

LEAP CONNECT

Directions for Practice Test Administration

English Language Arts
Grade 5

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Purpose

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

Materials

Materials needed for the LEAP Connect Test Administration:

1. *Test Administration Manual* (TAM)
2. *Directions for Practice Test Administration* (DPTA)
3. *Procedures for Assessing Students Who Are Visually Impaired, Deaf, or Deaf-Blind*
4. *Grade 5 ELA Practice Test Reference Materials and Writing Stimuli*

Directions

1. **Know and follow all directions for test administration** provided in the TAM, 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 (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 top 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.

Guidelines

1. **Guiding a student response must be deliberately avoided.** Such cueing might include voice, rate of reading, positioning of correct response option, or body language that would suggest a preference or indicate a correct response. To ensure fidelity of test administration, the TA must use a consistent voice, rate of reading, positioning of response options, and body language during oral presentation.
2. If the TTS is not used, the TA may read the directions, item, response options, and graphic descriptions. All text must be read to the students **exactly as written**, (i.e., no paraphrasing or variation of speed to emphasize words in ways that provide hints as to correct or incorrect responses).
3. The Test Administrator (TA) may use statements to **encourage** the student to respond (e.g., “only one more to go,” “just five minutes until a break,” “keep working,” “I like the way you are listening and following directions”), but **does not** indicate either the correct or incorrect response.

Guidance on Printed Materials

ELA Practice Test Reference Materials and Writing Stimuli include required graphics and the answer options for each 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). *ELA Practice Test Reference Materials and Writing Stimuli* are distributed by the School Test Coordinator (STC).

The LEAP Connect ELA Practice Assessment includes one constructed-response writing item at each grade level. Writing Stimuli are provided for the constructed-response item. Writing Stimuli are distributed by the STC. Review the item and prepare materials as needed **prior to the administration** of the constructed-response writing item.

Selected-Response Items

Selected-response items are presented in the following order:

- Item stimulus (which may include a passage, passage part, picture, graphic, 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.

Reading Selected-Response Item Example

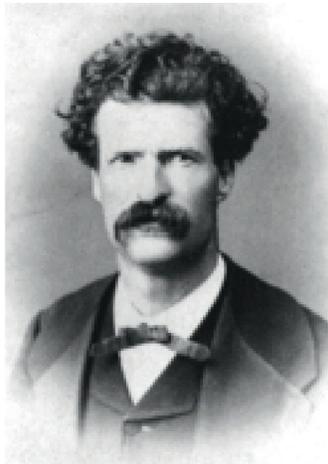
The LEAP Connect assessment items reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with test items. The 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.

Reading Item Example

Directions

We are going to read informational text about a writer named Mark Twain. He lived a long time ago and wrote books. After we read, you will be asked a question about this writer. Listen for what the author believes about Mark Twain.

The Life and Works of Mark Twain



Mark Twain was an American writer.

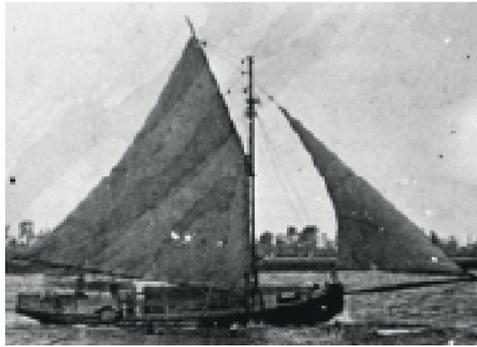


Twain wrote many books. One of his best known books is The Adventures of Tom Sawyer. The books were set in Missouri. This is where Twain lived.



Twain first began by writing articles for his brother's newspaper. He became well-known after he wrote a funny short story.

[For students with visual impairment, read “This is a picture of a sailboat.”]



Twain traveled to many places. He visited libraries around the world. Twain became famous.



Mark Twain has inspired many people. He is seen as a great American author.

Item 1

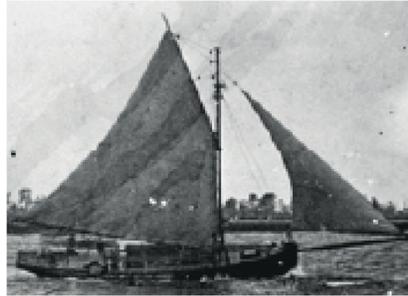
Directions for TA that this is a two-part item.

TTS or TA reads item directions.

This is the first item of a two-part item.

We read about a writer named Mark Twain. We are going to read part of the text again. Then you will be asked a question. Listen for details that tell you that Mark Twain liked to travel.

[For students with visual impairment, read "This is a picture of a sailboat."]



TTS or TA reads item text.

TA reads the alternative text for students with visual impairment to describe the picture.

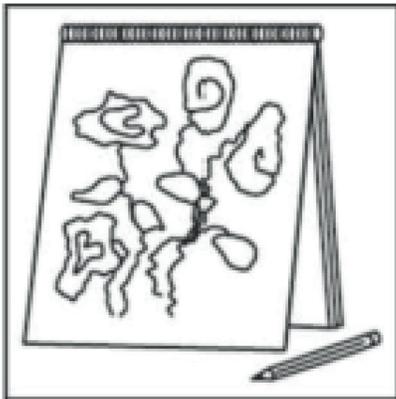
Twain traveled to many places. He visited libraries around the world. Twain became famous.

TTS or TA reads question text.

Which sentence tells that Mark Twain liked to travel?

Point to each answer option as the Text to Speech (TTS) or Test Administrator (TA) reads each option.

[For students with visual impairment, read "A. This is a picture of a pad of paper with a drawing on it."]



Directions for TA to point to each answer option as the TTS or TA reads each option.

TTS or TA reads answer options.

A. He drew pictures.

[For students with visual impairment, read “B. This is a picture of famous people at a dinner party.”]



B. He became famous.

[For students with visual impairment, read “C. This is a picture of men riding on top of and in a covered wagon pulled by horses.”]



TA asks student if they would like to read this part again. If the student says yes, the TA either activates the starting point for the TTS to read the passage part or reads the passage part again.

C. He traveled to many places.

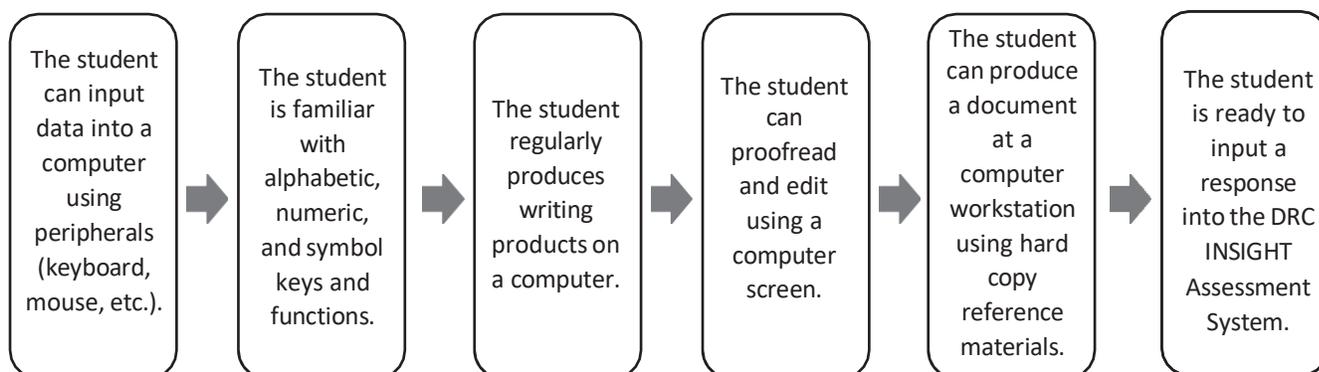
Would you like to read this part again before you answer the question?

Constructed-Response Item

The constructed-response (CR) item requires the student to produce a response to a writing prompt (i.e., expressive language). The item is presented to the student in a standardized, scripted sequence of steps that include statements read by the TTS and TA and directions for the presentation of grade- and prompt-specific materials that need to be prepared as appropriate for each student. The Student Response Template is identified by a card number for each CR item in the Writing Stimuli. The student may use the Student Response Template located in the *ELA Reference Materials and Writing Stimuli* to write a response to the CR item, but **the final product is entered into the DRC INSIGHT Assessment System**. Please note that if the TA makes the determination that a student is capable of entering an online response utilizing a keyboard, the student is not required to use the Student Response Template and may type and edit the response in the response spaces in the DRC INSIGHT Assessment System.

A TA needs to determine the way in which a student will create a constructed response in writing. The student can use the Student Response Template to write a response or

can enter an online response utilizing a keyboard. The following statements are provided to assist TAs in determining whether to allow the student to enter an online response into the DRC INSIGHT Assessment System.



The CR writing prompt is administered in the following manner:

1. The student is presented with the writing task and the text type (e.g., story or essay) to be produced.
2. The student is then presented with a model of the text type.
3. The TA presents the steps of the writing task as planning, writing, revising, and editing a response, using a script that includes references to materials to present to the student to support the construction of a response.
4. First, the student organizes ideas related to the topic. Next, the student writes a response using the provided Student Response Template or types into the DRC INSIGHT Assessment System. Then the student is allowed to revise and edit the response. Last, the TA reads aloud the finished product to the student.
5. If the student types the response into the DRC INSIGHT Assessment System, the student may not utilize the computer's browser functions during CR item administration.
6. If the student did not type the response into the DRC INSIGHT Assessment System, the TA must transcribe the student response into the DRC INSIGHT Assessment System in the appropriate boxes. **The TA must also type any necessary annotations in the text box beneath the item. (See *Procedures for Annotation* and *Procedures for Transcription* below.)**

Procedures for Annotation of Writing CR Item

To ensure student's written product is easily interpreted during scoring (e.g., use of inventive spelling or symbolic expressions), the TA **must** provide annotations in the DRC INSIGHT Assessment System in the text box beneath the item labeled "*For Test Administrator use if annotations are necessary.*" The annotation is to be written by the TA and must not alter the intent of the student's original response; rather annotation ensures that the response is interpretable and meaningful to a scorer.

After the student has finished composing their written responses, the TA will read the student's response and do the following:

- Add annotation to describe or clarify the intended meaning of pictures, symbols, or objects included in the student's original response.
- Add annotation to clarify incorrect spelling as needed to ensure correct interpretation.
- Make annotations in the proper location (the text box beneath the item) to distinguish from the student's original response.
- If a student types an uninterpretable word (e.g., inventive spelling), type the intended word in parentheses directly following the uninterpretable word in the DRC INSIGHT Assessment System to clarify the student wording. DO NOT remove student wording or phrasing.
- Not include comments or explanations of the student's response except if needed for clarification.
- Provide an opportunity for the student to review and modify what has been annotated.
- The annotation box is **not** intended for TA feedback about the CR item or the LEAP Connect assessments. TAs may send any feedback or questions to assessment@la.gov.

Procedures for Transcription of Writing CR Item

If a student did not type the response into the DRC INSIGHT Assessment System, the TA must transcribe the student's response including any annotations into the response area(s) for that item.

The TA will:

- Enter the response after completing the administration of the CR item.
- Enter the entire response exactly as the student has written it and annotate as appropriate (see *Procedures for Annotation of Writing CR Item*).
- Not revise, edit, or alter the student's response in any way, unless directed to do so by the student.
- Not provide feedback regarding any aspect of the student's response unless directed to do so by the student.

If the student is able to provide a response to the system independently, the TA is encouraged to allow the student to do so. In this case, the TA is not required to complete the task of transcription.

After the TA has transcribed and provided annotations for a constructed-response item, the item is considered completed. When all transcriptions and annotations are completed for the CR item, the session is completed and the test must be submitted.

Use of a Scribe for Writing CR Item

The TA may decide before testing begins, based on student need, that the use of a scribe is the best way to capture the student's response for the writing CR item. This process should be practiced with the student prior to testing during regular classroom instruction in order to ensure that the student and the TA understand the process. The process of scribing should not be a barrier for the student. If a scribe is utilized, the scribe must: 1) transcribe the work into the online system and 2) annotate. The role of scribe can be completed by either a TA or a district employee under the direction of a qualified, trained TA. For the ELA test only, **an accommodation for scribe or transcription is not required to be included in the student's IEP.**

The scribe will:

- Begin the session with an introduction, explain the process and direct the student to indicate when to use capitalization and punctuation when needed, and must allow the student to revise and edit what the scribe has written.
- Write exactly what the student communicated on paper or directly into the DRC INSIGHT Assessment System.
- Correctly spell all words.
- Capitalize words or punctuate text only when indicated by the student.
- Make student-requested changes, even if incorrect.
- Allow the student to edit for punctuation, capitalization, or other edits as described in the DPTA.
- Orally confirm meaning of homonyms and commonly used homophones (e.g., than and then; to, two, and too; there, their, and they're).

Augmentative and Alternative Communication Guidelines for Writing

Ensure that AAC and AT that are used routinely for instruction are available to support the student in communicating answer responses. Allow the student to complete the tasks using their preferred method of communication (e.g., pointing, eye gaze, assistive technology, oral response, sign language).

Please refer to the *LEAP Connect Test Administration Manual, Appendix B*, which provides detailed methods and protocols for using AAC systems and devices to respond to the writing CR items.

Session 1

Directions

We are going to read about a boy named Johnny and his sister Debbie. After we read, you will be asked a question.

Changes for Johnny and Debbie



Johnny and Debbie are brother and sister. Debbie is eight years older. Debbie finishes high school. Johnny gives her flowers.

Debbie tells Johnny she is going away to college. She leaves soon.



That sounds fun. Johnny wants to go too. Debbie tells him she has to go alone. Johnny is mad that he cannot go with her. He sits under his favorite tree.

Debbie sits beside him. She has old pictures. Some are of a man. This was their grandfather. He went away to college too. He was an **engineer**. He designed bridges and buildings.



There are pictures of Debbie holding baby Johnny. Debbie has always been there. Johnny does not want anything to change.



Debbie tells Johnny they will call and text. Debbie will come home on weekends and holidays. This makes Johnny happy.

Johnny is sad that Debbie is going away. But he is excited too. There will be changes. Not all changes are bad.

Item 1

Which sentence tells what happens at the beginning of the story?

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



A. Debbie finishes high school.



B. Debbie gets a new job.

Would you like to read the story again before you answer the question?

Item 2

We read about a boy named Johnny and his sister Debbie. We are going to read part of the story again. Then you will be asked a question. Listen for where Debbie tells Johnny she is going.

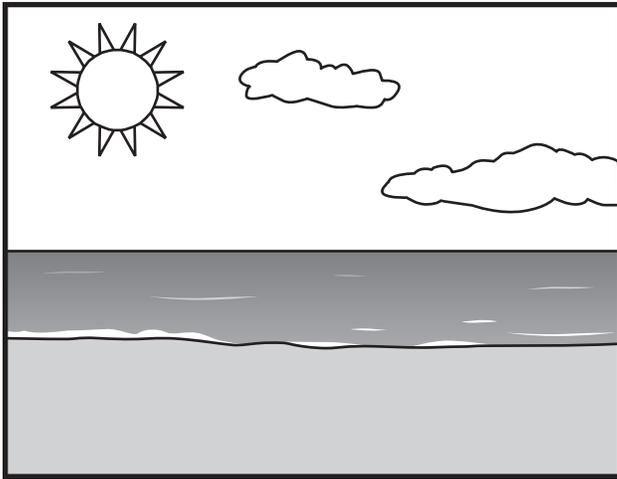


Johnny and Debbie are brother and sister. Debbie is eight years older. Debbie finishes high school. Johnny gives her flowers.

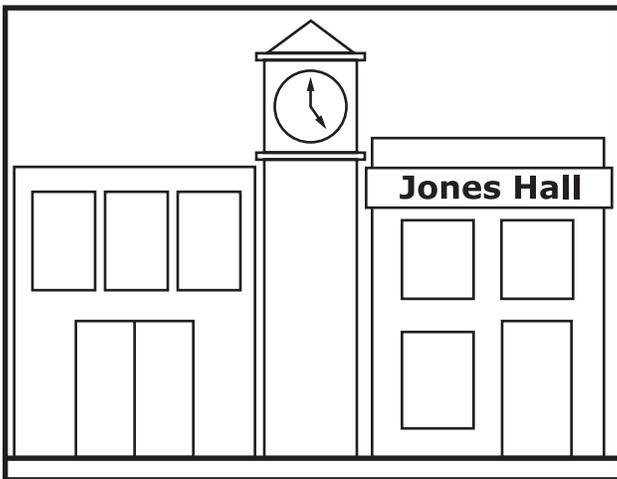
Debbie tells Johnny she is going away to college. She leaves soon.

Where is Debbie going?

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



A. the beach



B. to college

Would you like to read this part again before you answer the question?

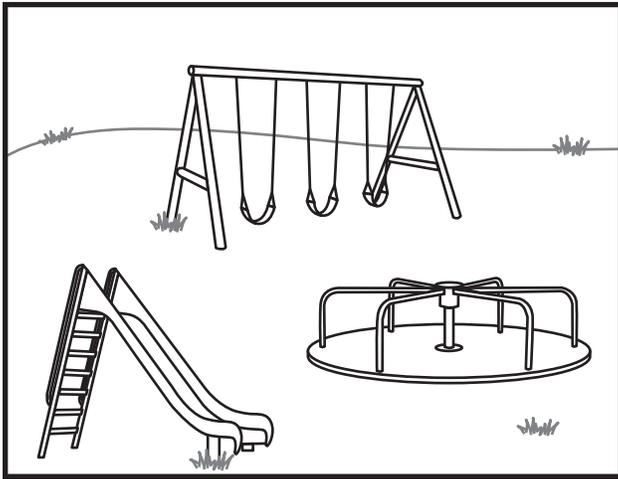
Item 3

We read about a boy named Johnny and his sister Debbie. We are going to read part of the story again. Then you will be asked a question. Listen for where this part of the story takes place.

That sounds fun. Johnny wants to go too. Debbie tells him she has to go alone. Johnny is mad that he cannot go with her. He sits under his favorite tree.

What is the setting in this part of the story?

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



A. a playground



B. a tree

Would you like to read this part again before you answer the question?

Item 4

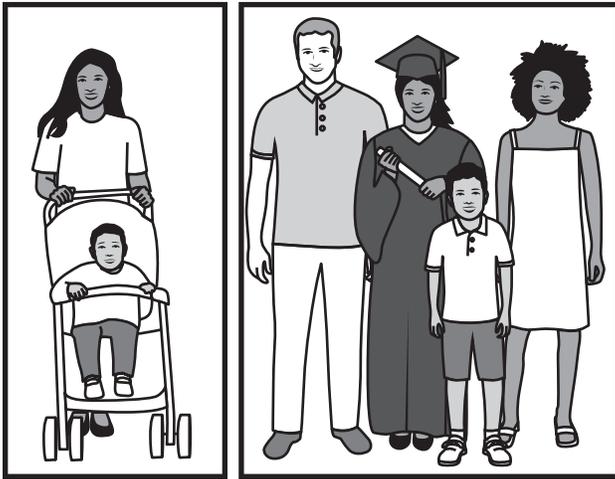
We read about a boy named Johnny and his sister Debbie. We are going to read part of the story again. Then you will be asked a question. Listen for what Debbie shows Johnny.



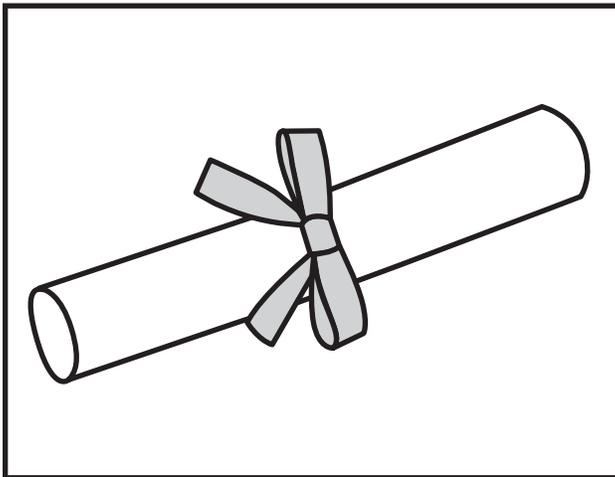
There are pictures of Debbie holding baby Johnny. Debbie has always been there. Johnny does not want anything to change.

What does Debbie show Johnny?

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



A. pictures



B. her diploma

Would you like to read this part again before you answer the question?

Item 5

We read about a boy named Johnny and his sister Debbie. We are going to read part of the story again. Listen for clues that tell you what the word **engineer** means.

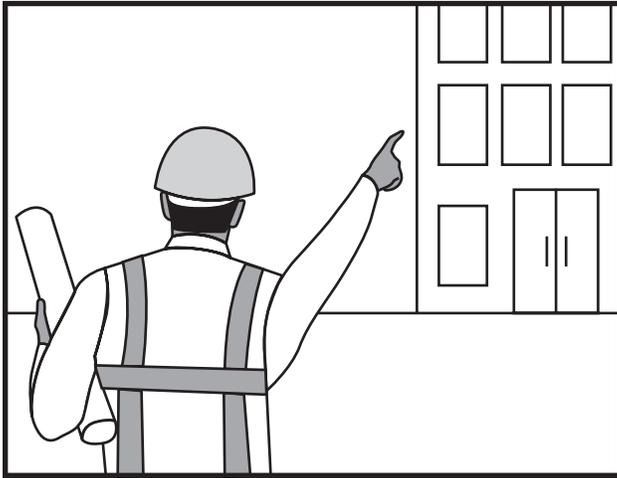
Debbie sits beside him. She has old pictures. Some are of a man. This was their grandfather. He went away to college too. He was an **engineer**. He designed bridges and buildings.

Point to the bolded word.

What does the word **engineer** mean in this sentence?

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

[Graphic description, read “A. This is a drawing of a man wearing a hard hat and a safety vest. He is holding a big paper and pointing to a building.”]



A.

[Graphic description, read “B. This is a drawing of a man holding an item that people use to take pictures. It is square and has a lens to see what you are taking a picture of.”]



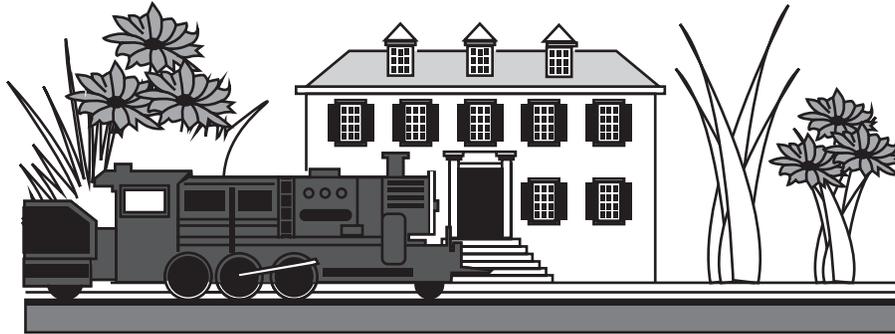
B.

Would you like to read this part again before you answer the question?

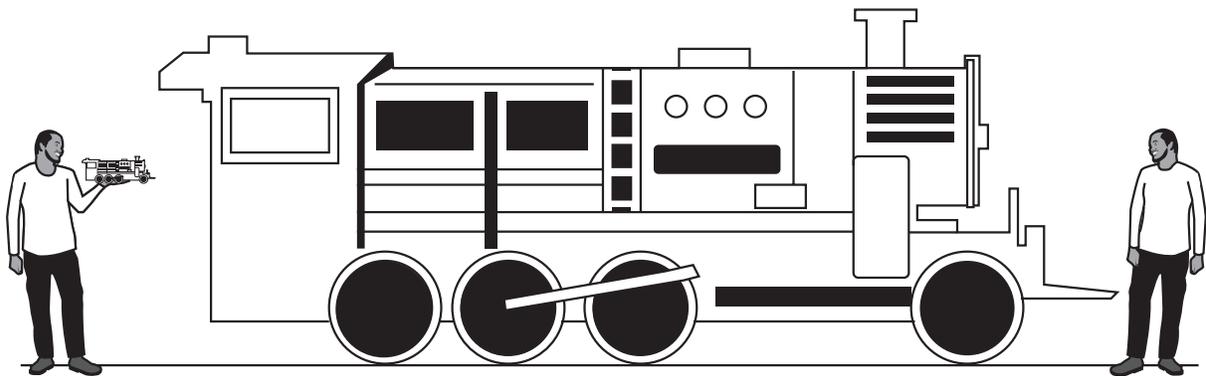
Directions

We are going to read two informational texts about train gardens. Let's read the first text. Listen for how this text is presented.

Train Garden



Many people have seen flower gardens. Many people have seen vegetable gardens. New Orleans has a different kind of garden. It has a train garden. The garden has model trains. The garden has model buildings.



Small and Large

Model trains move around the garden. The model trains are much smaller than real trains. They look like toy trains. Kids and adults play with the model trains. The garden has model buildings. The model buildings in the garden are much smaller than real buildings.

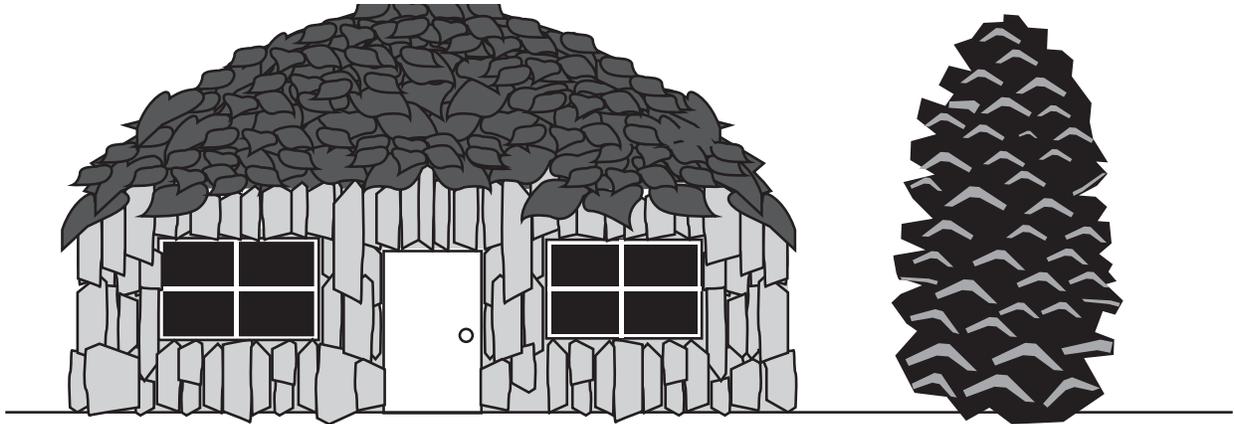


New and Old

The train garden looks like New Orleans did many years ago. The model trains look like trains did many years ago. The model buildings look like buildings did many years ago.

Manufactured and Natural

The model trains are manmade. They are made in a factory. The model trains are made with strong plastic. This helps the trains last a long time outside.



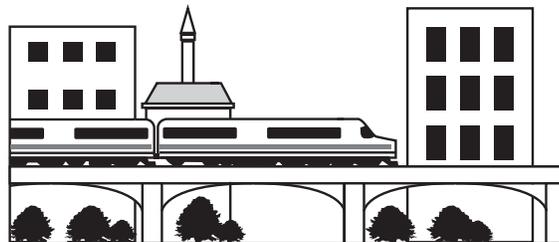
The model buildings are natural. They are made with things found in nature. The model buildings can be made with tree bark. They can be made with pinecones.

Now let's read another informational text about train gardens. After we read, you will be asked questions about how these texts are presented. Listen for how the texts are the same and how they are different.

Paul Busse, Train Garden Designer

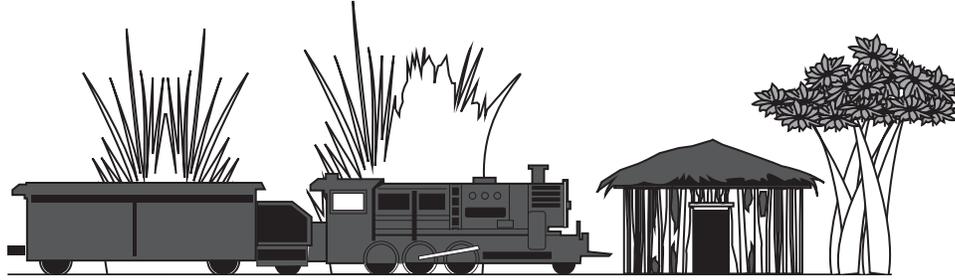


Paul Busse liked gardens. His company designed gardens. He also liked trains. He discovered a new type of model train in 1975. These new model trains could be used outdoors. He used these new model trains to create a train garden.



Busse created a train garden for a state fair in 1982. A lot of people saw his train garden at the fair.

Busse began adding trains to his garden designs in 1984.



He started a **remarkable** company in 1991. The new company was different than other companies that designed gardens. His company included trains in the gardens. He used things from nature to create buildings. People visit and enjoy the train gardens.

Item 6

We read two texts, “Train Garden” and “Paul Busse, Train Garden Designer.” Use both texts to answer these questions.

Which sentence shows the way the information is presented the same in both texts?

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

- A. Both describe having model trains in gardens.
- B. Both show what causes model trains to break down.
- C. Both tell about someone who showed his train garden at a state fair.

Would you like to read the texts again before you answer the question?

Item 7

Which sentence shows the way the information is presented differently in the texts?

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

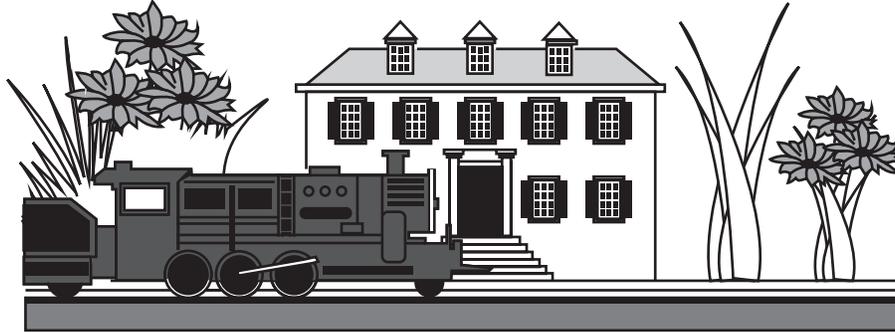
- A. Only one provides the steps to build a model train from scratch.
- B. Only one compares the train garden to real trains and buildings.
- C. Only one describes ways to set up a train garden in a city.

Would you like to read the texts again before you answer the question?

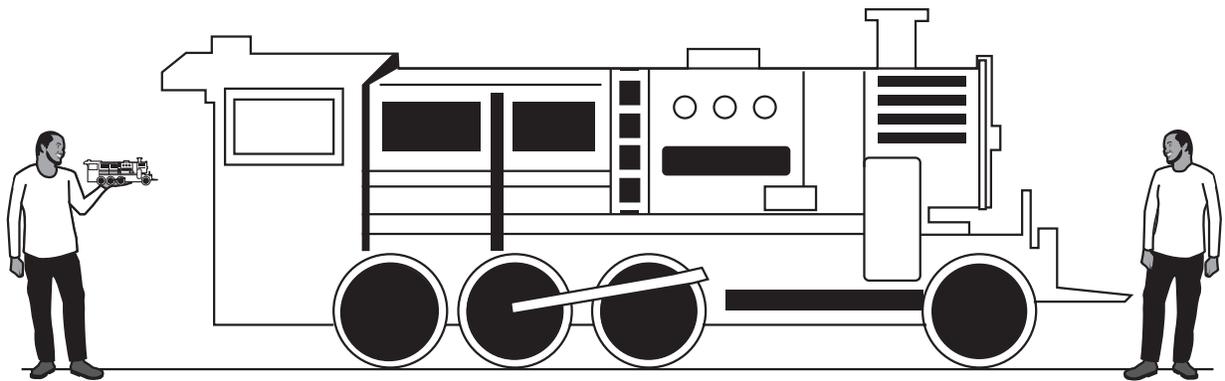
Item 8

We read about train gardens. We are going to read the first text again. Then you will be asked a question about the main idea. Listen for an important idea of the text.

Train Garden



Many people have seen flower gardens. Many people have seen vegetable gardens. New Orleans has a different kind of garden. It has a train garden. The garden has model trains. The garden has model buildings.



Small and Large

Model trains move around the garden. The model trains are much smaller than real trains. They look like toy trains. Kids and adults play with the model trains. The garden has model buildings. The model buildings in the garden are much smaller than real buildings.

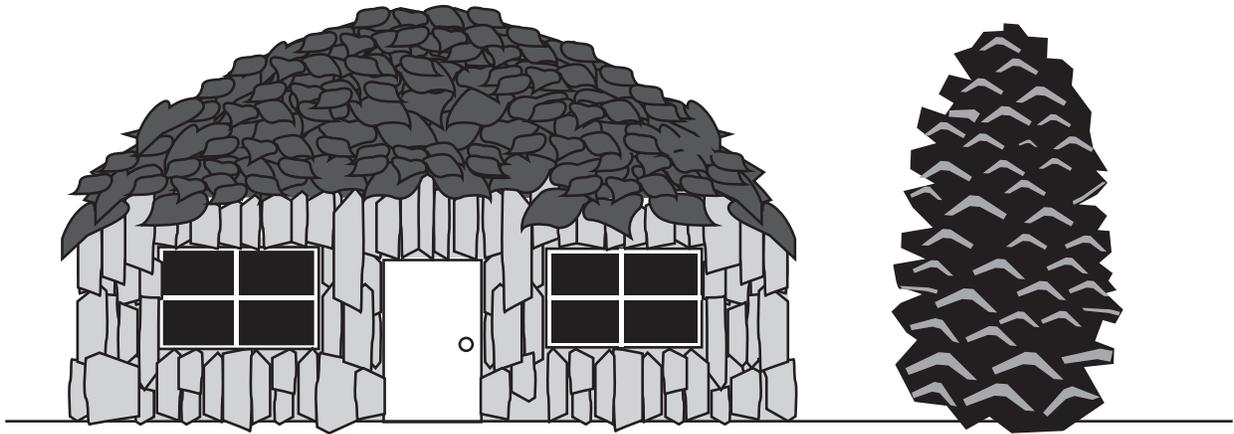


New and Old

The train garden looks like New Orleans did many years ago. The model trains look like trains did many years ago. The model buildings look like buildings did many years ago.

Manufactured and Natural

The model trains are manmade. They are made in a factory. The model trains are made with strong plastic. This helps the trains last a long time outside.



The model buildings are natural. They are made with things found in nature. The model buildings can be made with tree bark. They can be made with pinecones.

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

Remember, the main idea is an important idea of the text.

What is the main idea of this text?

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



A. The train garden has model trains and buildings that look like a small city.



B. The model buildings are painted many different colors.



C. The model trains are made by people in a factory.

Would you like to read the text again before you answer the question?

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

Item 9

This is the second item of a two-part item. Student may not return to the previous item.

The main idea is that the train garden has model trains and buildings that look like a small city.

Which detail supports the main idea?

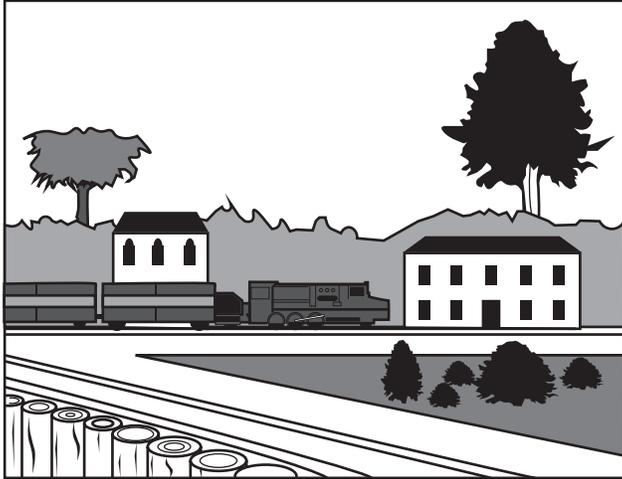
Point to each option as the TTS or TA reads each option.



A. "They look like toy trains."



B. "The model trains are made with strong plastic."



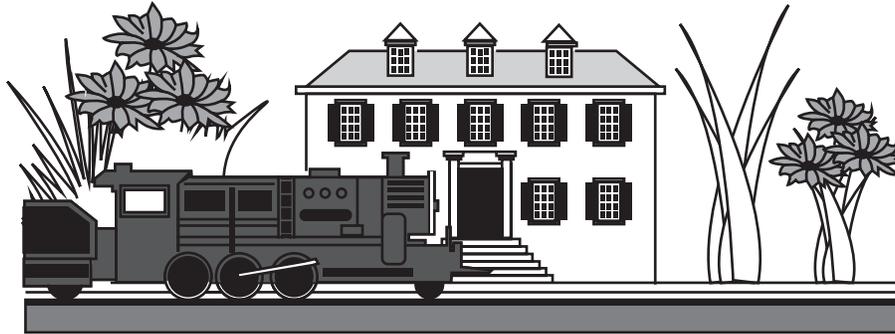
C. “The train garden looks like New Orleans did many years ago.”

Would you like to read the text again before you answer the question?

Item 10

We read about train gardens. We are going to read part of the text again. Then you will be asked a question. Listen for why New Orleans has a different kind of garden.

Train Garden



Many people have seen flower gardens. Many people have seen vegetable gardens. New Orleans has a different kind of garden. It has a train garden. The garden has model trains. The garden has model buildings.

Which detail supports the author's point that New Orleans has a different kind of garden?

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



A. The garden has model trains and buildings.



B. Many people have seen flower gardens.

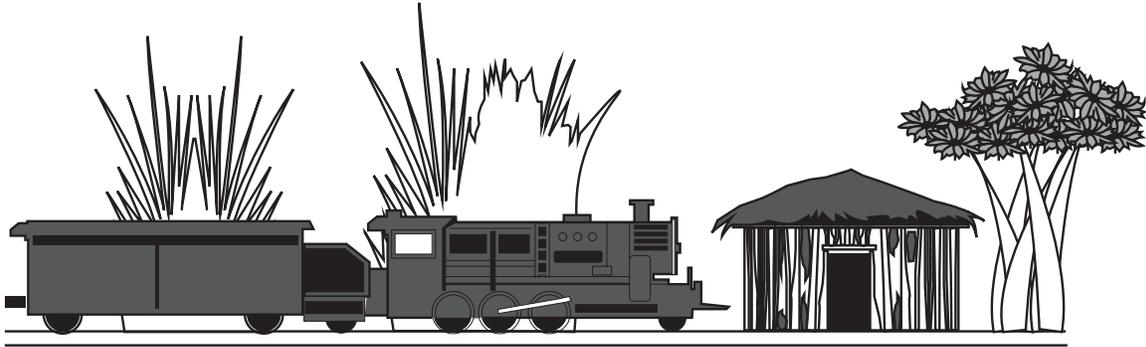


C. The train garden is hard to care for.

Would you like to read this part again before you answer the question?

Item 11

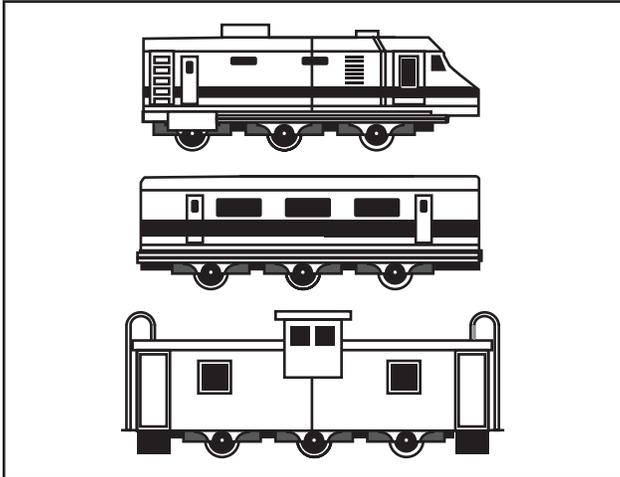
We read about Paul Busse who designed train gardens. We are going to read part of the text again. Then you will be asked a question. Listen for why the author says that Paul Busse started a **remarkable** company in 1991.



He started a **remarkable** company in 1991. The new company was different than other companies that designed gardens. His company included trains in the gardens. He used things from nature to create buildings. People visit and enjoy the train gardens.

Which detail supports the author's point that Paul Busse started a **remarkable** company in 1991?

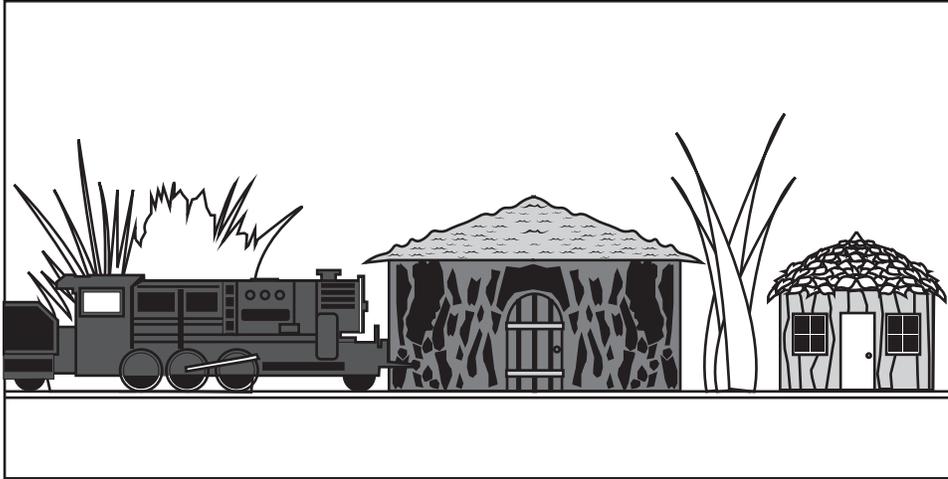
Point to each option as the TTS or TA reads each option.



A. The model trains have different designs.



B. The model trains and buildings are very small.



C. The gardens contain trains and buildings made from natural materials.

Would you like to read this part again before you answer the question?

Directions

We are going to read a story about a boy named Finn who goes to a new camp. After we read, you will be asked questions to make a summary of the story.

Camping with Confidence



The bus drives slowly up the long dirt path. Finn feels the bus come to a stop. Even though he cannot see, he knows he has arrived. Finn is spending the week at Camp Oak Tree. This camp is like many other camps, but Camp Oak Tree is only for children who are blind. Everyone on the bus with Finn has low vision. Finn has never been to camp before. He does not know what to expect. He feels both excited and nervous.

The driver opens the door and tells the campers they will meet their counselors. Then, they will go to their cabins. Finn already knows that his counselor is a person named Rob. He hears Rob announce his group. Finn opens his cane to help guide himself safely off the bus.



The group arrives at their cabin. This cabin is their home for the next five days. Everyone unpacks their bags.

Rob explains that they will learn and play many new and different games and sports. Camp Oak Tree gives campers the chance to try new things. Finn does not play many sports, so he feels uncertain about trying anything new. But Rob loves trying new things. He tells the boys to trust him.



During the week, Rob introduces Finn and the other campers to soccer, karate, and even horseback riding. First, Rob describes everything with lots of details as he **demonstrates**. This gives everyone a clear idea of what to do. Then, he directs the boys as they try for themselves. Even though their progress is slow, they improve with practice and patience.



At the end of the week, Finn understands that trying new things has taught him more about games and sports. But he also realizes that trying new things has taught him to be more confident. Now when something new feels hard, Finn is not afraid to try it.

Item 12

Which sentence tells what happens at the beginning of this story?

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

- A. Finn meets Rob, his camp counselor.
- B. Finn improves with practice and patience.
- C. Finn learns about different sports, like soccer.

Would you like to read the story again before you answer the question?

Item 13

Which sentence tells what happens in the middle of this story?

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

- A. Rob announces his group of campers for the week.
- B. Rob meets his group of campers at the bus when they arrive.
- C. Rob teaches his group of campers new games and sports to play.

Would you like to read the story again before you answer the question?

Item 14

Which sentence tells what happens at the end of this story?

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

- A. Finn decides to trust Rob, even though he is afraid.
- B. Finn tries new activities, even karate and horseback riding.
- C. Finn gains confidence to try new things, even when they are hard.

Would you like to read the story again before you answer the question?

Item 15

We read about a boy named Finn who goes to a new camp. We are going to read part of the story again. Then you will be asked a question about what Finn uses to help him walk.

Camping with Confidence

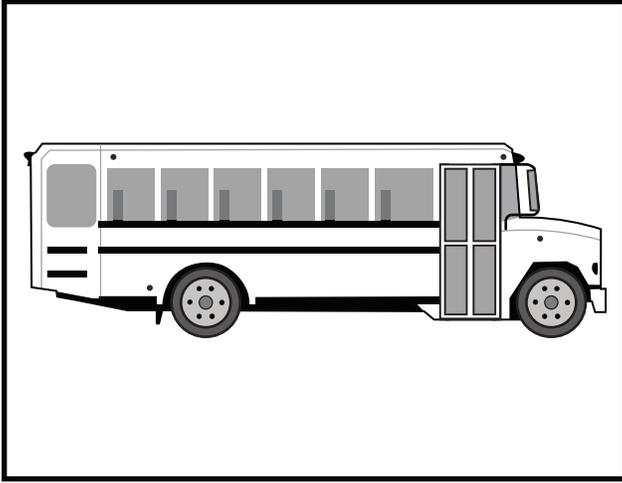


The bus drives slowly up the long dirt path. Finn feels the bus come to a stop. Even though he cannot see, he knows he has arrived. Finn is spending the week at Camp Oak Tree. This camp is like many other camps, but Camp Oak Tree is only for children who are blind. Everyone on the bus with Finn has low vision. Finn has never been to camp before. He does not know what to expect. He feels both excited and nervous.

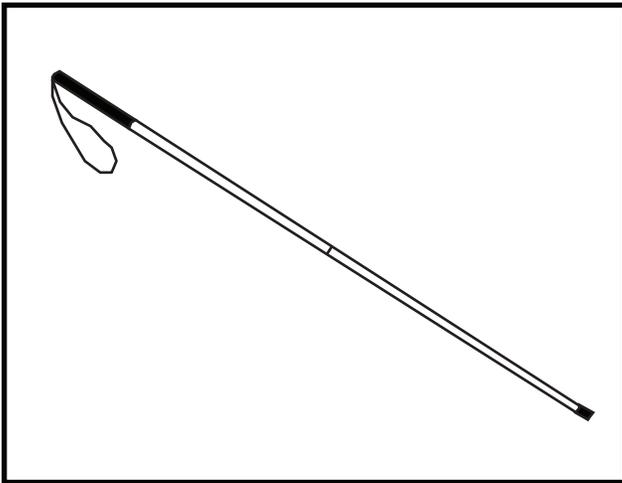
The driver opens the door and tells the campers they will meet their counselors. Then, they will go to their cabins. Finn already knows that his counselor is a person named Rob. He hears Rob announce his group. Finn opens his cane to help guide himself safely off the bus.

What does Finn use to help him walk?

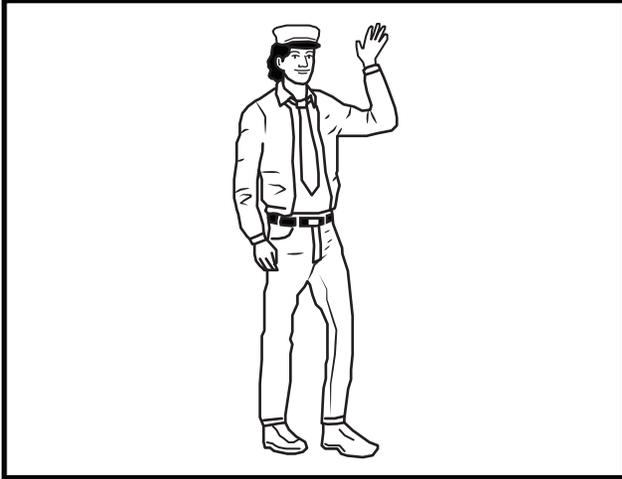
Point to each option as the TTS or TA reads each option.



A. a bus



B. a cane



C. a driver

Would you like to read this part again before you answer the question?

Item 16

We read about a boy named Finn who goes to a new camp. We are going to read part of the story again. Then you will be asked a question about why Finn feels uncertain.



The group arrives at their cabin. This cabin is their home for the next five days. Everyone unpacks their bags.

Rob explains that they will learn and play many new and different games and sports. Camp Oak Tree gives campers the chance to try new things. Finn does not play many sports, so he feels uncertain about trying anything new. But Rob loves trying new things. He tells the boys to trust him.

Why does Finn feel uncertain?

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

- A. He does not play many sports.
- B. He has never been to camp before.
- C. He has not stayed in a cabin for five days.

Would you like to read this part again before you answer the question?

Item 17

We read about a boy named Finn who goes to a new camp. We are going to read part of the story again. Then you will be asked to compare two characters.



The group arrives at their cabin. This cabin is their home for the next five days. Everyone unpacks their bags.

Rob explains that they will learn and play many new and different games and sports. Camp Oak Tree gives campers the chance to try new things. Finn does not play many sports, so he feels uncertain about trying anything new. But Rob loves trying new things. He tells the boys to trust him.

Which sentence compares how Finn and Rob feel about trying new things?

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

- A. Both Finn and Rob are excited.
- B. Both Finn and Rob are nervous.
- C. Finn is nervous and Rob is excited.

Would you like to read this part again before you answer the question?

Item 18

We read about a boy named Finn who goes to a new camp. We are going to read part of the story again. Then you will be asked to compare two events.



During the week, Rob introduces Finn and the other campers to soccer, karate, and even horseback riding. First, Rob describes everything with lots of details as he **demonstrates**. This gives everyone a clear idea of what to do. Then, he directs the boys as they try for themselves. Even though their progress is slow, they improve with practice and patience.

Which sentence compares how the campers play sports after Rob helps them?

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

- A. They listen and then they understand.
- B. They practice and then they improve.
- C. They learn and then they help others.

Would you like to read this part again before you answer the question?

Item 19

We read about a boy named Finn who goes to a new camp. We are going to read part of the story again. Listen for clues that tell you what the word **demonstrates** means.



During the week, Rob introduces Finn and the other campers to soccer, karate, and even horseback riding. First, Rob describes everything with lots of details as he **demonstrates**. This gives everyone a clear idea of what to do. Then, he directs the boys as they try for themselves. Even though their progress is slow, they improve with practice and patience.

Point to the bolded word.

What does **demonstrates** mean in this sentence?

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

- A. camps in a tent alone
- B. wins a game after practicing
- C. shows others how to do something

Would you like to read this part again before you answer the question?

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

Directions

We are going to read about a man named Master P and his friend Malakai. After we read, you will be asked some questions. The first question will be about the main idea.

Master P and Malakai



Percy Robert Miller is from New Orleans. He plays basketball and loves music. He is known as Master P. He is a rapper, athlete, and businessman. He is very **successful**. He has sold millions of music records. Master P is a friend and co-author to Malakai Roberts.



Malakai is a young boy who lives in Kentucky with his family. When Malakai was five, he lost his vision. Malakai is now blind. He does not let it keep him from doing the things he enjoys. He goes to school and is learning to read and write in braille.



Braille is how people with low vision or blindness read and write. It uses raised dots for letters. Once Malakai learns this, he will be able to read on his own.

Master P learned about Malakai. He thought Malakai was interesting. Master P thought people would like to hear Malakai's story.



Malakai and Master P wrote a book together called *Adventures with Malakai: Teamwork Makes the Dream Work*. The book is about a boy who is blind and goes on adventures. Master P's friend Snoop Dogg helped with the book. He liked Malakai's story too. He knew other children could learn from Malakai.

Since writing this book, Malakai has become part of groups like Game Changers and Future Healers. These groups support young people like Malakai. Malakai is happy to support others.

Today, Malakai goes to a school for children who are blind. He rides his bicycle and has adventures just like the Malakai in the book. Master P is still friends with Malakai. He hopes everyone will learn like he did from Malakai.

Item 20

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

Remember, the main idea is an important idea of the text.

What is the main idea of this text?

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



- A. Master P and Malakai wrote a book together.



- B. Master P is from New Orleans, Louisiana.



C. Malakai is learning to read braille.

Would you like to read the text again before you answer the question?

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

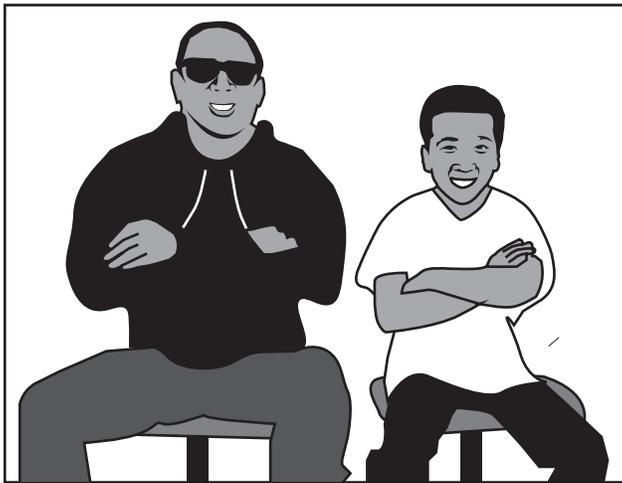
Item 21

This is the second item of a two-part item. Student may not return to the previous item.

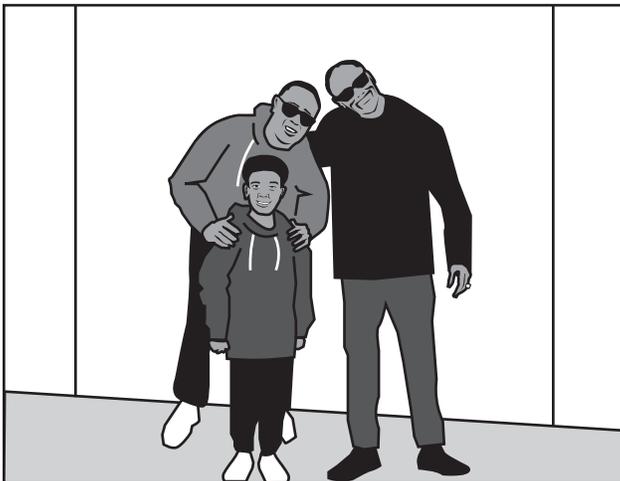
The main idea of this text is that Master P and Malakai wrote a book together.

Which detail supports the main idea?

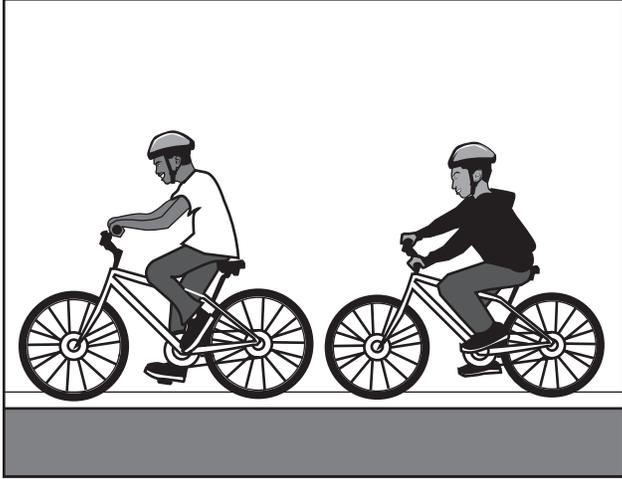
Point to each option as the TTS or TA reads each option.



A. Master P is older than Malakai.



B. Master P thought people would like to hear Malakai's story.



C. He rides his bicycle and has adventures just like Malakai.

Would you like to read the text again before you answer the question?

Item 22

We read about a man named Master P, his friend Malakai and how they wrote a book. We are going to read part of the text again. Then you will be asked a question about how Malakai likes to help others.

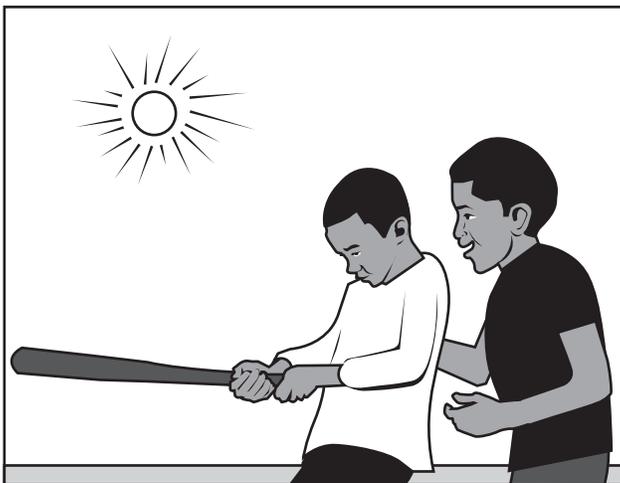
Since writing this book, Malakai has become part of groups like Game Changers and Future Healers. These groups support young people like Malakai. Malakai is happy to support others.

Which detail shows that Malakai likes to support others?

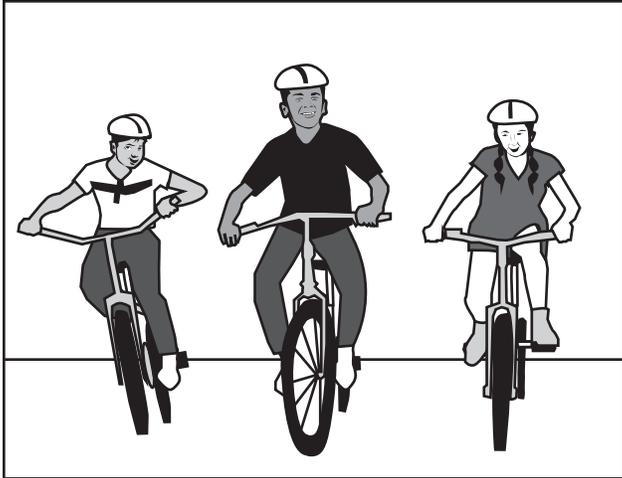
Point to each option as the TTS or TA reads each option.



A. Since writing his book, Malakai has joined groups that support young people.



B. Malakai plays baseball with a friend.



C. Malakai rides his bike and has adventures.

Would you like to read this part again before you answer the question?

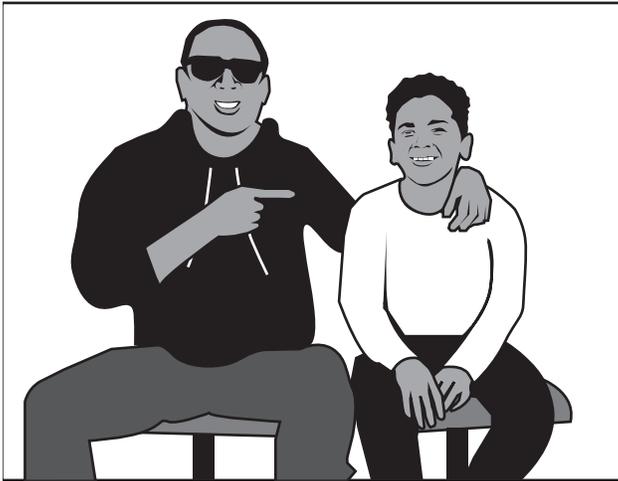
Item 23

We read about a man named Master P, his friend Malakai and how they wrote a book. We are going to read part of the text again. Then you will be asked a question about Malakai's life.

Today, Malakai goes to a school for children who are blind. He rides his bicycle and has adventures just like the Malakai in the book. Master P is still friends with Malakai. He hopes everyone will learn like he did from Malakai.

Which detail supports the point that people can learn from Malakai?

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



A. Master P and Malakai are still friends.



B. Malakai goes to a school with other students who are blind.



C. Malakai rides his bike and has adventures just like the Malakai in the book.

Would you like to read this part again before you answer the question?

Item 24

We read about a man named Master P and his friend Malakai. We are going to read some sentences again. Listen for clues that tell you what the word **successful** means.

Percy Robert Miller is from New Orleans. He plays basketball and loves music. He is known as Master P. He is a rapper, athlete, and businessman. He is very **successful**. He has sold millions of music records. Master P is a friend and co-author to Malakai Roberts.

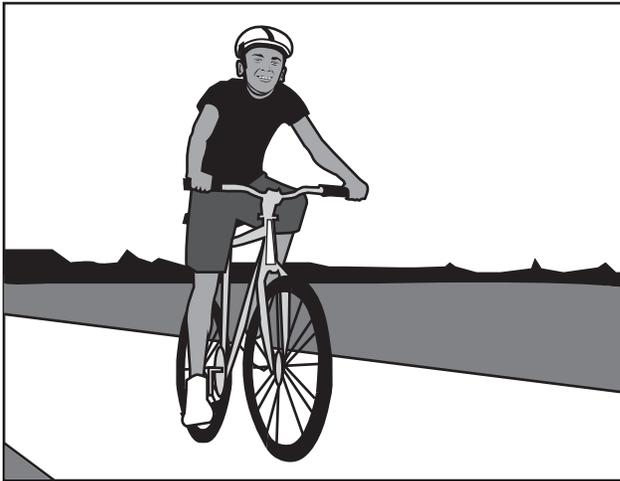
Point to the bolded word.

What does the word **successful** mean in this sentence?

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



A. to be rich



B. to have a bike



C. to laugh at a story

Would you like to read the sentences again before you answer the question?

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 3

Session 3

Item 25

Listen for how these things are alike.

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

football

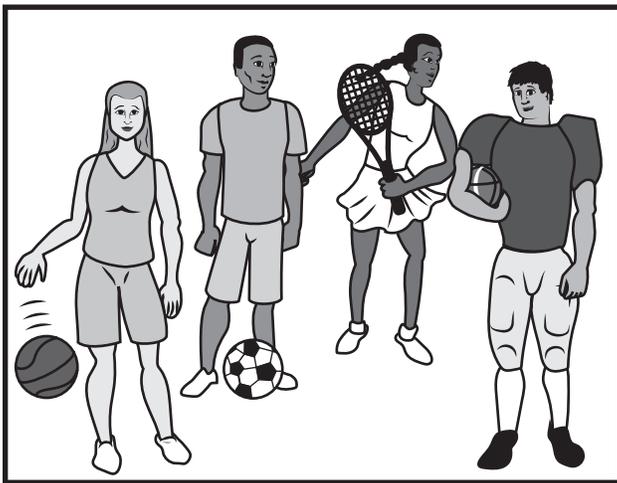
soccer

tennis

basketball

How are these things alike?

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



A. They are all sports.



B. They are all workers.

Would you like to read this again before you answer the question?

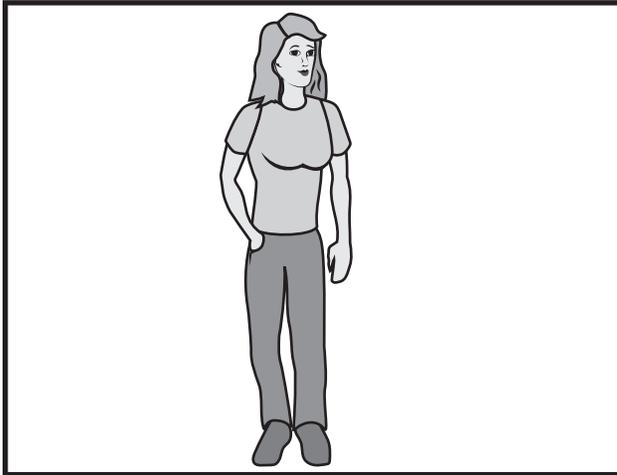
Item 26

Writers use details about sights, smells, sounds, and tastes.

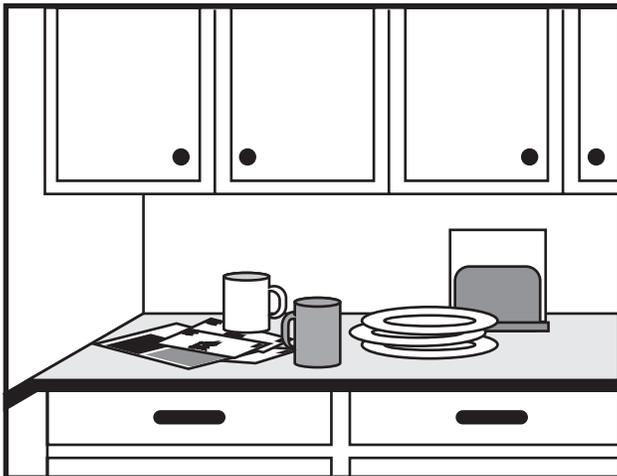
Jamison is writing about his painting.

Which detail should he include?

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



A. My mom is always nice.



B. The counter has stuff all over it.



C. My painting has many different shapes.

Would you like to read this again before you answer the question?

Item 27

Writers organize facts before they write.

Remember, some writers show how two topics are alike and how they are different.

Damara is going to write about bushes and trees.

Which sentence shows how bushes and trees are different?

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

- A. Bushes and trees have leaves.
- B. Bushes are smaller than trees.
- C. Bushes and trees grow in soil.

Would you like to read this again before you answer the question?

Item 28

Tiffany is writing an article about visiting the history museum. She wants to include examples to support her topic.

Which of these should Tiffany include?

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

- A. She saw a deer near her house.
- B. She saw a good show on TV last night.
- C. She saw tools that were used many years ago.

Would you like to read this again before you answer the question?

Item 29

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

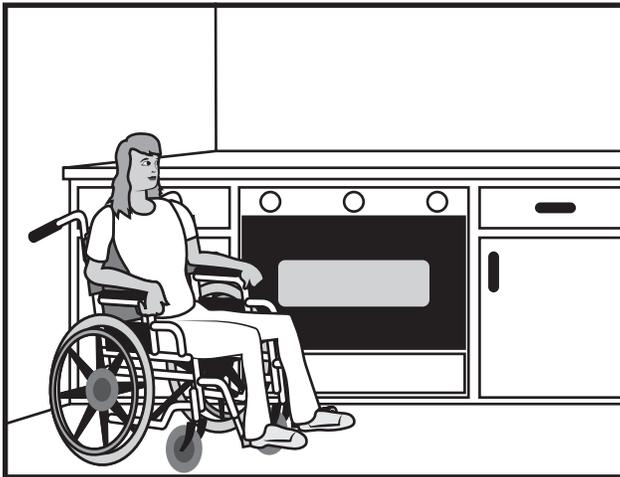
Place Writing Stimulus 1, “Janell’s Cake” from the Grade 5 ELA Reference Materials and Writing Stimuli at the side of the student’s workspace. Use a blank sheet of paper to mask the contents.

You are going to write a story. Your story is about a girl named Janell.

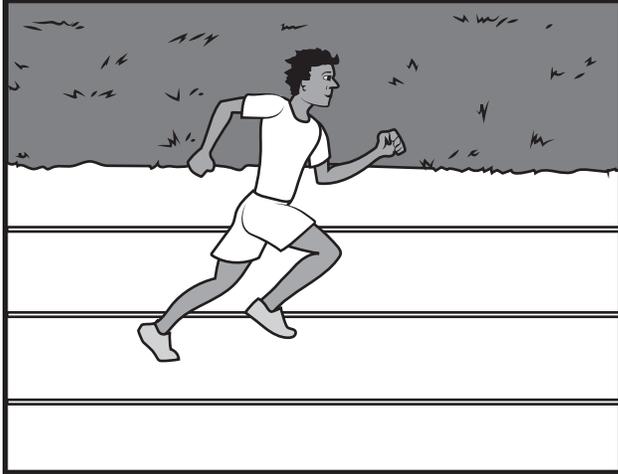
First, you will write about a character. Remember, characters are the people in the stories. In this story, the character is Janell.

Which sentence tells about the character, Janell, and what the story is about?

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



- A. Janell wants to bake a cake.



- B. Some people run very fast.

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

Item 30

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

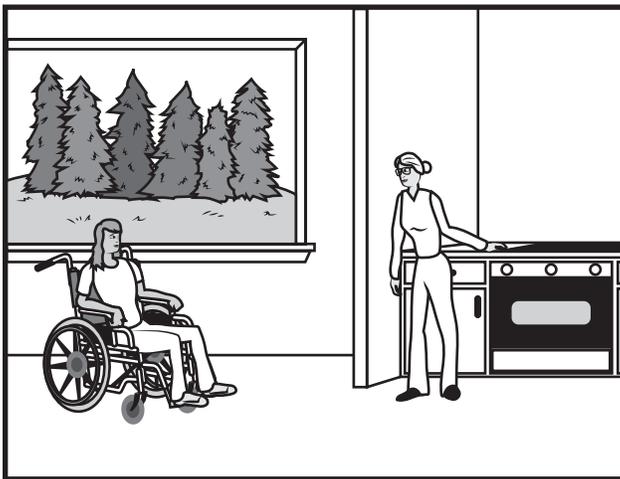
Point to Writing Stimulus 1, “Janell’s Cake” from the Grade 5 ELA Reference Materials and Writing Stimuli. Unmask the first sentence of text as the TTS or TA reads the following statement.

“Janell wants to bake a cake” tells about the character, Janell and what the story is about.

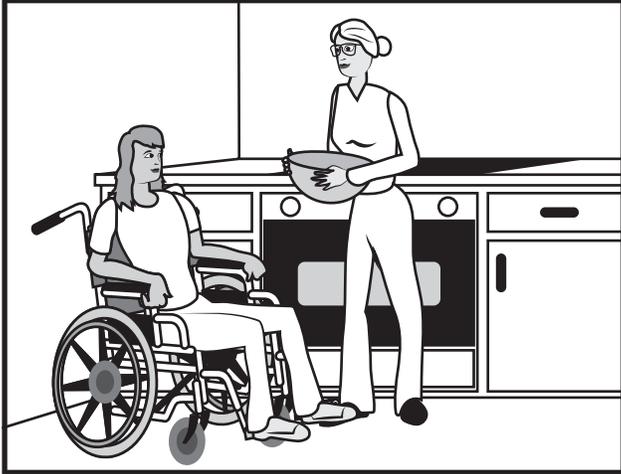
In the story, Janell talks to her grandma.

What would Janell say to her grandma and what would her grandma say to Janell?

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



- A. Janell asked Grandma, “Can I go outside and play?” Grandma says, “Yes.”



- B. Janell asks Grandma, “Can I bake a cake?” Grandma says, “You can make a cake for Grandpa.”

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

Item 31

This is the third item of a four-part item. Student may not return to the previous item after responding to this item.

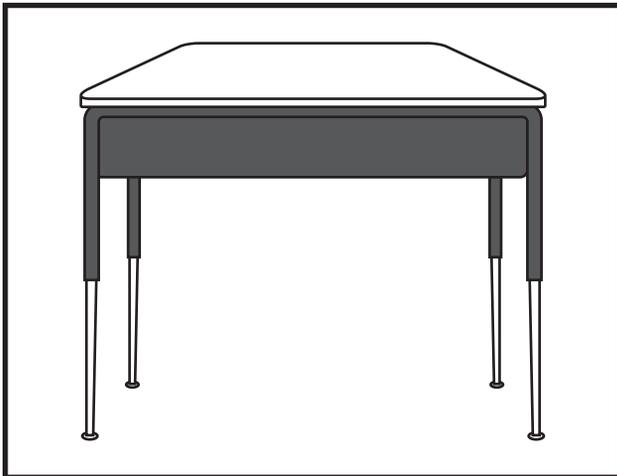
Point to Writing Stimulus 1, “Janell’s Cake” from the Grade 5 ELA Reference Materials and Writing Stimuli. Unmask the second and third sentences of text as the TTS or TA reads the following statement.

Janell asks Grandma, “Can I bake a cake?” Grandma says, “You can make a cake for Grandpa.”

In the story, Janell gets out baking supplies.

Which of these sentences best helps you imagine or picture what Janell did in the kitchen?

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



- A. The desk at school was clean.



- B. Janell makes a cake with pink icing.

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

Item 32

Let's read what we have written so far.

This is the fourth item of a four-part item. Student may not return to the previous item after responding to this item.

Point to Writing Stimulus 1, "Janell's Cake" from the Grade 5 ELA Reference Materials and Writing Stimuli. Unmask the fourth sentence of text as the TTS or TA reads the following statement.

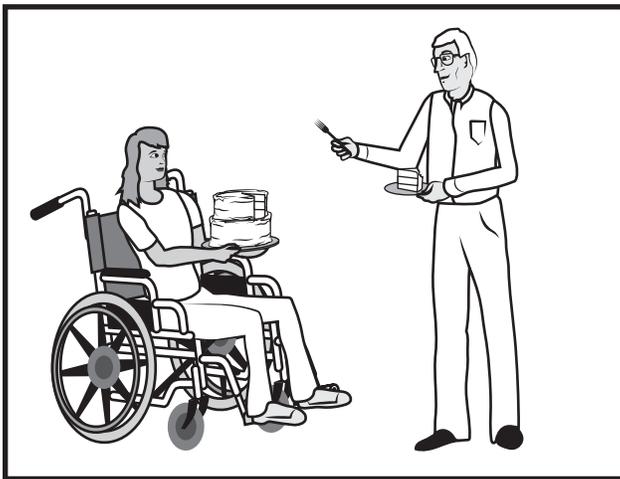
Janell wants to bake a cake.

Janell asks Grandma, "Can I bake a cake?" Grandma says, "You can make a cake for Grandpa."

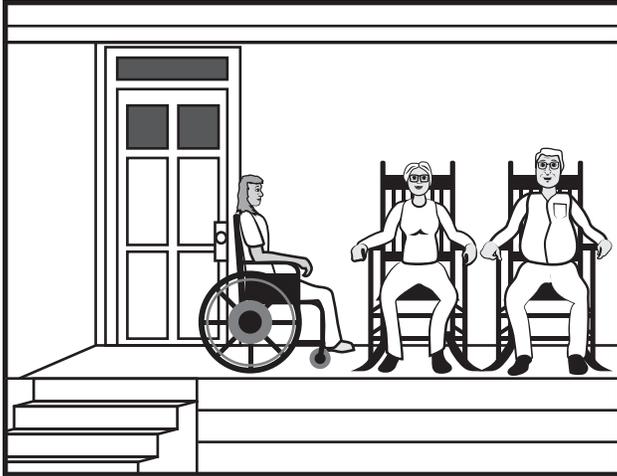
Janell makes a cake with pink icing.

Now, you will choose the end of the story. Which ending fits this story?

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



A. When Grandpa sees the cake, he tastes it and smiles.



B. Janell and her grandparents sat on the porch.

Wait for student response.

When Grandpa sees the cake, he tastes it and smiles.

Now your story is finished. I will read your completed story to you.

Point to Writing Stimulus 1, “Janell’s Cake” from the Grade 5 ELA Reference Materials and Writing Stimuli. Unmask all sentences of text and say the following statement:

Janell wants to bake a cake. Janell asks Grandma, “Can I bake a cake?” Grandma says, “You can make a cake for Grandpa.” Janell makes a cake with pink icing. When Grandpa sees the cake, he tastes it and smiles.

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 4

Session 4

Gather the stimulus materials for, “Easy to Be Kind,” and turn to page XXX to begin test administration. The stimulus materials can be found in the Grade 5 ELA Reference Materials & Writing Stimuli provided by the School Test Coordinator.

Grade 5 Stimulus Materials List: Writing Stimulus 2: “Easy to Be Kind”

Card 1a: Easy to Be Kind

Card 2a: 3 Illustrations of “Easy to Be Kind”

Card 3a: Me

Card 4a: Someone else

Card 5a: Blank main character card

Card 6a: Blank other character card

Card 7a: Blank being kind to someone card

Card 8a: Capital letters, end punctuation, and complete sentences

Card 9a – 10a: Response template

Item 33

Directions

You are going to write a story about a time you or someone else was kind to someone. First, you are going to listen to a story about a boy who is kind to his sister to give you some ideas for your story.

Present Card 1a: “Easy to Be Kind” as the TTS or TA reads 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.

Easy to Be Kind

¹One day, Charlie is at home with his sister, Sara. Sara is sad because she has broken her ankle. Charlie is kind by deciding to cheer her up.

First, Charlie makes them lunch. Charlie and Sara eat tasty sandwiches and crunchy apple slices.

²Then, Charlie asks Sara if she wants to play a game. “Let’s play cards. We can play Go Fish,” says Sara. They have fun playing together.

³Finally, Charlie and Sara watch a movie. Sara feels better after Charlie plays with her all day.

After reading Card 1a, move it and Card 2a to the side where the student can still refer to them.

In the story, Charlie is kind when he cheers up his sister, Sara. Now you are going to write a story about someone being kind. You can either write about a time you were kind or make up a story about someone else who is kind.

In your story, you will include two events and tell about those two events. You will also need to include what one character says to another character.

At this stage of the item administration, the TA will work with the student using the printed stimulus material provided by the School Test Coordinator. If the student will enter the response in the DRC INSIGHT Assessment System, the student may type in the response areas on the screen instead of writing on Cards 9a and 10a.

Now, remove Cards 1a and 2a.

Selecting Characters

Present Cards 3a and 4a.

In the story we just read, the characters' names are Charlie and Sara. The main character is the person the story is about. In the story, Charlie is the main character. First, you need to choose the main character for your story. Is your story going to be about you or is it going to be about someone else?

Point to Card 3a and say the following statement:

If you want to be the main character, pick this card.

Me

Write "I" on Card 5a. Point to Card 5a and say the following statement:

When you write about yourself, you can write "I."

*Remove card 3a. Move Card 5a to the side, so the student can refer to it when writing. Go to the **Selection of Other Character** step below.*

If the student picks someone else, remove Cards 3a and 4a, and present Card 5a. Say the following statement:

You want the story to be about someone else. What is the name of the main character in your story?

Write the selected character's name on Card 5a and read the name aloud to the student. Move Card 5a to the side, so the student can refer to it when writing.

Selection of Other Character

Next, you need to select another character. In the story we just read, Charlie spends time with his sister, Sara. What other character are you going to write about in your story?

Point to Card 6a. Write the other character's name on Card 6a. Read the other character's name and move Card 6a to the side, so the student can refer to it when writing.

*If the student PROVIDES a second character, go to the **Selection of Something Kind** step.*

If the student DOES NOT PROVIDE a second character, provide two options of familiar characters to the student. Say the following statement:

Here are two characters. You need to pick one character.

Provide two characters' names.

Which character would you like to write about?

NOTE: If the student does not select a character, the TA selects one of the two provided characters which the student can write about. If the TA selects the other character, say the following statement:

You need another character for your story. I will add [selected other character] to your story.

Write the selected other character on Card 6a and move it to the side, so the student can refer to it when writing.

Selection of Something Kind

Next, you need to choose something that [selected main character] does that is kind in your story. In the story we just read, Charlie's kind act is deciding to cheer up his sister, Sara. What kind act are you going to write about?

Point to Card 7a. Write the selected kind act on Card 7a. Read the kind act and move Card 7a to the side, so the student can refer to it when writing.

*If the student PROVIDES a kind act, go to the **Writing the Story** step.*

If the student DOES NOT PROVIDE a kind act, provide two options of kind acts the student has experienced. Say the following statement:

Here are two ways to be kind. You need to pick one kind act to write about in your story.

Provide the two kind acts to the student. Say the following statement:

Which kind act would you like to write about?

NOTE: If the student does not select a kind act, the TA selects one of the two provided kind acts which the student can write about. If the TA selects the kind act, say the following statement:

You need a way that a person could be kind to someone else. I will write [selected kind act] here.

Point to Card 7a. Write the selected kind act on Card 7a and move it to the side, so the student can refer to it when writing.

Writing the Story

Present Card 8a and cover the row showing the examples of capital letters. Point to each punctuation mark as you say the following statement:

Good writing uses a period, exclamation point, or question mark at the end of each complete sentence.

Point to, “Good writers use complete sentences.” on Card 8a as you read the following statements:

Good writers use complete sentences.

Remember to write complete sentences

Point to the period in “Good writers use complete sentences.”

and use correct punctuation.

Move card 8a to the side so that the student can refer to it when writing.

Describing the Situation

Now that you have picked the main character, other character, and a kind act, you can start to write your story.

Point to the main character’s name on Card 5a, the other character’s name on 6a, and the kind act on Card 7a as you say the following statement:

This is your main character, [selected main character], your other character, [selected other character], and a kind act, [selected kind act].

In the story we just read, Charlie is at home.

To begin your story, you can tell who your main character is and where the story takes place.

Point to the first blank of the first sentence starter “One day, _____ is _____” on Card 9a or the computer screen.

Write your main character [selected main character] here.

After the student writes, say the following statement:

Now, you can write where [selected main character] is in your story.

Point to the second blank in the sentence starter “One day, [selected main character] is _____”

Finish this sentence.

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

One day, [selected main character] is _____

After the student writes, say the following statement:

Next, you can write about what your main character does that is kind.

In the story we just read, Charlie is kind to his sister, Sara, by cheering her up.

Point to the first and second blanks in the second sentence on Card 9a or the computer screen “_____ is kind to _____ by _____” as you say the following sentence:

Again, write your main character, [selected main character], here and your other character, [selected other character] here.

After the student writes, say the following statement:

Now, you can write how [selected main character] shows kindness to [selected other character] in your story.

Point to the third blank in the second sentence, “[selected main character] is kind to [selected other character] by _____” as you say the following statement:

Finish this sentence.

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

[selected main character] is kind to [selected other character] by _____

After the student writes, say the following statement:

Now, I will read the beginning of your story to you.

Read aloud the student’s Beginning on Card 9a or the computer screen.

Describing the Events

Point to the Middle section of Card 9a or the computer screen.

Now, you can write about what event happens first in your story.

In the story we just read, the first event is that Charlie makes lunch for Sara and himself. The details “tasty sandwiches and crunchy apple slices” describe the lunch that Charlie makes.

What event happens first when [selected main character] is kind to [selected other character]?

Point to the sentence starter “First, _____” on Card 9a or the computer screen as you say the following statement:

Be sure to use details to describe how things look, sound, or feel to your character.

Finish this sentence.

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

First, _____

After the student writes, say the following statement:

I will read the first event that happens in your story.

Read the student’s response for the sentence starter “First, _____” on Card 9a or the computer screen.

Now, you can write about what happens next in your story.

In the story we just read, the next thing that happens is that Charlie asks Sara to play a game. The details “play Go Fish” describe the characters’ actions. “They have fun playing together” describes their feelings.

Now, you can write about the next event that happens when your character, [selected main character], is kind to [selected other character].

Be sure to use details to describe your characters’ actions, thoughts, or feelings.

Present and point to the sentence starter on Card 10a or the computer screen “Then, _____” as you say the following statement:

Finish this sentence.

Read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

Then, _____

Writing a Dialogue

Now, you can write about one character who talks to the other character in your story.

In your story, the person talking can be either [selected main character] or [selected other character]. Write the name of the character that is talking here.

Point to the first blank in the next sentence “_____ says, ‘_____’” on Card 10a or the computer screen as you say the following statement:

In the story we just read, Sara says, “Let’s play cards. We can play Go Fish.”

Now, you can write what [selected character] says to [other character].

Point to the blank after “[selected character] says, ‘_____’” on Card 10a or the computer screen as you say the following statement:

Finish this sentence.

Read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

[selected character] says, “_____”

Ending

I will read what you have already written. Then, you can write your ending.

Point to and read the student’s Beginning and Middle on Card 9a and Card 10a or on the computer screen.

Now, you can write what happens at the end of your story.

The last sentences of the story we just read were, “Finally, Charlie and Sara watch a movie. Sara feels better after Charlie plays with her all day.”

Point to the sentence starter “Finally, _____” Card 10a or the computer screen.

You wrote about [selected main character] being kind to [selected other character] by [selected activities]. Now, write the ending of your story. Finish this sentence to end your story.

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

Finally, _____

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 9a and 10a or the computer screen.

Beginning

Point to the Beginning section on Card 9a or the computer screen with all sentences covered except for the first one. (Use the Masking Tool to cover the other sentences if using the DRC INSIGHT Assessment System instead of Cards 9a and 10a.)

You were asked to write about where [selected main character] is in your story. I will read the beginning of your story to you.

Read the first sentence starter "One day, _____ is _____" on Card 9a or the computer screen including the sentence starter.

Is there anything you want to revise about [selected main character] and where the story takes place?

If the student INDICATES NO revisions, go to the next question.

If the student INDICATES revisions, make the revisions as given by the student on Card 9a or the computer screen. If the student INDICATES revisions, say the following statement:

What revisions do you want to make to this sentence? I will make the changes for you.

Uncover and point to the second sentence "_____ is kind to _____ by _____" on Card 9a or the computer screen.

You were asked to write about how [selected main character] is kind to [selected other character] in your story. Is there anything you want to revise about what you wrote about how [selected main character] is kind to [selected other character]?

*If the student INDICATES NO revisions, go to the **Middle** step below.*

If the student INDICATES revisions, make the revisions as given by the student on Card 9a or the computer screen. If the student INDICATES revisions, say the following statement:

What revisions do you want to make to this sentence? I will make the changes for you.

Middle

Uncover and point to the sentence starter “First, _____” in the middle on Card 9a or the computer screen.

You were asked to include two events and describe what happens when [selected main character] is kind to [selected other character]. You were asked to use details to describe how things look, sound, or feel to your character. You wrote:

Read the student’s response to “First, _____” on Card 9a or the computer screen including the sentence starter.

Is there anything you want to revise about how you used details to describe how things look, sound, or feel to your character?

If the student INDICATES NO revisions, go to the next question.

If the student INDICATES revisions, make the revisions as given by the student on Card 9a or the computer screen. If the student INDICATES revisions, say the following statement:

What revisions do you want to make to this sentence? I will make the changes for you.

Uncover and point to the sentence starter “Then, _____” on the top section on Card 10a or the computer screen.

For the second event, you were asked to use details to describe your characters’ actions, thoughts, or feelings. You wrote:

Read the student’s response to sentence starter “Then, _____” on Card 10a or the computer screen including the sentence starter.

Is there anything you want to revise about how you described your characters' actions, thoughts, or feelings?

*If the student INDICATES NO revisions, go to the **Dialogue** step below.*

If the student INDICATES revisions, make the revisions as given by the student on Card 10a or the computer screen. If the student INDICATES revisions, say the following statement:

What revisions do you want to make to this sentence? I will make the changes for you.

Dialogue

Uncover and point to the sentence, “[selected character] says, ‘ _____ ’” on Card 10a or the computer screen.

You were asked to write what one character says to the other character. You wrote:

Read the sentence “[selected character] says, ‘ _____ ’” including the sentence starter on Card 10a or the computer screen.

Is there anything you want to revise about what [selected character] says to [other character]?

*If the student INDICATES NO revisions, go to the **Ending** step.*

If the student INDICATES revisions, make the revisions as given by the student on Card 10a or the computer screen. If the student INDICATES revisions, say the following statement:

What revisions do you want to make to this sentence? I will make the changes for you.

Ending

Uncover and point to the sentence starter “Finally, _____” on Card 10a or the computer screen.

You were asked to write the end of your story. You wrote:

Read the sentence, “Finally, _____” including the sentence starter on Card 10a or the computer screen.

Is there anything you want to revise to the end of your story?

*If the student INDICATES NO revisions, go to the **Editing** step below.*

If the student INDICATES revisions, make the revisions as given by the student on Card 10a or on the computer screen. If the student INDICATES revisions, say the following statement:

What revisions do you want to make to this sentence? I will make the changes for you.

Editing

Next, you can edit your story.

Present Card 8a and cover the row showing the examples of capital letters. Point to each punctuation mark as you say the following statement:

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

On Card 8a, point to “Good writers use complete sentences.”

Good writers use complete sentences. Remember to write complete sentences

Point to the period in “Good writers use complete sentences.”

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

*If the student INDICATES NO edits, go to the **Read Story** step.*

If the student INDICATES edits, make the edits on Cards 9a and 10a or on the computer screen.

Read Story

Point to Cards 9a and 10a or the computer screen. 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.

Whatever is typed into the DRC INSIGHT Assessment System will be scored and is the final product.

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

Read the final story to the student.

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**)

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LEAP CONNECT

Practice Test