration)
- Item question
- Answer options (which are indicated by radio buttons and presented vertically)

Students independently select a response from the options. Being mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.), TAs can enter responses on behalf of the student. Ensure that Augmentative and Alternative Communication (AAC) and Assistive Technology (AT) used routinely for instruction are available to support the student in communicating responses.

Science Selected-Response Item Example

The LEAP Connect practice test items reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with assessment tasks. The following item example does not reflect ALL content that is assessed in each grade-level content area and does not represent every degree of complexity.





What characteristic helps the white rabbit survive? ← TTS or TA reads question text.

Point to each option as the TTS or TA reads each option.

Directions for TA to point to aspects of item on the computer screen or in the RM.

A. being very quiet

B. having a fluffy tail ← TTS or TA reads answer choices.

C. blending in with its environment

Procedures for Constructed-Response (CR) Items

The CR items require students to construct an answer rather than select an answer from multiple-choice options. The TA must enter the student CR score into DRC INSIGHT. The CR item is presented to the student in a standardized, scripted sequence of steps; culminating in a TAs scoring of the student performance according to the Science Scoring Rubrics. The Science Scoring Rubrics are included with the appropriate CR items in the DPTA and provide scoring standards that must be used to evaluate student responses.

Administering the CR Item

- Become familiar with the CR items and setup requirements.
- Rehearse administering each item before administering it to a student by reading the script for each item.
- Become familiar with the scoring rubric and directions for scoring the student response.
- Prepare the test setting:
    - Assemble any needed materials (pencils, markers, etc.).
    - Provide materials required for student accommodations.

- Position the student so that they will have the optimal vantage to view and manipulate materials in order to facilitate sustained attention.
- Eliminate noise and visual distractions that may divert the student's attention.
- Collect all printed materials that the student will need.
- Enlarge any stimulus materials, using the enlarge feature on a printer or copier, if needed.
- Locate the appropriate stimulus material, which is identified by name on the front of each for ease of handling before, during, and after test administration. Cut the stimulus materials apart (if applicable).

Scoring the Science CR Items

In order to have consistent and reliable CR scoring, TAs must understand and apply the Science Scoring Rubrics in the same way to every student's response.

Independently score a student's performance on the CR items. Being mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.), careful and meticulous observation will enable the TA to accurately assign the appropriate score point based on the Science Scoring Rubrics in the DPTA.

Procedures for Entering the Student Score for CR Items

Record the student score in the DRC INSIGHT Assessment System. Answer options will be: "The student provided the correct answer." or "The student did not provide the correct answer." After recording the student score, continue to the next item.

Session 1

Provide student with Equation 1 from the Grade 4 Science Practice Test Reference Materials.

Item 1

This item is about relative speed between two objects.

Relative speed is the speed of one object in relation to the speed of another object.

This is an example of relative speed between two objects. Car A and Car B are both traveling in the same direction.

Car A is traveling at a speed of 30 miles per hour. Car B is traveling at a speed of 20 miles per hour.

Present and point to Equation 1 as the TTS or TA reads the graphic description.

[Graphic description: "Car A speed minus Car B speed equals an unknown amount."]

$$\text{Car A speed} - \text{Car B speed} = ?$$

This equation can be used to solve for the relative speed of Car A to Car B.

Point to the equation as the TTS or TA reads the graphic description.

[Graphic description: "Thirty miles per hour minus twenty miles per hour equals ten miles per hour."]

$$30 \text{ mi/hr} - 20 \text{ mi/hr} = 10 \text{ mi/hr}$$

Relative to Car B, Car A is traveling 10 miles per hour faster.

Here is another relative speed problem. Two people are riding bicycles. They each start from the same place and are biking in the same direction.

- Person A's average speed is 12 miles per hour.
- Person B's average speed is 7 miles per hour.

Item 1, continued

Point to the equation as the TTS or TA reads the graphic description.

[Graphic description: "Person A speed minus Person B speed equals an unknown amount."]

Person A speed − Person B speed = ?

What is the relative speed of Person A to Person B?

Point to each option as the TTS or TA reads each option.

A. 5 miles per hour faster

B. 12 miles per hour faster

C. 19 miles per hour faster

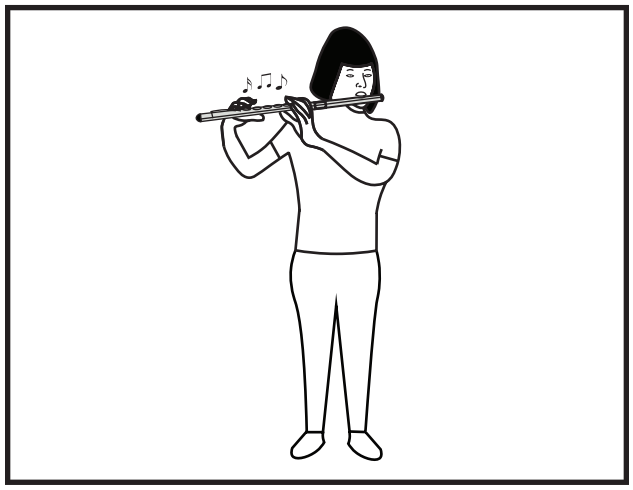
Item 2

This item is about energy.

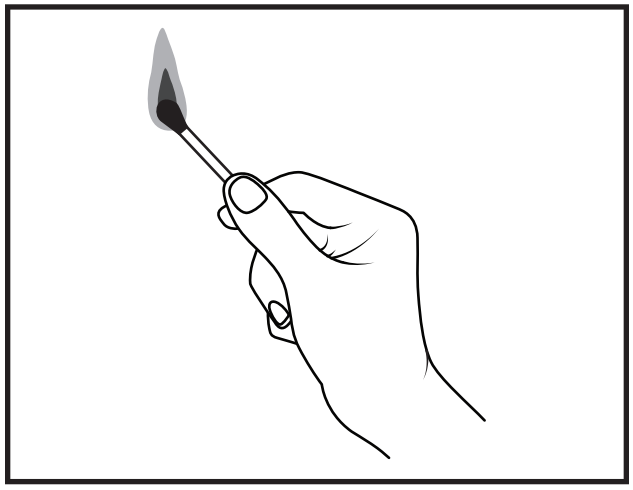
Heat is a form of energy. People use heat to cook food on a stove.

Which is another example of heat energy?

Point to each option as the TTS or TA reads each option.



A. sound



B. burning match

Provide student with Incomplete Chart 1, "Chemical Energy Conversions" and the pictures of a shining flashlight and a battery, a radio playing and a battery, and a television remote control and a battery from the Grade 4 Science Practice Test Reference Materials.

Item 3

This item is about energy.

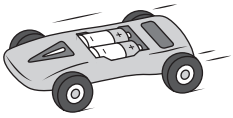
A change from one form of energy to another is called an energy conversion. Chemical energy can be converted to motion, sound, and light energy. Chemical energy can be stored in batteries.

> *Present the incomplete chart and the three pictures onto the work surface in front of the student.*
>
> *Point to the chart as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This is an incomplete chart titled, 'Chemical Energy Conversions.'"]*

The chart shows the conversion of chemical energy to "Sound," "Motion," and "Light." There is a battery-operated toy car in the "Motion" category. The batteries in the car convert chemical energy to motion.

There is a blank space below the "Sound" and below the "Light" categories.

Chemical Energy Conversions

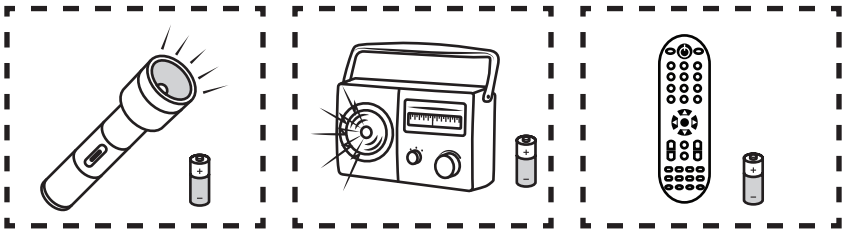
Sound	Motion	Light
		

Item 3, continued

These are pictures of other conversions of chemical energy by batteries. Look at the type of chemical energy being converted to other forms.

Point to each picture as the TTS or TA reads the graphic description.

[Graphic description: "This is a picture of a shining flashlight and a battery. This is a picture of a radio playing and a battery. This is a picture of a television remote control and a battery."]



Place the energy conversion that results in chemical energy being converted to sound energy in the "Sound" category.

Place the energy conversion that results in chemical energy being converted to light energy in the "Light" category.

Not all the pictures need to be used.

Allow time for the student to complete the chart.

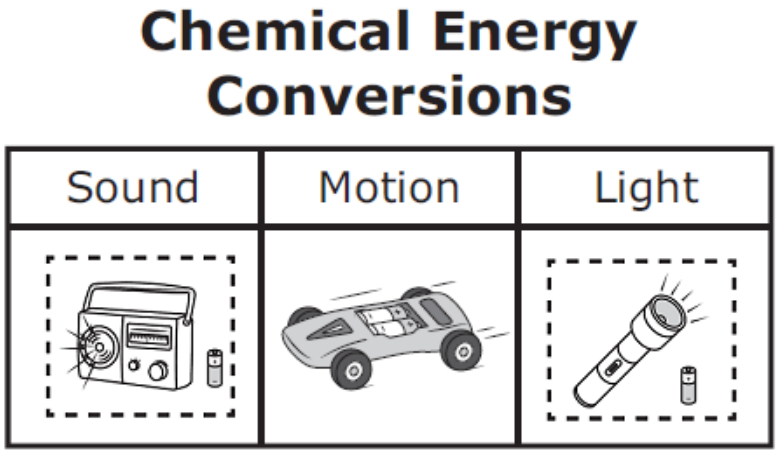
Rubric

Test Administrator: *After student completes work, record on the computer if the student provided the correct answer or the student did not provide the correct answer.*

Score	Description
1	Student correctly places the radio in the 'Sound' category and the flashlight in the 'Light' category in the chart.
0	Student does not correctly place the radio in the 'Sound' category and the flashlight in the 'Light' category in the chart.

Item 3, continued

Sample Response



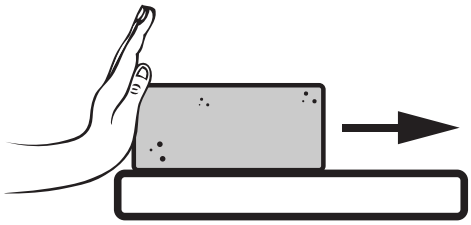
Item 4

This item is about forces that change the motion and position of an object. A force can be a push or a pull.

A student is learning about using force to move an object.

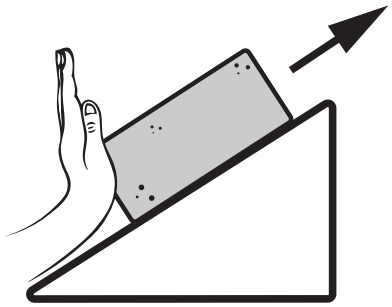
The student is pushing a brick over a surface that is smooth.

First, the student pushes the brick on a flat surface. This shows the student pushing the brick on a flat surface.



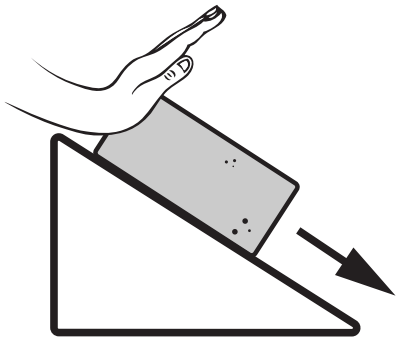
Next, the student pushes the brick on a surface that is going up.

This shows the student pushing the brick upwards.



Finally, the student pushes the brick on a surface that is going down.

This shows the student pushing the brick downwards.

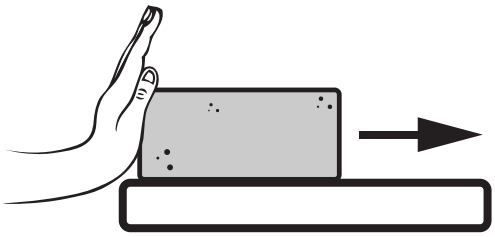


Item 4, continued

When is the student using the **least** amount of force to move the brick?

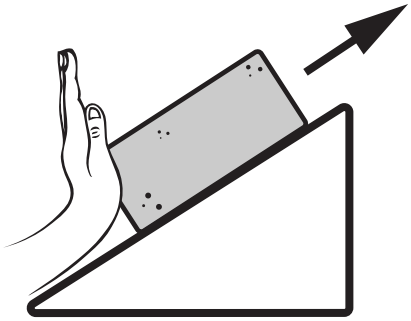
Point to each option as the TTS or TA reads each option.

[For students with visual impairment, read "A. This shows the student pushing the brick on a flat surface."]



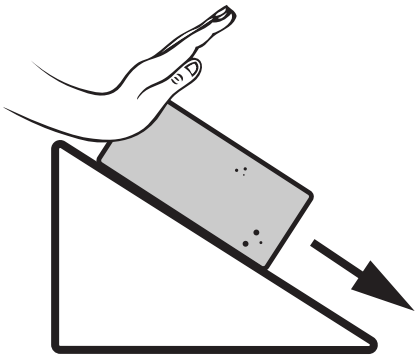
A. when the surface is flat

[For students with visual impairment, read "B. This shows the student pushing the brick on a surface that is going up."]



B. when the surface is going up

[For students with visual impairment, read "C. This shows the student pushing the brick on a surface that is going down."]



C. when the surface is going down

Item 5

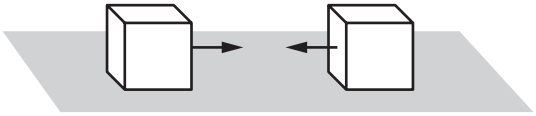
This item is about objects in motion.

Energy makes objects move. When objects bump into one another, the energy in those objects changes.

Point to the diagram.

[For students with visual impairment, read "This is a diagram. It shows two equally sized objects moving toward each other. Arrows show the direction each object is moving."]

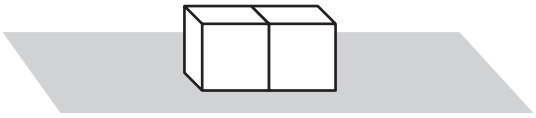
Two equally sized objects are moving toward each other at equal speeds.



Point to the diagram.

[For students with visual impairment, read "This is a diagram. It shows two equally sized objects at rest directly next to each other."]

The objects bump into each other. The objects stick together. The energy of motion is now zero.



Which describes the motion of the objects when the energy of motion is zero?

Point to each option as the TTS or TA reads each option.

A. speeds up

B. slows down

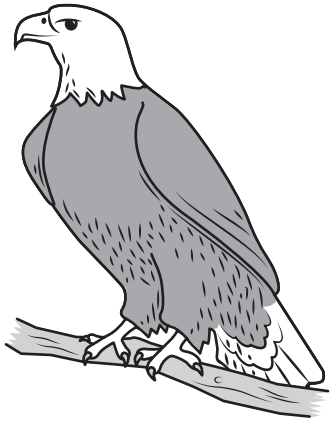
C. stops

Item 6

This item is about how animals use their body parts for different reasons.

Point to the picture of the bird and the body part as the TTS or TA reads the graphic description.

[Graphic description: "This is a bird. Birds often land on branches. This bird has strong claws."]



What does this bird use its claws to help it do?

Point to each option as the TTS or TA reads each option.

A. hold onto a branch

B. swim in a pond

Item 7

This item is about how animals survive.

Egrets are a type of bird. Egrets live near water. Egrets walk in the water looking for food.

Point to the picture of the egret as the TTS or TA reads the graphic description.

[Graphic description: "This is a picture of an egret. Egrets have long white feathers and live in marshes."]

Which helps the egret to move in the water?

Point to each option as the TTS or TA reads each option.

A. wide wings

B. long legs

C. thin beak

Item 8

This item is about how animals use their senses for different purposes.

All living animals respond to their surroundings.

What would a deer **most likely** do first when it senses a forest fire?

Point to each option as the TTS or TA reads each option.

A. smell smoke from the fire and run away from it

B. feel the warm fire and run away from it

C. taste smoke from the fire and run away from it

Item 9

This item is about how people protect themselves from dangerous conditions.

Tornadoes can destroy houses and move large objects like cars miles away.

What should a person do if a tornado is predicted to be near?

Point to each option as the TTS or TA reads each option.

A. move to a safe area as soon as possible

B. wait to see the tornado before leaving

C. watch the weather reports on television

Item 10

This item is about changes to Earth's surface.

Fossils can help scientists tell what kind of animals used to live on Earth.

Sharktooth Hill in California is about 100 miles away from the ocean. Millions of years ago, Sharktooth Hill was under the ocean.

Which **best** explains why scientists believe that this area was once covered by an ocean?

Point to each option as the TTS or TA reads each option.

A. Fossils of mammals were found there.

B. Fossils of birds were found there.

C. Fossils of fish were found there.

Provide student with Map 1, a world map, from the Grade 4 Science Practice Test Reference Materials.

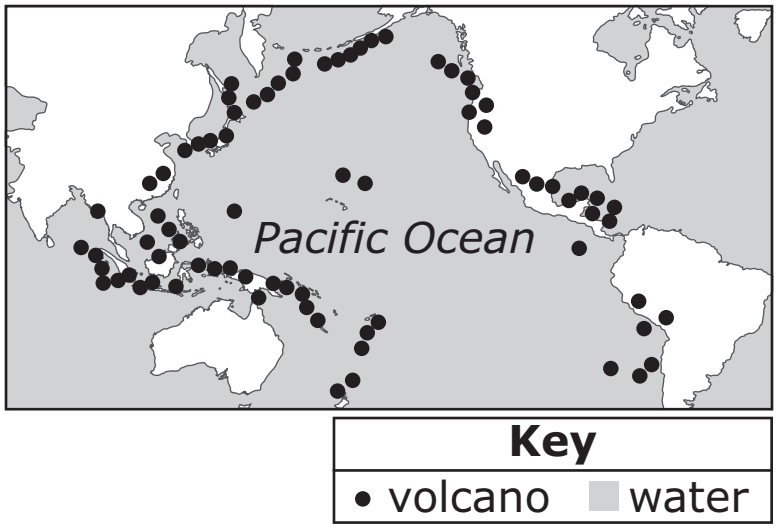
Item 11

This item is about the location of volcanoes.

This is a map. The map shows where volcanoes are located.

Point to the map and key as the TTS or TA reads the graphic description.

[Graphic description: "This is a map. It shows land masses and the Pacific Ocean. This is a map key. It shows the symbols for volcano and water. The map shows where most volcanoes are located."]



Use the map to answer the question.

Where are most volcanoes located?

Point to each option as the TTS or TA reads each option.

A. in the center of continents

B. in the middle of oceans

C. at the edges between continents and oceans

Item 12

This item is about changes to Earth's surface.

Moving water and wind can cause soil to move to other places.

Which could cause soil to move?

Point to each option as the TTS or TA reads each option.

A. gentle breeze

B. heavy rainstorm

Item 13

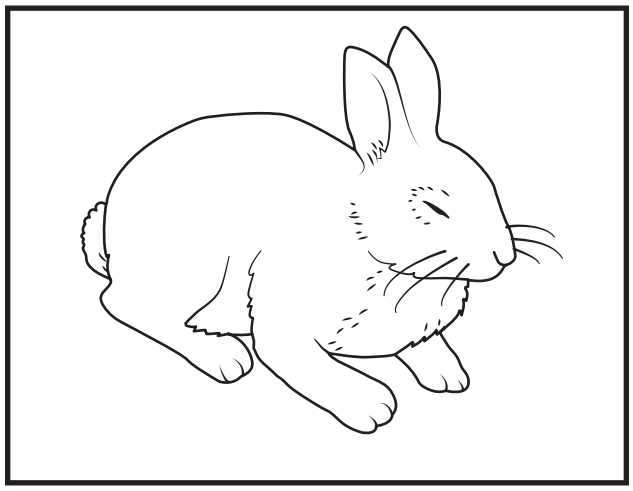
This item is about changes to the shape of the land.

Plants and animals can change the shape of the land.

Which way can an animal change the shape of the land?

Point to each option as the TTS or TA reads each option.

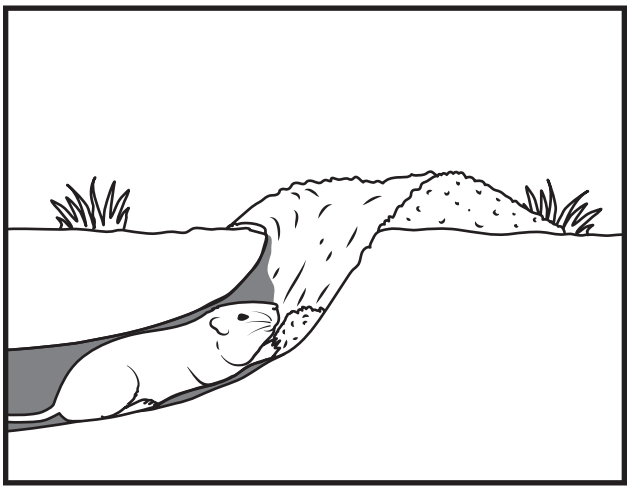
[For students with visual impairment, read "A. This a picture of a rabbit taking a nap."]



A. taking a nap

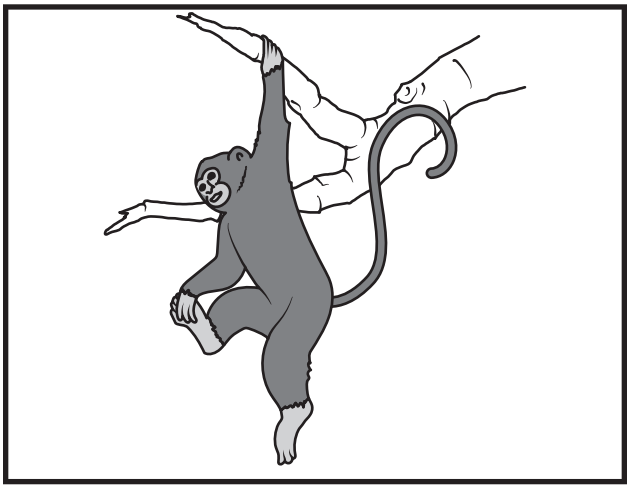
Item 13, continued

[For students with visual impairment, read "B. This is a picture of a chipmunk digging a tunnel in the ground."]



B. digging tunnels

[For students with visual impairment, read "C. This is a picture of a monkey swinging in a tree."]



C. living in a tree

Item 14

This item is about how people protect themselves from dangerous conditions.

Hurricanes can bring heavy rains that quickly fill streams and rivers. A flood can happen when water flows over the banks of streams and rivers.

What should a person do if flooding begins?

Point to each option as the TTS or TA reads each option.

A. play in the flood waters

B. drive on flooded roads

C. move to higher ground

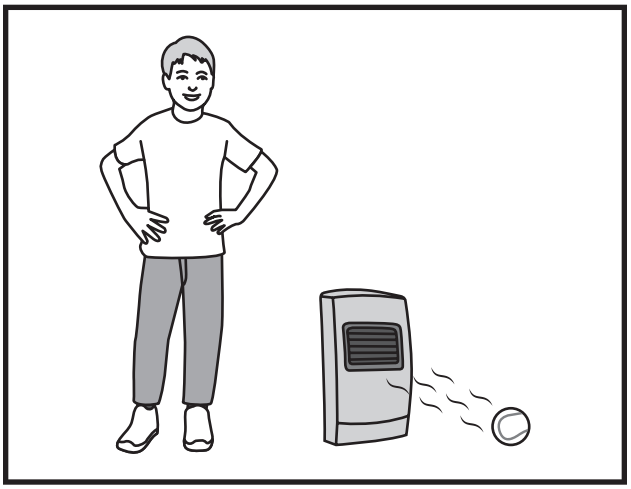
Item 15

This item is about moving objects.

Which action will change the motion of the ball?

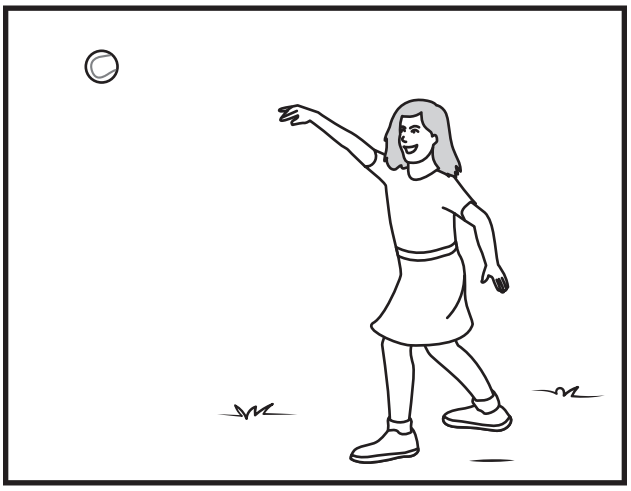
Point to each option as the TTS or TA reads each option.

[For students with visual impairment, read "A. This is a picture of a boy with a heater warming the ball."]



A. heating the ball

[For students with visual impairment, read "B. This is a picture of a girl throwing the ball."]



B. throwing the ball

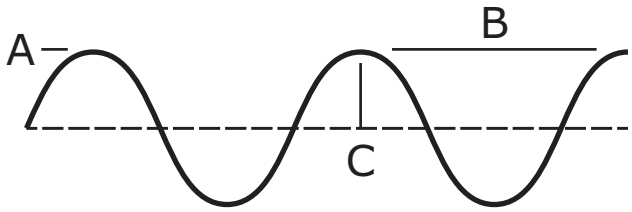
Provide student with Diagram 1 of a wave from the Grade 4 Science Practice Test Reference Materials.

Item 16

This item is about waves.

Point to the diagram of the wave and the letter associated with each of the descriptions as the TTS or TA reads the graphic description.

[Graphic description: "This is a diagram of a wave. The letter A shows the top of the wave. The letter B shows the distance between the top of one wave to the top of the next wave. The letter C shows the height of the wave."]



Wavelength is the distance between the top of one wave to the top of the next wave.

Where is the wavelength of the wave shown in the diagram?

Point to each option as the TTS or TA reads each option.

[For students with visual impairment, read "A. the top of the wave"]

A. letter A

[For students with visual impairment, read "B. between the two highest points of a wave"]

B. letter B

[For students with visual impairment, read "C. the height of the highest part of the wave"]

C. letter C

You have reached the end of this Session.

You may choose from the following options:

- Review items in this session
- **Pause** this test and **Resume** later
- Complete this session (**End Test**, then **Submit**) and begin Session 2.

Session 2

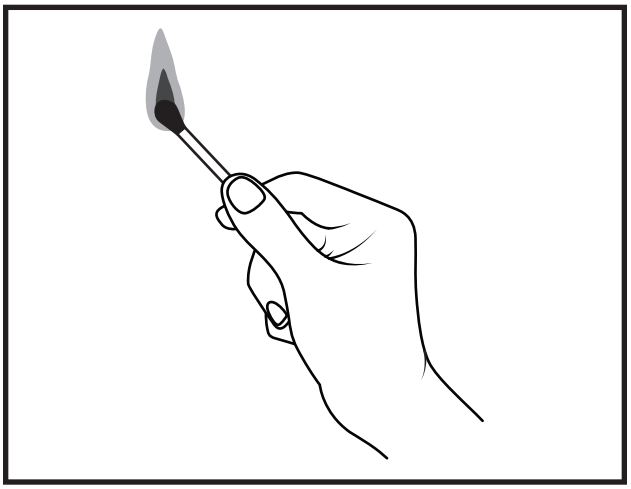
Item 17

This item is about energy.

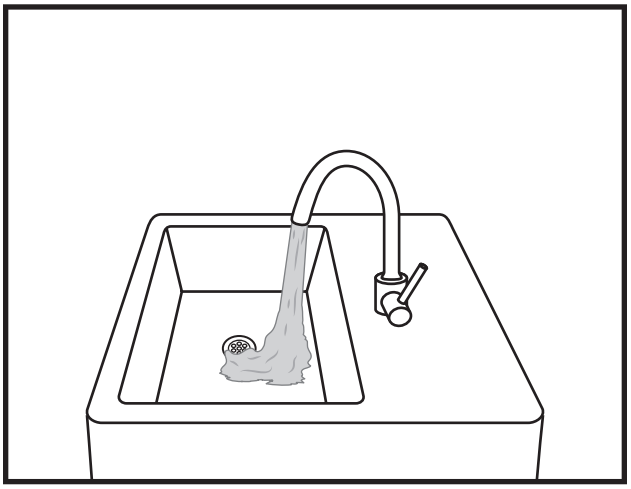
Electricity is a form of energy. When people turn on the lights, electricity is changed into light energy.

Which is another way electricity is changed into a different type of energy?

Point to each option as the TTS or TA reads each option.

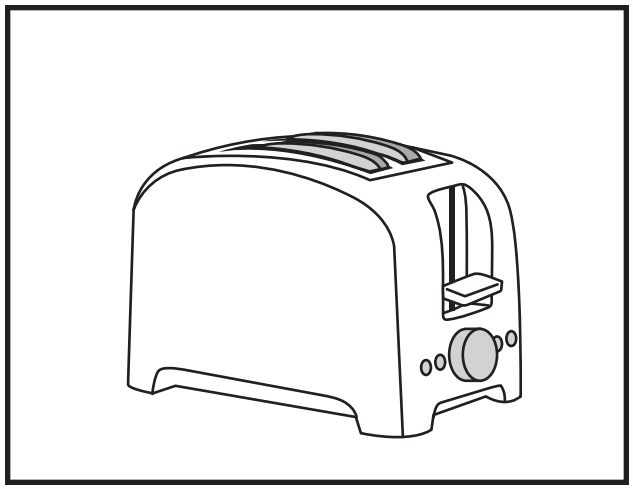


A. burning a match



B. running water in a sink

Item 17, continued



C. turning on a toaster

Item 18

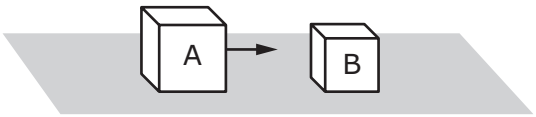
This item is about objects and energy.

Energy makes objects move. When objects bump into one another, the energy in those objects changes.

Point to the diagram.

Object A is large and moving toward Object B. Object B is small and is not moving.

[For students with visual impairment, read "The diagram shows a large cube labeled A moving toward a small cube labeled B. The small cube is not moving."]



Object A bumps into Object B.

Which describes the position of Object B after it is bumped by Object A?

Point to each option as the TTS or TA reads each option.

A. behind Object A

B. closer to Object A

C. away from Object A

Item 19

This item is about objects and energy.

Energy can be measured by the speed of a moving object.

Point to the data table as the TTS or TA reads the graphic description.

[Graphic description: "This is a data table titled, 'Cars' Speeds.' It shows the speed of three cars. Car 1's speed is sixty-five miles per hour. Car 2's speed is forty-five miles per hour. Car 3's speed is thirty miles per hour."]

Cars' Speeds

Car	Speed (miles per hour)
1	65
2	45
3	30

Which car is moving with the **greatest** amount of energy?

Point to each option as the TTS or TA reads each option.

A. Car 1

B. Car 2

C. Car 3

Provide student with Incomplete Diagram 1 of a rabbit and the words "sound" and "smell" from the Grade 4 Science Practice Test Reference Materials.

Item 20

This is the first item of a three-part item. Student may not return to this item after responding to this item.

This item is about how animals use their senses for different purposes.

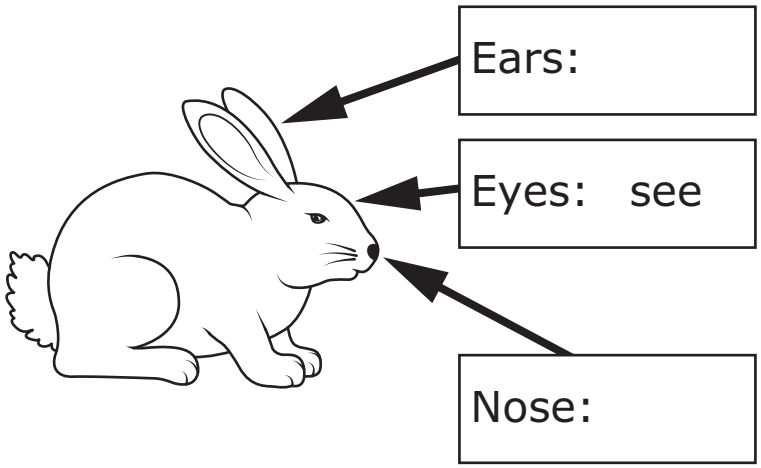
Animals have body parts that provide information about their surroundings.

Rabbits are common in the United States.

Present and point to the diagram of the rabbit, each body part, and the word "see" as the TTS or TA reads the graphic description.

[Graphic description: "This is a diagram of a rabbit. It has ears. It has a nose. It has eyes. This is the word 'see.' A rabbit uses its eyes to see."]

[For students with visual impairment, read "Two blank boxes have lines with one pointing to the ears and another pointing to the nose. A box with the word 'see' is pointing to the eyes."]



Item 20, continued

Present the words in the following order: "sound," "smell," and point to each word as the TTS or TA reads the following statement.

sound

smell

A rabbit also uses body parts to receive information about "sounds" and "smells."

Place each word on the diagram to match the body part the rabbit uses to receive information from sounds and smells.

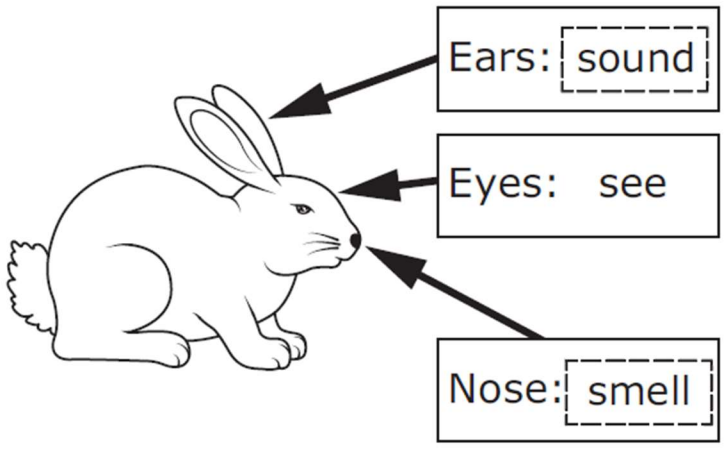
Allow time for the student to place the words on the diagram.

Rubric

Test Administrator: *After student completes work, record on the computer if the student provided the correct answer or the student did not provide the correct answer.*

Score	Description
1	Student correctly matches sound with rabbit's ears and smell with rabbit's nose.
0	Student does not correctly match sound with rabbit's ears and smell with rabbit's nose.

Sample Response



Item 21

This is the second item of a three-part item. Student may not return to this item after responding to this item.

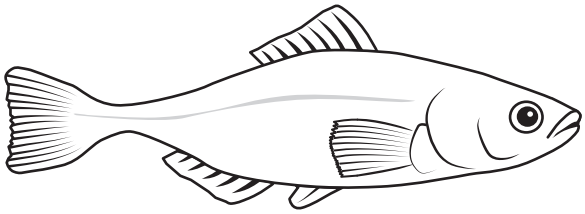
This item is about how animals survive in the places they live.

Animals have parts that help them survive in the places they live.

Point to the picture of the fish.

This is a fish. It lives under water. It has gills. Gills let the fish breathe under water. Fish have fins instead of arms. Fish control their motion using fins. Like most animals, fish have eyes.

[For students with visual impairment, read "This is a fish. It has gills, fins, and eyes."]



Which part helps the fish to move in the water?

Point to each option as the TTS or TA reads each option.

A. gills

B. fins

C. eyes

Item 22

This is the third item of a three-part item. Student may not return to the previous item.

This item is about how animals use their senses.

Some animals can feel trembles in their environment.

Which tells how alligators use their senses?

Point to each option as the TTS or TA reads each option.

A. Alligators are usually found in large groups.

B. Alligators can survive a long time without eating.

C. Alligators use their skin to sense prey moving in water.

Provide student with Model 1 of two waves from the Grade 4 Science Practice Test Reference Materials.

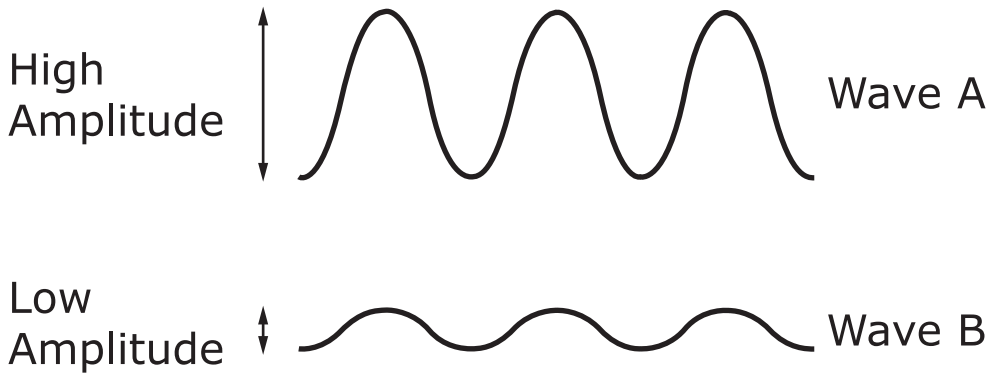
Item 23

This item is about waves.

Energy may be carried by waves. The more energy carried by a wave, the greater the wave's amplitude. With a sound wave, this means that the sound will be louder.

Point to the model of the wave and the letter associated with each of the descriptions as the TTS or TA reads the graphic description.

[Graphic description: "This is a model of two waves. Both Wave A and Wave B have a uniform pattern of wavelength. Wave A has a higher amplitude than Wave B."]



Which describes the sound of Wave A compared to Wave B?

Point to each option as the TTS or TA reads each option.

A. loud sound

B. quiet sound

C. same sound

Provide student with Diagram 2 of birds sitting on waves from the Grade 4 Science Practice Test Reference Materials.

Item 24

This item is about energy.

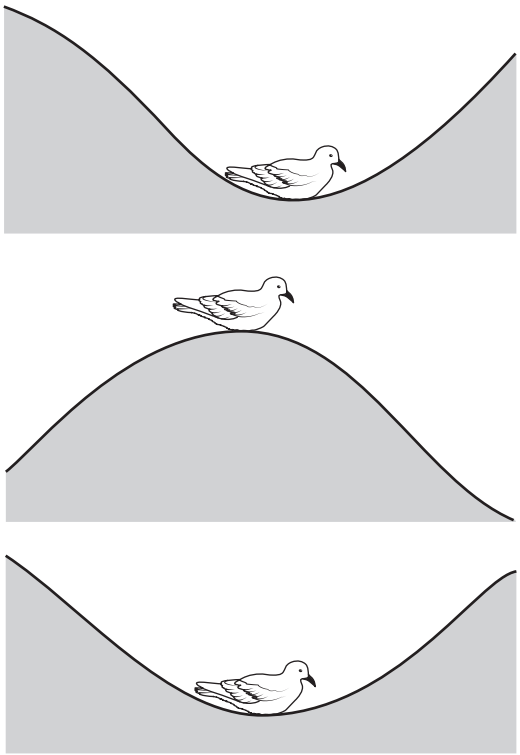
A wave moves energy from place to place. When a wave travels across water, it changes the shape of the water.

This is a bird sitting on water as a wave passes. When the wave passes, it lifts the bird upward.

Point to the bird.

Point to each picture as the TTS or TA reads the graphic description.

[Graphic description: "This is a group of three pictures of a bird sitting on water as a wave passes. In the first picture, the bird is sitting in the water between two waves. In the second picture, the bird is sitting at the top of the wave. In the third picture, the bird is sitting in between two waves."]



Item 24, continued

When a wave passes a ship at sea, how will the wave affect the ship?

Point to each option as the TTS or TA reads each option.

A. The ship moves up and down.

B. The ship does not move.

Item 25

This item is about how people protect themselves from dangerous conditions.

People use levees and spillways to keep safe when the water level rises in a river.

For example, the Bonnet Carré Spillway is on the Mississippi River. The spillway is located upriver from New Orleans.

Point to the picture as the TTS or TA reads the graphic description.

[For students with visual impairment, read "This is a picture of an opened spillway. A spillway lets out extra water from a river. Water is flowing out of and away from the Mississippi River."]

When the river level gets dangerously high, the spillway is opened. Opening the spillway lowers the water level in the Mississippi River.

Which natural hazard are spillways protecting people from?

Point to each option as the TTS or TA reads each option.

A. earthquake

B. flood

C. hurricane

Item 26

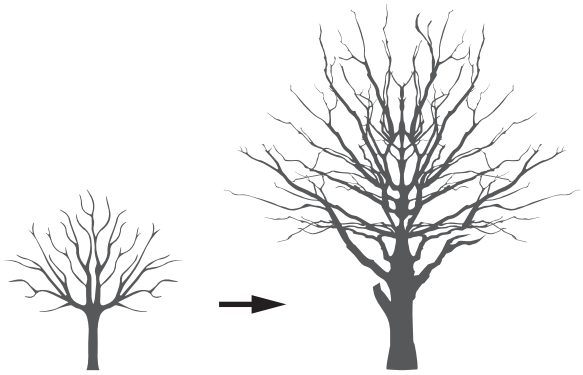
This item is about changes to Earth's surface.

Water and wind can cause the breakdown of surface materials. This is called weathering.

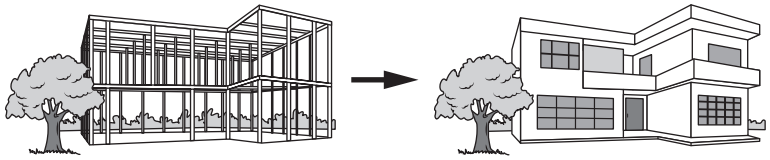
Which shows the effects of weathering?

Point to each option as the TTS or TA reads each option.

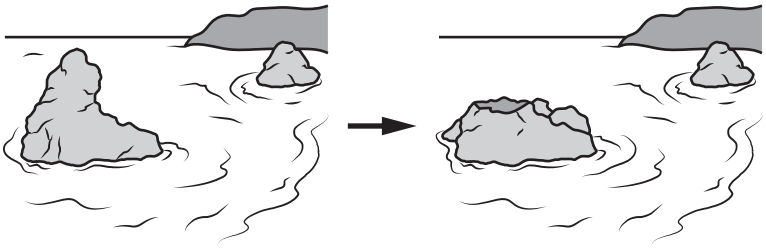
[For students with visual impairment, read "A. This shows a small young tree growing to a large tree."]

A. 

[For students with visual impairment, read "B. This shows a house being built and then completed."]

B. 

[For students with visual impairment, read "C. This shows a rock in the ocean near a beach and then crumbling over time."]

C. 

Item 27

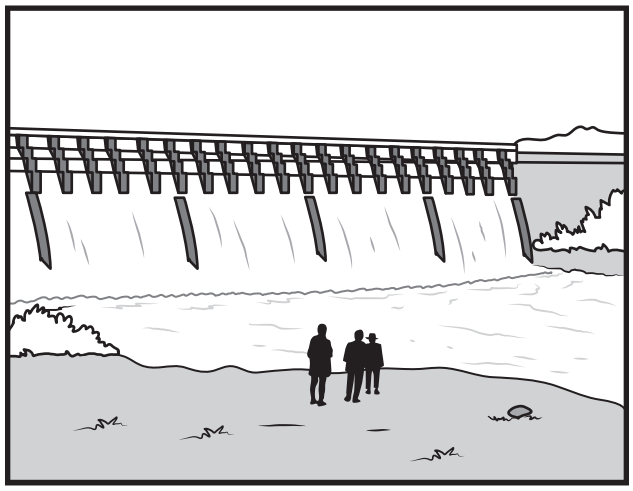
This item is about changes to the shape of the land.

People change the shape of land by growing crops and building lakes.

Which is an example of people changing the shape of the land?

Point to each option as the TTS or TA reads each option.

[For students with visual impairment, read "A. This is a picture of a dam built by people."]



A. building a dam on the river

Item 27, continued

[For students with visual impairment, read "B. This is a picture of people running on a beach."]

B. going to the beach

Provide the student with Data Table 1, "Soil Erosion Results", from the Grade 4 Science Practice Test Reference Materials.

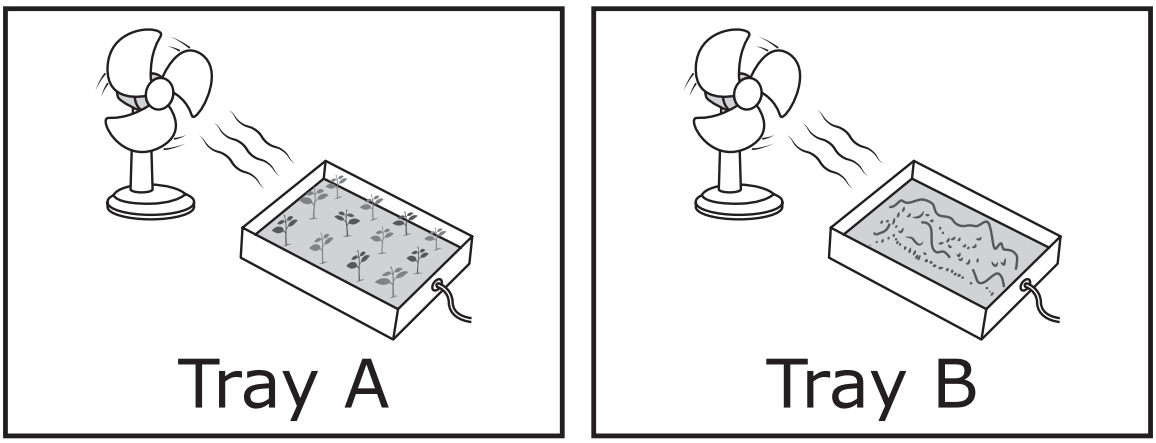
Item 28

This item is about changes to Earth's surface.

Plants can have different effects on rocks, soils, and landforms. Students measured the effect of erosion in a classroom experiment. They used a fan to measure the effect of wind on two different trays of soil.

Point to Tray A and Tray B as the TTS or TA reads the following text.

Tray A has plants. Tray B has no plants.



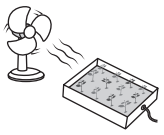
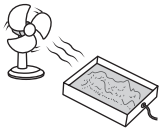
Item 28, continued

The results are shown in the data table.

Point to the data table as the TTS or TA reads the graphic description.

[Graphic description: "This is a data table titled, 'Soil Erosion Results.' The data table shows Tray A had fifty grams of soil moved by wind. Tray B had two-hundred grams of soil moved by wind."]

Soil Erosion Results

Tray		Amount of Soil Moved by the Wind (g)
A		50
B		200

What do the results show about the effect of plants on the erosion of Earth's surface?

Point to each option as the TTS or TA reads each option.

A. Having plants does **not** affect soil erosion.

B. Having plants results in **more** soil erosion.

C. Having plants results in **less** soil erosion.

Provide student with Map 2, a map of the United States, from the Grade 4 Science Practice Test Reference Materials.

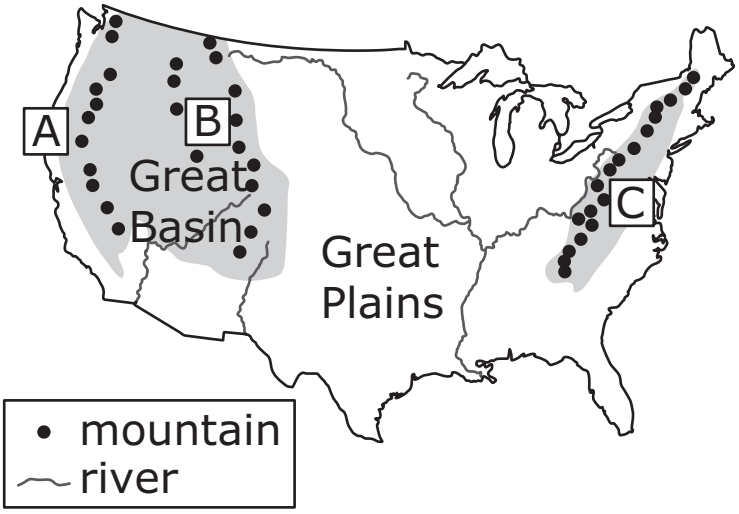
Item 29

This item is about the location of mountains.

This is a map. The map shows where mountains are located in the United States.

Point to the map and key as the TTS or TA reads the graphic description.

[Graphic description: "This is a map. It shows the Great Basin, the Great Plains, and rivers in the United States. This is a map key. It shows the symbols for mountain and river. The names of the mountains are not on the map."]



In the United States, the Rocky Mountains are located between the Great Basin and the Great Plains.

Use the map to answer the question.

Which shows where the Rocky Mountains are located in the United States?

Point to each option as the TTS or TA reads each option.

A. letter A

B. letter B

C. letter C

Provide student with Map 3, "Map of the United States" and the words "ocean," "river," and "lake" from the Grade 4 Science Practice Test Reference Materials.

Item 30

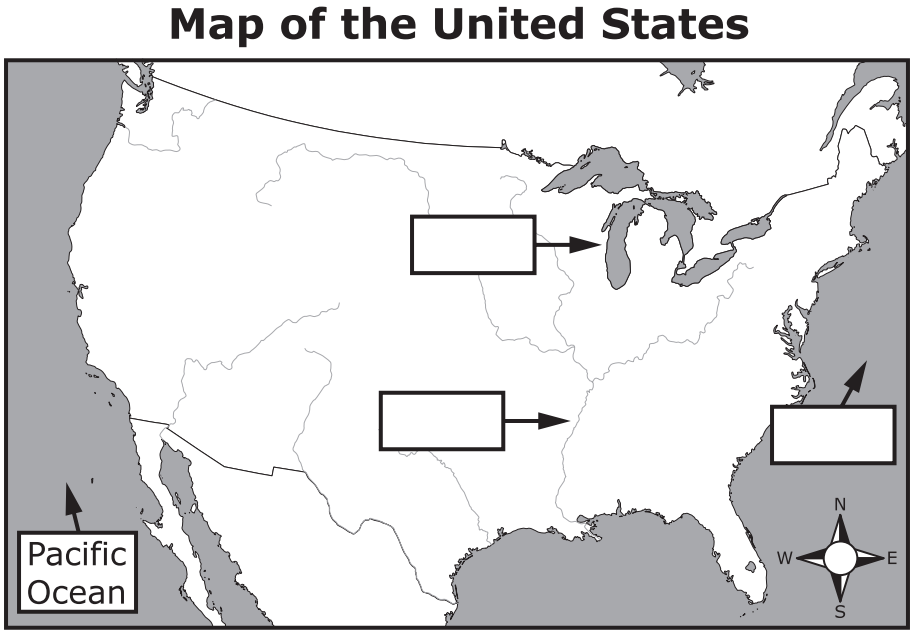
This item is about water features of Earth.

This is a map. The map shows the locations of Earth's water features.

Point to the map and key as the TTS or TA reads the graphic description.

[Graphic description: "This is a map of the United States. It shows the locations of a lake, a river, and an ocean."]

[For students with visual impairment, read "Three blank boxes are shown on the map."]



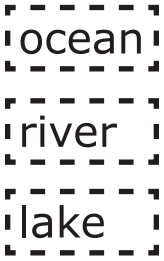
Point to the Pacific Ocean.

The Pacific Ocean is the largest ocean on Earth.

Item 30, continued

Present the words in the following order: “ocean,” “river,” “lake” and point to each word as the TTS or TA reads the following statement.

Place each water feature on the map to match its description.



Oceans are very large bodies of water.

Point to the map.

Place the word ocean on the map.

Allow time for the student to place the word on the map.

Rivers are streams of water that flow to the ocean.

Point to the map.

Place the word river on the map.

Allow time for the student to place the word on the map.

A lake is a large body of water surrounded by land.

Point to the map.

Place the word lake on the map.

Allow time for the student to place the word on the map.

Rubric

Test Administrator: *After student completes work, record on the computer if the student provided the correct answer or the student did not provide the correct answer.*

Score	Description
1	Student correctly identifies the locations of the ocean, river, and lake.
0	Student does not correctly identify the locations of the ocean, river, and lake.

Sample Response

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Practice Test