

LEAP CONNECT

Directions for Practice Test Administration

English Language Arts
Grade 8

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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 Practice Test Administration:

1. *Directions for Practice Test Administration* (DPTA)
2. *Procedures for Assessing Students Who Are Visually Impaired, Deaf, or Deaf-Blind*
3. *Grade 8 ELA Practice Test Reference Materials and Writing Stimuli*

Directions

1. **Know and follow all directions for test administration** provided in the *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

ELA 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).

The LEAP Connect practice test includes one constructed-response writing item at each grade level. Writing Stimuli are provided for the constructed-response item. Review the item and prepare materials as needed **prior to the administration** of the constructed-response writing items.

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

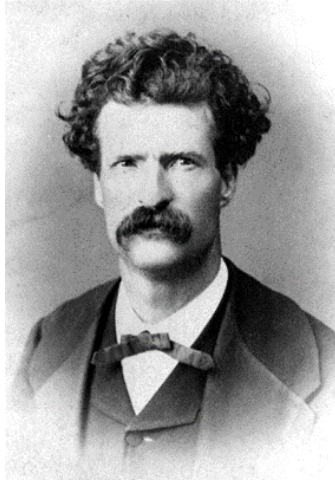
The LEAP Connect practice test items reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with practice test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

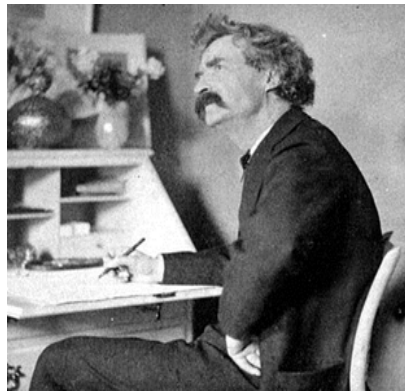
Directions

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.

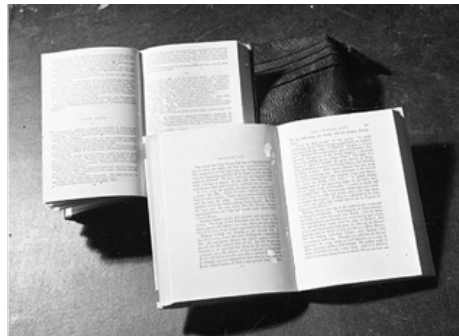


Twain first began by writing articles for his brother's newspaper. He became well-known after he wrote a funny short story.

[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

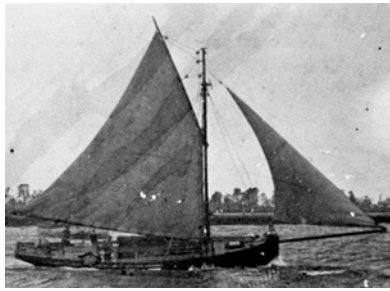
This is the first item of a two-part item.

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

TTS or TA reads item direction.

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 student with visual impairment to describe the picture.

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

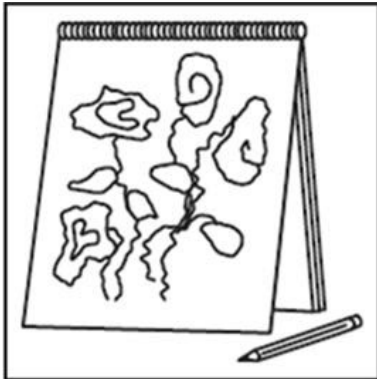
TTS or TA reads question text.

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 option.

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.”]



C. He traveled to many places.

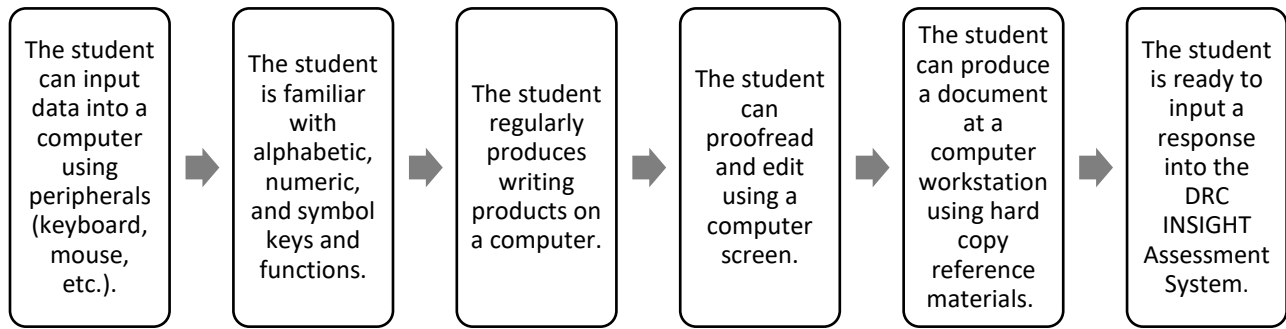
Would you like to read this part again before you answer the question?

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.

Constructed-Response Item

The constructed-response (CR) item requires students 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. A 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 students have 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 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 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 communicates 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 students to complete the tasks using their preferred method of communication (e.g., pointing, eye gaze, assistive technology, oral response, sign language).

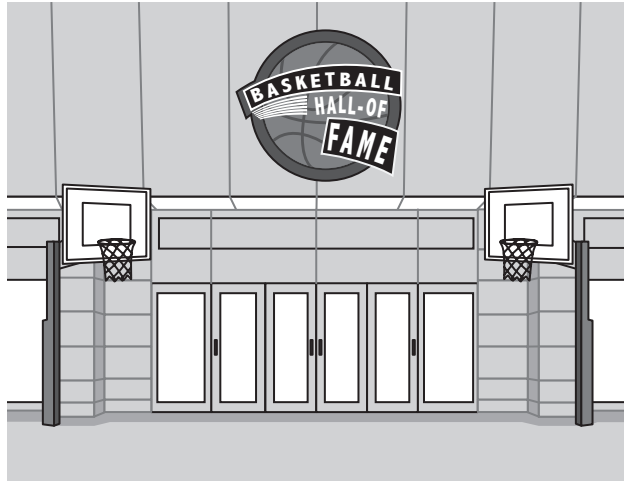
Please refer to the *LEAP Connect Test Administration Manual, Appendix B*, which provides detailed methods and protocols for using AAC systems and devices to respond to the writing CR items.

Session 1

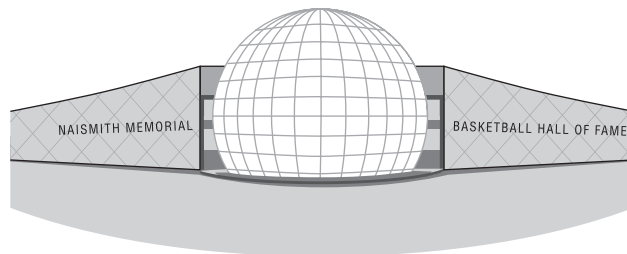
Directions

We are going to read two informational texts about basketball. Let's read the first text.

Basketball Hall of Fame



The Basketball Hall of Fame honors basketball players. It honors great coaches. It honors referees. Both men and women are in the Basketball Hall of Fame.



The building is **unique**. It looks like a large basketball. There are not many buildings like this. The outside is interesting, but inside is even better! You can read about the players. There are pictures and statues to see.



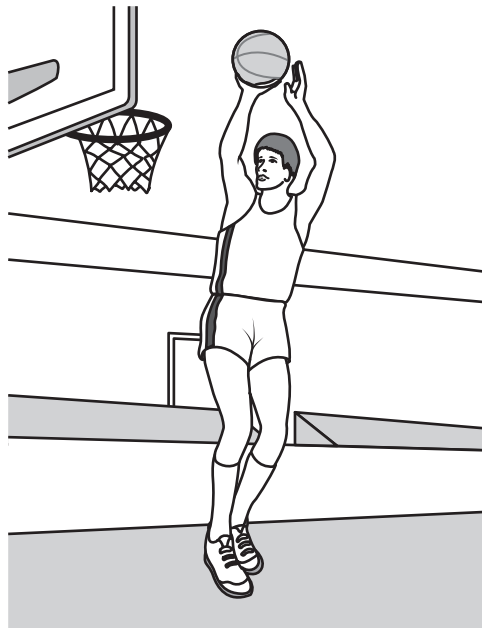
You can stand next to life-size cutouts of players. This shows how tall the players are. Finally, there is a basketball court. Have fun shooting hoops! Everyone should try to visit the Basketball Hall of Fame.

Now let's read another text about basketball. After we read, you will be asked a question about the topic. Listen for what the texts are about.

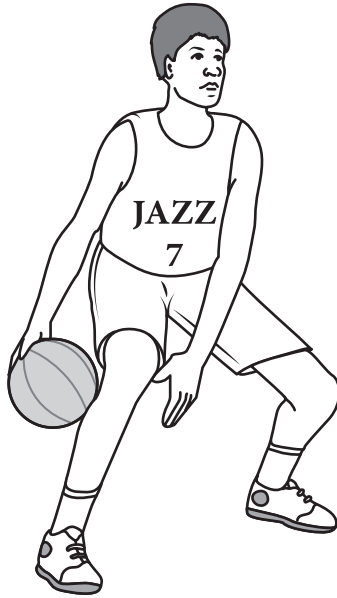
Pistol Pete



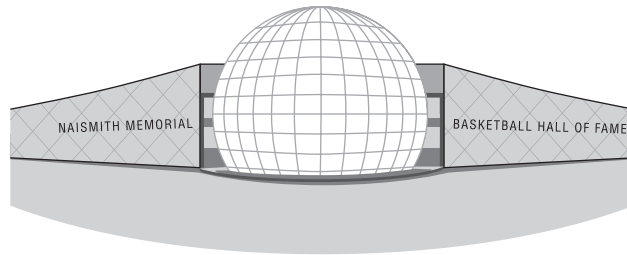
Pete Maravich was a popular basketball player. He was known as Pistol Pete. He played basketball at LSU. He practiced for hours each day.



Pistol Pete scored more points than other players. He holds many college scoring records.



Pistol Pete played professional basketball too. He was a talented basketball player. He was a showman. He bounced the ball behind his back. He passed the ball between his legs. People liked watching Pistol Pete.



Pistol Pete is honored in the Basketball Hall of Fame. He is known as a great basketball player.

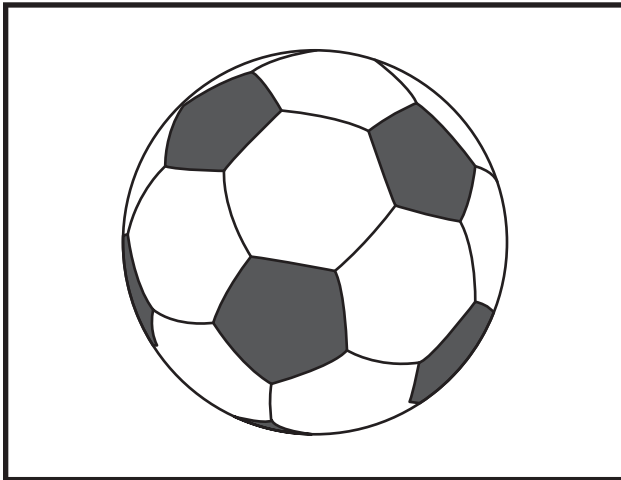
Item 1

We read two texts.

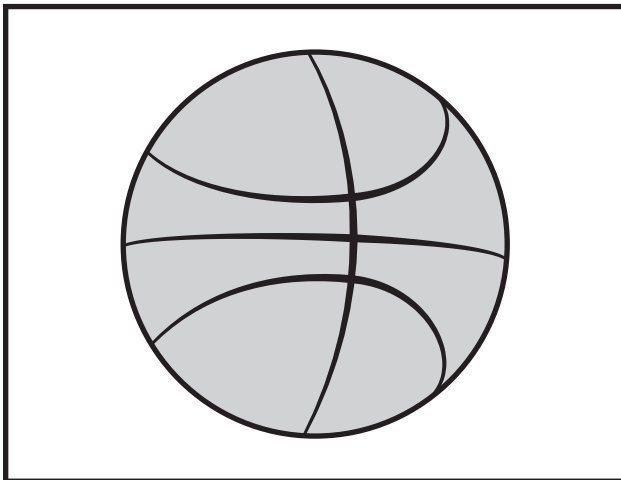
Remember, the topic is what a text is about.

Which topic did both authors write about?

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



A. soccer

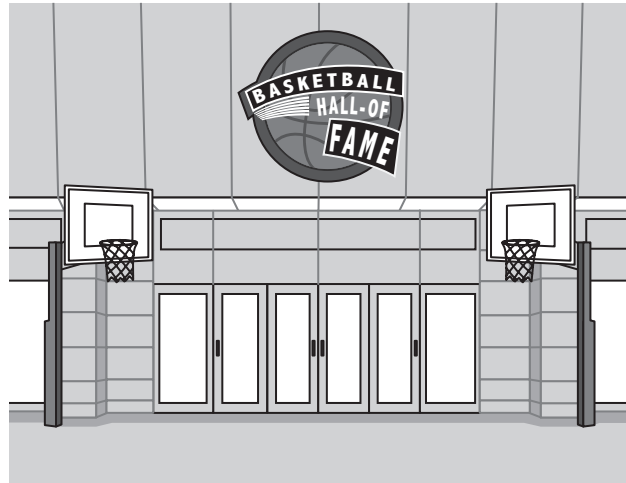


B. basketball

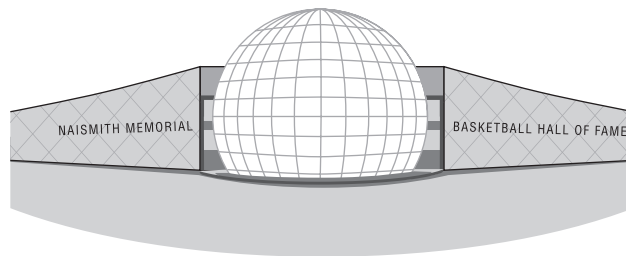
Would you like to read the texts again before you answer the question?

Item 2

Basketball Hall of Fame



The Basketball Hall of Fame honors basketball players. It honors great coaches. It honors referees. Both men and women are in the Basketball Hall of Fame.



The building is **unique**. It looks like a large basketball. There are not many buildings like this. The outside is interesting, but inside is even better! You can read about the players. There are pictures and statues to see.

Item 2, continued



You can stand next to life-size cutouts of players. This shows how tall the players are. Finally, there is a basketball court. Have fun shooting hoops! Everyone should try to visit the Basketball Hall of Fame.

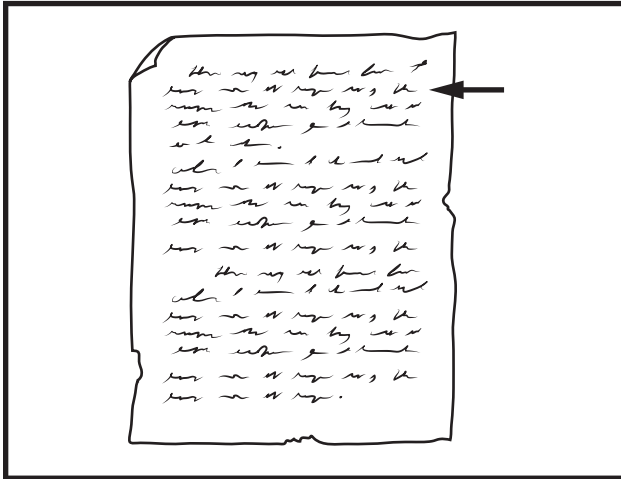
Item 2, continued

We read about the Basketball Hall of Fame.

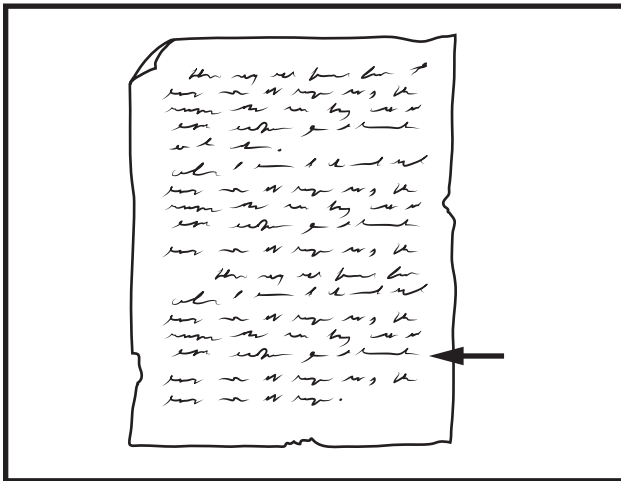
One sentence in the text is: **Everyone should try to visit the Basketball Hall of Fame.**

Did this sentence come at the beginning or the end of the text?

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



A, the beginning



B. the end

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

Item 3

We read about the Basketball Hall of Fame. We are going to read part of the text again. Then you will be asked a question about the Basketball Hall of Fame.

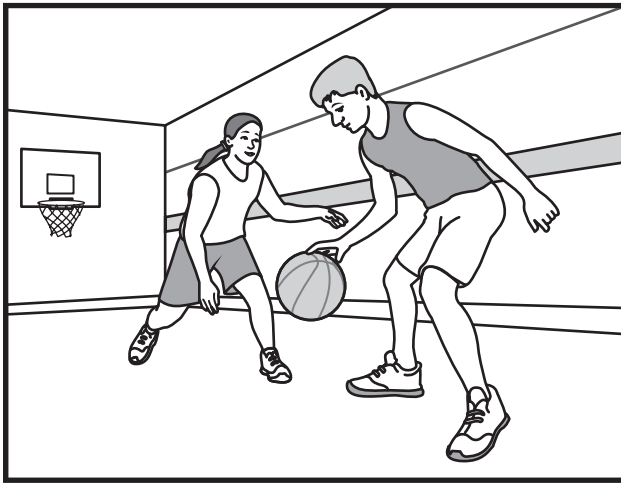


You can stand next to life-size cutouts of players. This shows how tall the players are. Finally, there is a basketball court. Have fun shooting hoops! Everyone should try to visit the Basketball Hall of Fame.

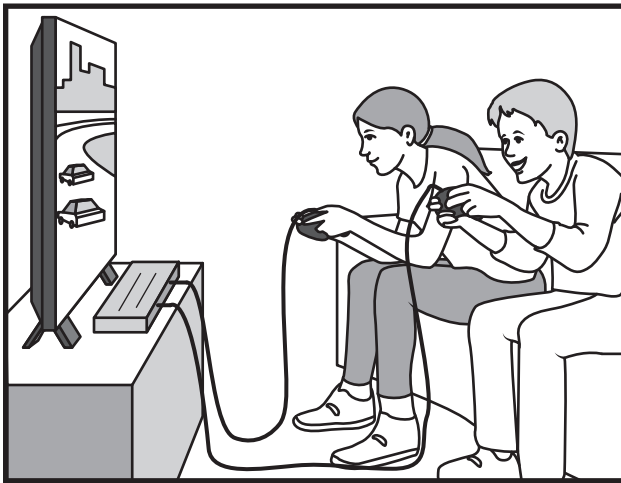
Item 3, continued

What can you tell about the Basketball Hall of Fame?

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



A. People can play basketball there.



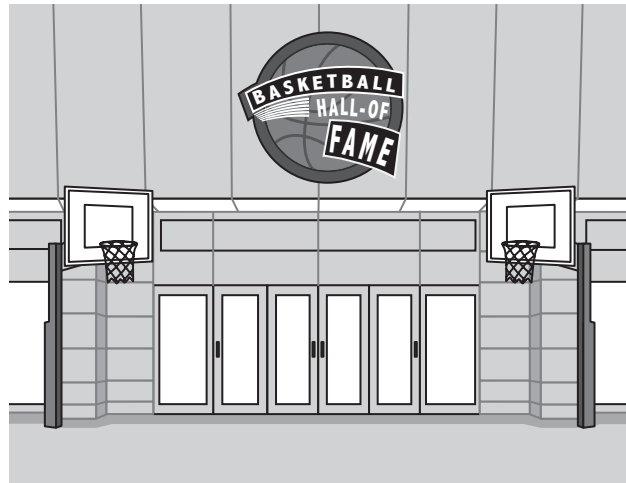
B. People can play video games there.

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

Item 4

We read about the Basketball Hall of Fame. We are going to read part of the text again. Then you will be asked a question. Listen for a fact about the Basketball Hall of Fame.

Basketball Hall of Fame



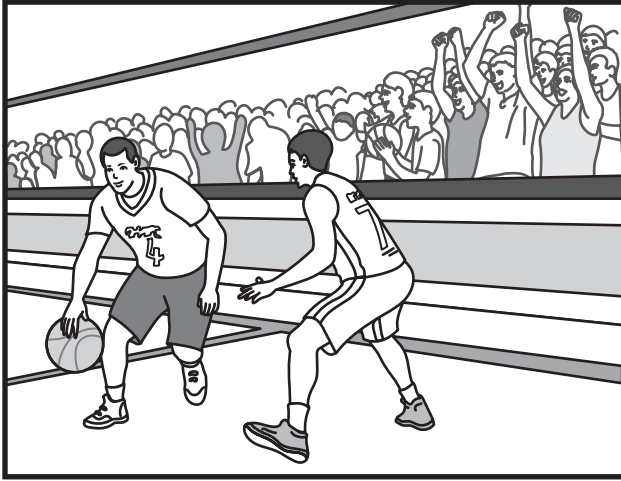
The Basketball Hall of Fame honors basketball players. It honors great coaches. It honors referees. Both men and women are in the Basketball Hall of Fame.

Item 4, continued

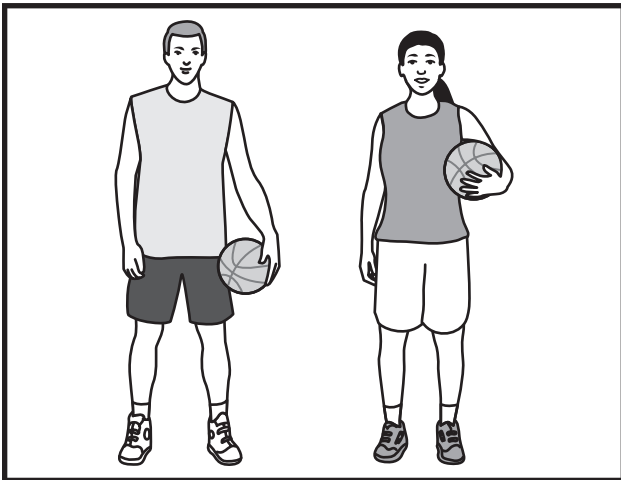
Remember, a fact is something that is true.

What fact did you learn about the Basketball Hall of Fame?

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



A. The Basketball Hall of Fame honors its biggest fans.

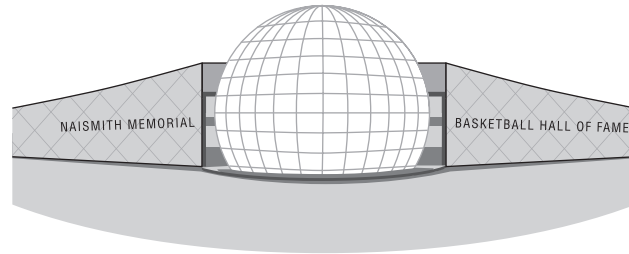


B. The Basketball Hall of Fame includes both men and women.

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

Item 5

We read about the Basketball Hall of Fame. We are going to read part of the text again. Listen for clues that tell you what the word **unique** means.



The building is **unique**. It looks like a large basketball. There are not many buildings like this. The outside is interesting, but inside is even better! You can read about the players. There are pictures and statues to see.

Item 5, continued

Point to the bolded word.

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

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

- A. looks the same
- B. not like anything else

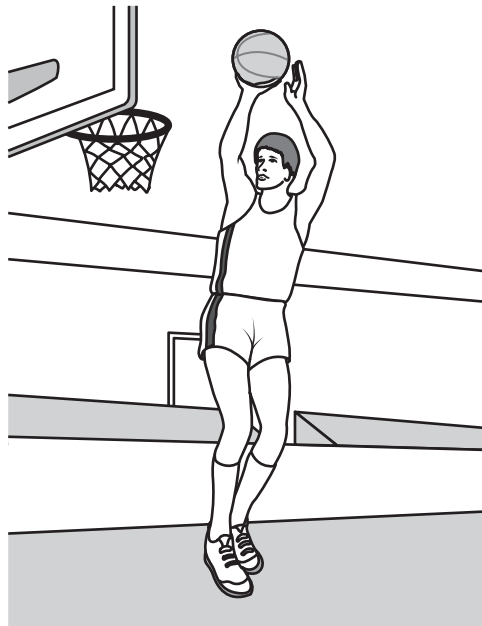
Would you like to read this part again before you answer the question?

Item 6

Pistol Pete

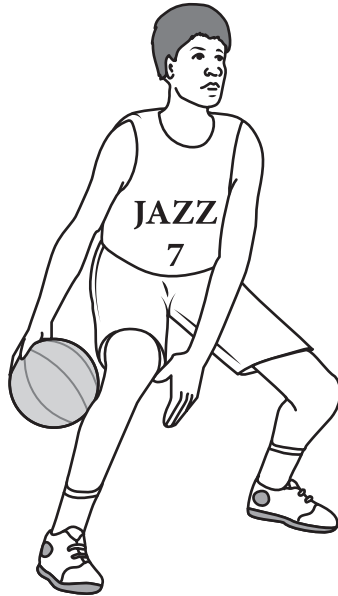


Pete Maravich was a popular basketball player. He was known as Pistol Pete. He played basketball at LSU. He practiced for hours each day.

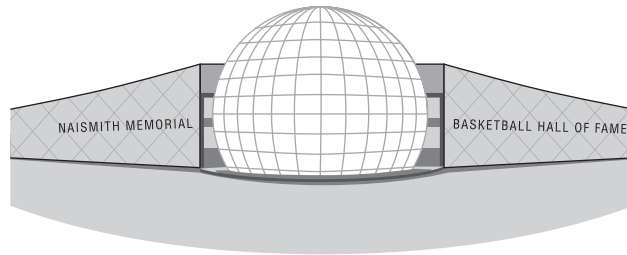


Pistol Pete scored more points than other players. He holds many college scoring records.

Item 6, continued



Pistol Pete played professional basketball too. He was a talented basketball player. He was a showman. He bounced the ball behind his back. He passed the ball between his legs. People liked watching Pistol Pete.



Pistol Pete is honored in the Basketball Hall of Fame. He is known as a great basketball player.

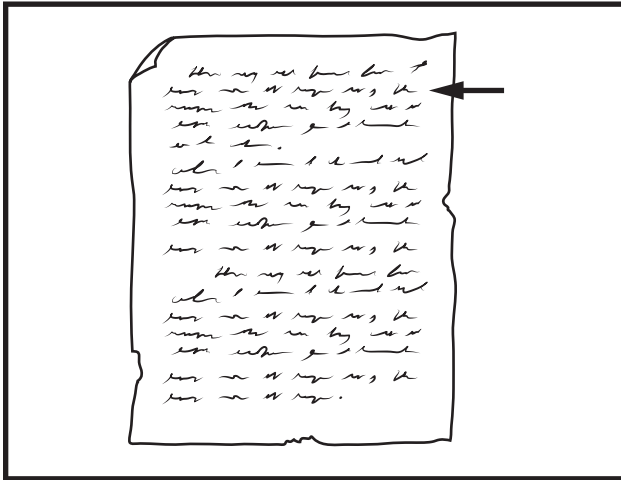
Item 6, continued

We read about the basketball player, Pistol Pete.

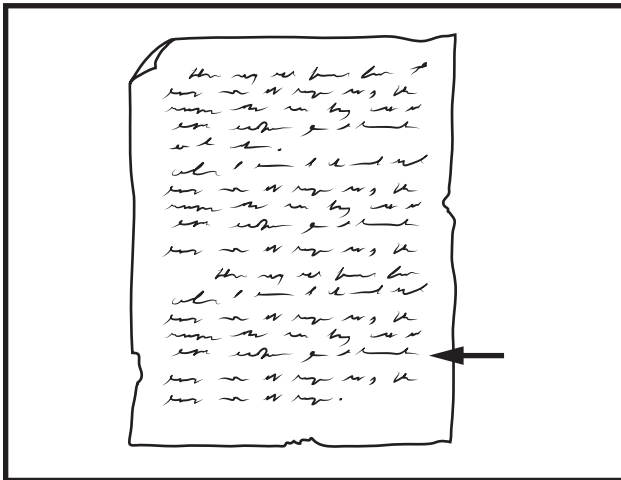
One sentence in the text is: **Pete Maravich was a popular basketball player.**

Did this sentence come at the beginning or the end of the text?

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



A. the beginning

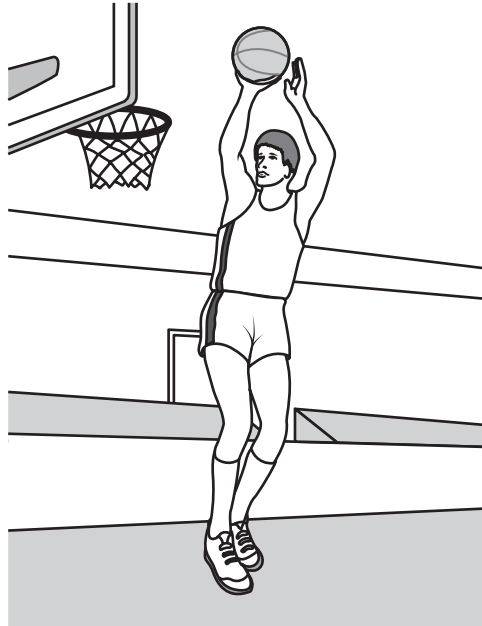


B. the end

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

Item 7

We read about the basketball player, Pistol Pete. We are going to read part of the text again. Then you will be asked a question about Pistol Pete.

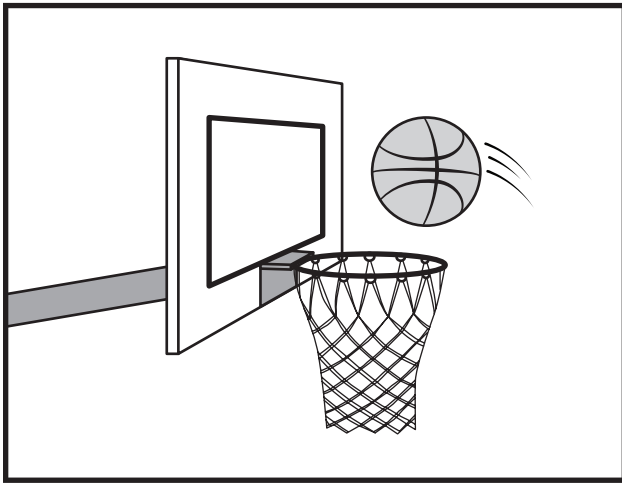


Pistol Pete scored more points than other players. He holds many college scoring records.

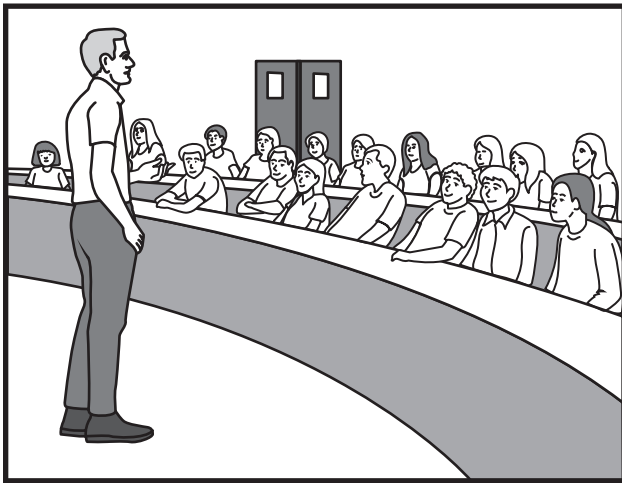
Item 7, continued

What can you tell about Pistol Pete from the text?

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



A. Pistol Pete was very good at playing basketball.



B. Pistol Pete was very good at his college classes.

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

Item 8

We read about the basketball player, Pistol Pete. We are going to read part of the text again. Then you will be asked a question. Listen for facts about Pistol Pete.

Pistol Pete



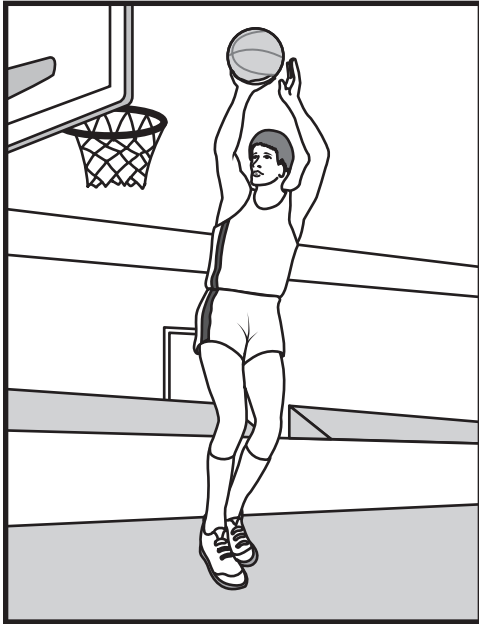
Pete Maravich was a popular basketball player. He was known as Pistol Pete. He played basketball at LSU. He practiced for hours each day.

Item 8, continued

Remember, a fact is something that is true.

What fact from the text did you learn about Pistol Pete?

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



A. Pistol Pete practiced basketball for hours each day.



B. Pistol Pete practiced basketball both inside and outside.

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

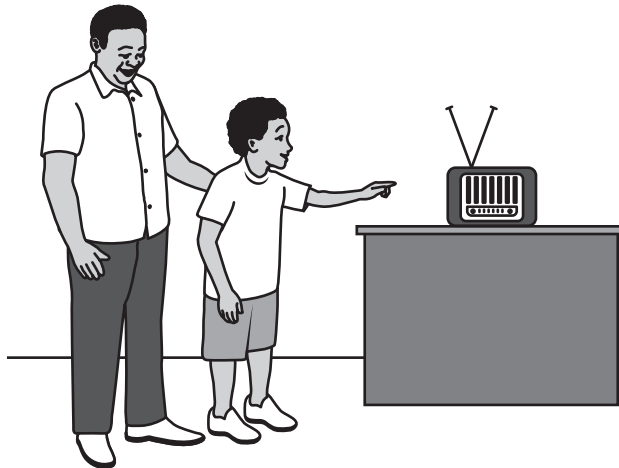
Directions

We are going to read a story about a boy who decides to learn to play the trumpet like Louis Armstrong. After we read, you will be asked a question about the theme. Listen for the message of the story.

My Kind of Language



My hero is Louis Armstrong. He was born in 1901 in New Orleans, Louisiana. Armstrong is known as the “Father of Jazz.” He did not invent jazz. But he played the trumpet in a way that made people fall in love with jazz. When I was a young boy, I fell in love with jazz, too.



My parents were always listening to music. They listened to all types of music. Over time, I learned to recognize all sorts of instruments. One day, I asked, “Who is that playing the trumpet?” My dad answered enthusiastically, “Why, that’s Louis Armstrong. He’s the best jazz musician in the world!” From that day, I knew what I wanted to be. I wanted to be a jazz musician. I wanted to learn to play like Louis Armstrong. All I needed was a trumpet!



The next weekend, I saw my dad reaching way back into the hall closet. He pulled an old, scratched trumpet out of the closet. It had lost its shine.

My eyes widened. “Whose trumpet is that? Where did it come from?” I shouted. My dad said, “I found this trumpet at a yard sale. I was waiting for the right time to surprise you. It looks like someone has played it for years. And now, it’s your turn.” I didn’t mind that it was a **secondhand** trumpet. I was determined to learn how to play it!



In some ways, the trumpet was easy to play. You just blow! But in other ways, it was pretty hard! There are only three valves on a trumpet. Learning how to use those three valves to play different songs was going to take a lot of practice. But I was determined.

My dad told me that Armstrong bought a horn called a cornet when he was thirteen years old. He didn't start playing the trumpet until he was in his twenties. Armstrong started out playing a fast style of jazz called Dixieland. Then, he tried other styles of music. Armstrong knew he had a long way to go to become a great trumpet player. But he was determined and kept playing.



I remember reading that Armstrong once said, "Music's my language." He always had his trumpet by his side. He traveled all over the world. He could not speak other languages. But everyone understood him when he played his trumpet. I have a long way to go to become a good trumpet player. The effort will be worth it. Jazz is my kind of language, too.

Item 9

Remember, the theme is the message of the story.

One theme of this story is that it takes determination to learn to do something that is hard.

How does the boy show determination to learn to play the trumpet?

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



- A. He plans to practice playing his trumpet a lot.

Item 9, continued



- B. He gets an old trumpet from his dad.

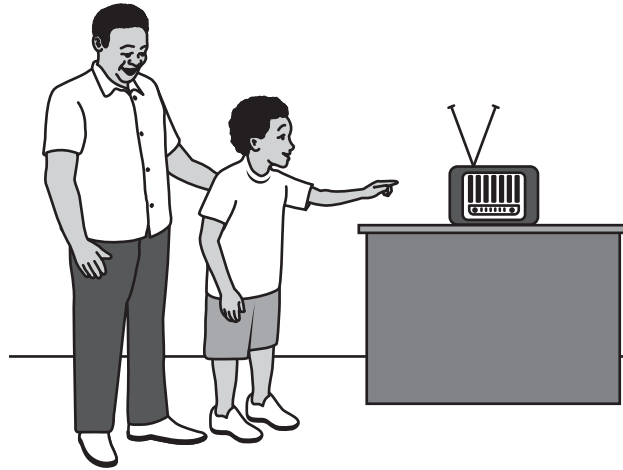


- C. He plays in a band with his friends who also play instruments.

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

Item 10

We read about a boy who decides to learn to play the trumpet like Louis Armstrong. We are going to read part of the story again. Then you will be asked a question. Listen for why the boy wants to become a jazz musician.



My parents were always listening to music. They listened to all types of music. Over time, I learned to recognize all sorts of instruments. One day, I asked, “Who is that playing the trumpet?” My dad answered enthusiastically, “Why, that’s Louis Armstrong. He’s the best jazz musician in the world!” From that day, I knew what I wanted to be. I wanted to be a jazz musician. I wanted to learn to play like Louis Armstrong. All I needed was a trumpet!

Item 10, continued

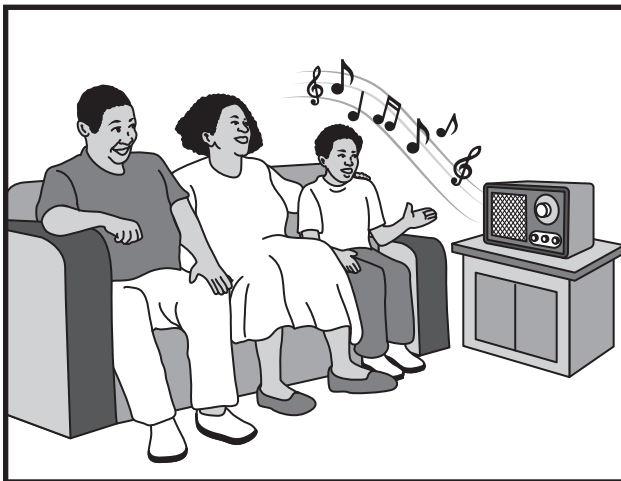
This is the first item of a two-part item. Student may not return to this item after responding to this item.

Which sentence shows why the boy wants to become a jazz musician?

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



A. The boy sees three valves on the trumpet.



B. The boy loves listening to jazz music with his parents.

Item 10, continued



C. The boy learns to play different kinds of musical instruments.

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

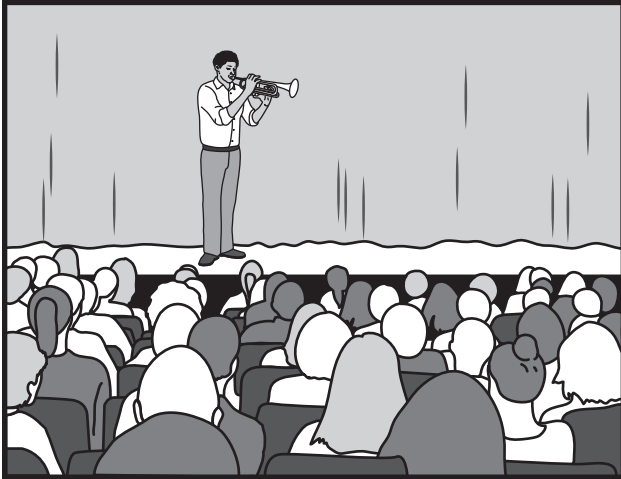
This is the first item of a two-part item. Student may not return to this item after responding to this item.

Item 11

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

What is another sentence that shows why the boy wants to become a jazz musician?

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



- A. The boy wants to be famous.



- B. The boy learns that being a jazz musician is easy.

Item 11, continued



C. The boy learns who Louis Armstrong is and wants to be like him.

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

Item 12

We read about a boy who decides to learn to play the trumpet like Louis Armstrong. We are going to read part of the story again. Then you will be asked a question. Listen for what shows how Louis Armstrong became a great trumpet player.

My dad told me that Armstrong bought a horn called a cornet when he was thirteen years old. He didn't start playing the trumpet until he was in his twenties. Armstrong started out playing a fast style of jazz called Dixieland. Then, he tried other styles of music. Armstrong knew he had a long way to go to become a great trumpet player. But he was determined and kept playing.

Item 12, continued

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

Which sentence shows **how** Louis Armstrong became a great trumpet player?

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



A. Louis Armstrong's first instrument was a cornet.



B. Louis Armstrong played his instruments for many years.

Item 12, continued



C. Louis Armstrong's favorite style of jazz to play was called Dixieland.

Would you like to read this part 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 13

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

What is another sentence that shows **how** Louis Armstrong became a great trumpet player?

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



A. Louis Armstrong buys many instruments.



B. Louis Armstrong is known as the “Father of Jazz.”

Item 13, continued



- C. Louis Armstrong learns to play not only jazz, but also many other styles of music on the trumpet.

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

Item 14

We read about a boy who decides to learn to play the trumpet like Louis Armstrong. We are going to read part of the story again. Listen for clues that tell you what the word **secondhand** means.



The next weekend, I saw my dad reaching way back into the hall closet. He pulled an old, scratched trumpet out of the closet. It had lost its shine.

My eyes widened. “Whose trumpet is that? Where did it come from?” I shouted. My dad said, “I found this trumpet at a yard sale. I was waiting for the right time to surprise you. It looks like someone has played it for years. And now, it’s your turn.” I didn’t mind that it was a **secondhand** trumpet. I was determined to learn how to play it!

Item 14, continued

Point to the bolded phrase.

What does the phrase **secondhand** mean in this sentence?

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

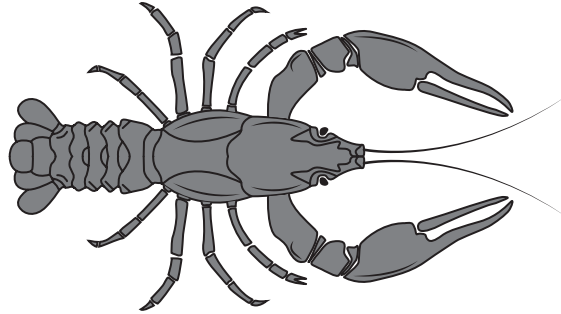
- A. made with two hands
- B. played for a short amount of time
- C. owned before by someone else

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

Directions

We are going to read an informational text about crawfish. After we read, you will be asked a question about an argument the author makes.

Rice and Crawfish - The Perfect Combination



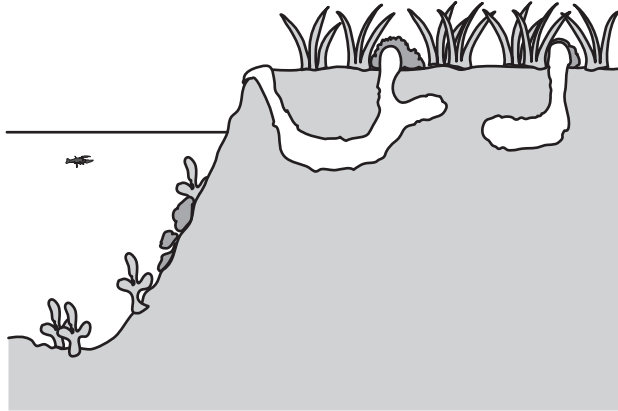
Crawfish are found around the world. Crawfish can live in the wild. They can also be farmed in rice fields or ponds. In the United States, there are 330 known crawfish species. Only two Louisiana crawfish species are harvested in crawfish farms. They are the red swamp crawfish and the southern white river crawfish.

There is an **ample** amount of crawfish in Louisiana. More than 1,200 farms produce hundreds of millions of pounds of crawfish. From farm to table, there is plenty of crawfish for people in Louisiana and all over the world to eat.



Farming Activities in the Spring

The first step to growing crawfish is to grow a rice crop. In March, the rice is planted. It begins to grow in shallow ponds. The rice grows tall enough to form a cover over the water. This keeps the water cool. This is the time when the farmer dumps bags of adult crawfish into the rice field ponds.



Farming Activities in the Summer

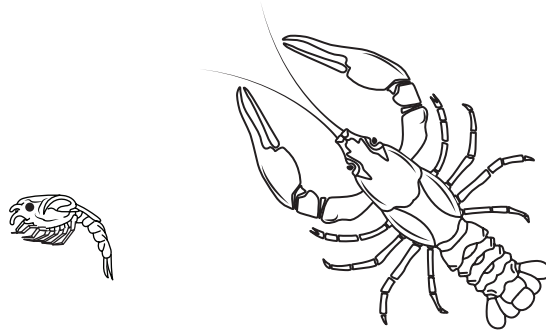
In early summer, adult crawfish are released into the rice field ponds. It is very hot during the summer months in Louisiana. The temperature of the water in the ponds increases, making the water hot. This causes the rice to grow. But the warm water causes another result. The warm water causes the adult crawfish to burrow down deep into the soil. Then, the crawfish grow too!

In late summer, the pond is drained. The farmers harvest the rice. What's left of the rice is rice stubble — short, dry bits of rice plants.



Farming Activities in the Fall

Fall is the time of year the rice fields are flooded again. The added water causes the crawfish to come out of their burrows. The crawfish eat the rice stubble and grow. The farmer begins harvesting the crawfish. Harvesting can last through April. Farmers can use the same equipment, pumps, and workers to harvest rice and crawfish.



New Crawfish

There are two ways for farmers to grow new crawfish. One way is to stock shallow ponds used to grow rice. Farmers empty bags of adult crawfish across the ponds. The adult crawfish produce young crawfish. The other way is to count on unharvested crawfish to produce young crawfish. Unharvested crawfish are crawfish that were stocked the year before. Both ways result in the production of lots of crawfish.

March through April is the time to drain the pond. The farmers plant the rice again. The rice and crawfish grow. Then, they are harvested. The growing and harvesting cycle starts all over another time.

Item 15

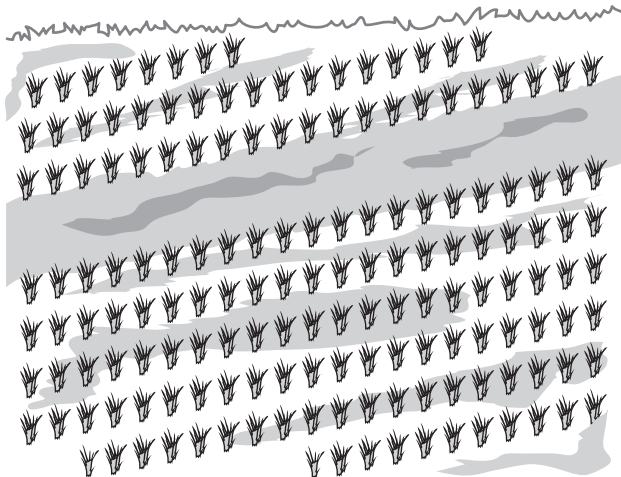
Remember, an author uses an argument, based on facts, to make the reader believe something.

What argument did the author make about crawfish?

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

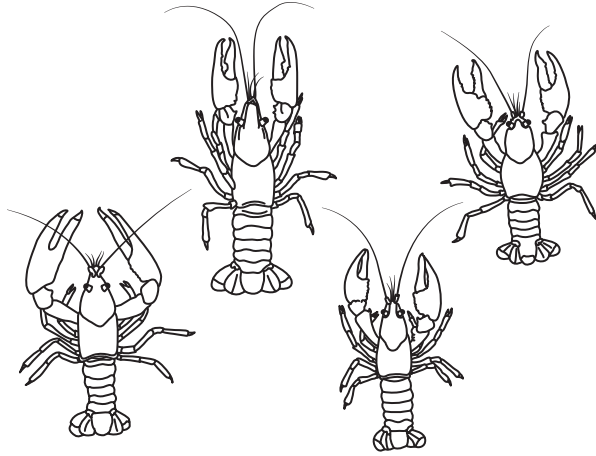


A. Crawfish are found in Louisiana.



B. Crawfish grow very well in rice ponds.

Item 15, continued

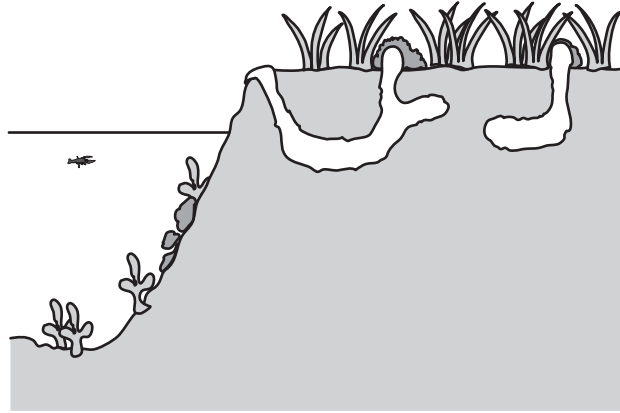


C. Crayfish are classified into different species.

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

Item 16

We read about crawfish. We are going to read part of the text again. Then you will be asked a question about how this part supports the idea that farming activities take place during different times of the year.



Farming Activities in the Summer

In early summer, adult crawfish are released into the rice field ponds. It is very hot during the summer months in Louisiana. The temperature of the water in the ponds increases, making the water hot. This causes the rice to grow. But the warm water causes another result. The warm water causes the adult crawfish to burrow down deep into the soil. Then, the crawfish grow too!

In late summer, the pond is drained. The farmers harvest the rice. What's left of the rice is rice stubble — short, dry bits of rice plants.

Item 16, continued

How does this part of the text support the idea that farming activities take place during different times of the year?

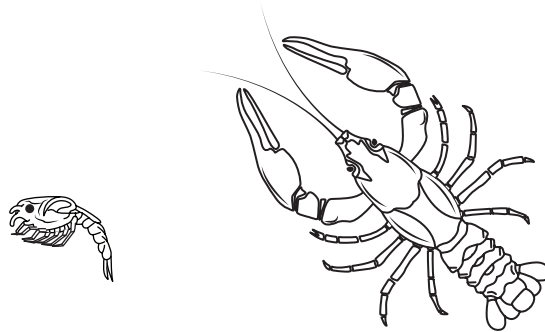
Point to each option as the TTS or TA reads each option.

- A. It provides maps of where to grow rice for the crawfish.
- B. It provides a diagram showing how to grow rice for crawfish.
- C. It provides information about the weather conditions during the summer.

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

Item 17

We read about crawfish. We are going to read part of the text again. Then you will be asked a question about an inference.



New Crawfish

There are two ways for farmers to grow new crawfish. One way is to stock shallow ponds used to grow rice. Farmers empty bags of adult crawfish across the ponds. The adult crawfish produce young crawfish. The other way is to count on unharvested crawfish to produce young crawfish. Unharvested crawfish are crawfish that were stocked the year before. Both ways result in the production of lots of crawfish.

March through April is the time to drain the pond. The farmers plant the rice again. The rice and crawfish grow. Then, they are harvested. The growing and harvesting cycle starts all over another time.

Item 17, continued

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

Which sentence tells that crawfish grow in the same rice ponds again and again?

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

- A. There are two ways for farmers to grow new crawfish.
- B. Unharvested crawfish are crawfish that were stocked the year before.
- C. Farmers flood the rice ponds with water after the rice has been cut.

Would you like to read this part 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 18

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

What is another sentence that tells that crawfish grow in the rice ponds again and again?

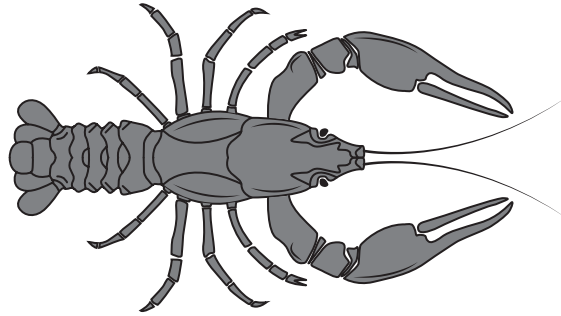
Point to each option as the TTS or TA reads each option.

- A. The growing and harvesting cycle starts all over.
- B. March through April is the time to drain the pond.
- C. The rice and crawfish grow.

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

Item 19

We read about crawfish. We are going to read part of the text again. The word **ample** is in this part. After we read, you will choose a sentence that uses the word **ample** correctly.



Crawfish are found around the world. Crawfish can live in the wild. They can also be farmed in rice fields or ponds. In the United States, there are 330 known crawfish species. Only two Louisiana crawfish species are harvested in crawfish farms. They are the red swamp crawfish and the southern white river crawfish.

There is an **ample** amount of crawfish in Louisiana. More than 1,200 farms produce hundreds of millions of pounds of crawfish. From farm to table, there is plenty of crawfish for people in Louisiana and all over the world to eat.

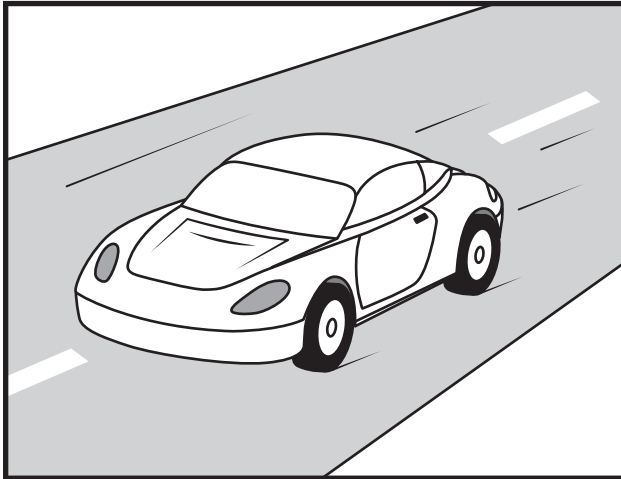
Item 19, continued

Point to the bolded word.

Which of these sentences uses the word **ample** correctly?

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 car driving fast.”]



A. The ample car drives fast.

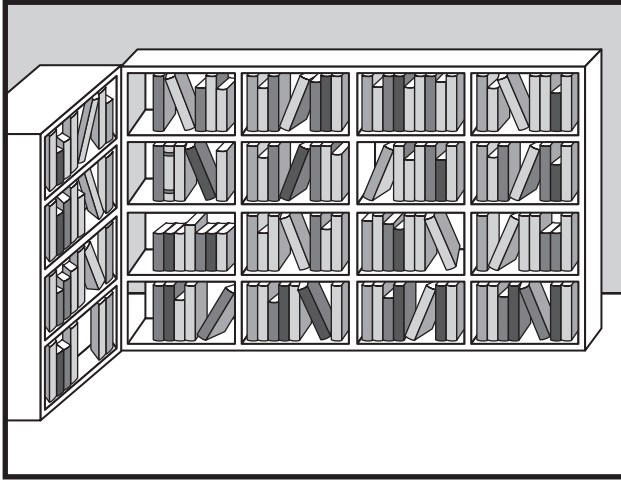
[For students with visual impairment, read “B. This is a picture of a boy wearing a short-sleeved shirt.”]



B. The boy wears his ample shirt to school.

Item 19, continued

[For students with visual impairment, read “C. This is a picture of bookshelves filled with books.”]



C. The library has an ample number of books to choose from.

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 a story about Amelia and Felicia. After we read, you will be asked a question about the theme.

Up and Away



Amelia looked at her class schedule and frowned. Computer was the last class of the day. “Computer class, how boring!” grunted Amelia. Amelia worried that she would not know anyone in the computer class and wondered who she would talk to.



When she walked into computer class the first day, everyone was talking to each other. She looked around, but she did not know anyone. Amelia did not know who to sit by. Amelia looked around the room again. She saw an empty seat and slid into the seat next to a girl sitting alone. She and the girl did not talk to each other. Amelia felt lonely.



The teacher explained that they would learn how to program mini drones to perform a task. Amelia thought that sounded like fun. But then, the teacher told them, “Get to know the person next to you. You will be working together in this class.”

Amelia sighed. She wondered how she could work with someone she did not know. The girl sitting next to her shyly introduced herself, “Hi, my name is Felicia.” Amelia introduced herself and turned back toward the teacher. The girls did not know what to say to each other.

Amelia found the first few computer classes boring. They learned about the history of drones and drone safety. There was a lot to study and worksheets to complete. Felicia and Amelia worked alone instead of with each other.



Finally, the class went outside to fly their drones. Amelia's drone kept running into the bushes. Then, Felicia helped by telling Amelia which controls to use. Amelia liked Felicia's help and began to wonder if working together might be fun.



Each week, the class got more difficult. Now, the students were asked to use math to determine how much weight a drone could carry. Amelia was worried that she couldn't solve the problem by herself. She had an idea. She asked Felicia to work with her. They **buckled down** to work together on the problem. They worked hard on figuring out the problem. They kept working until they solved the problem. And they solved it!



The big day arrived! The class was going to see if their drones could fly with added weight. Amelia and Felicia worked together to carefully weigh a small bag of pennies to be sure it was the correct weight. They attached the bag to the drone. Amelia flew the drone carrying the pennies across the field to Felicia. It worked! Amelia learned that working together, even with a new friend, is better than worrying.

Item 20

A theme of this story is cooperation can lead to overcoming problems.

How do Amelia and Felicia find a way to make their drone fly?

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



A. Amelia and Felicia work together.



B. Amelia and Felicia ask their teacher for lots of help.

Item 20, continued



C. Amelia and Felicia collect lots of pennies to buy a drone.

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

Item 21

We read about Amelia and Felicia. We are going to read part of the story again. Then you will be asked questions about a conclusion.



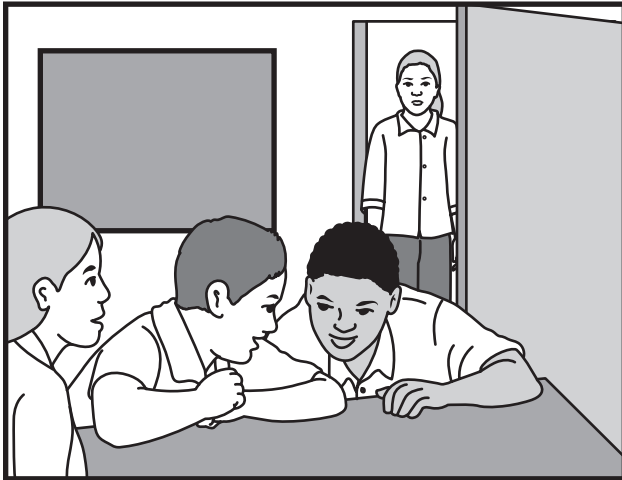
Amelia looked at her class schedule and frowned. Computer was the last class of the day. “Computer class, how boring!” grunted Amelia. Amelia worried that she would not know anyone in the computer class and wondered who she would talk to.

Item 21, continued

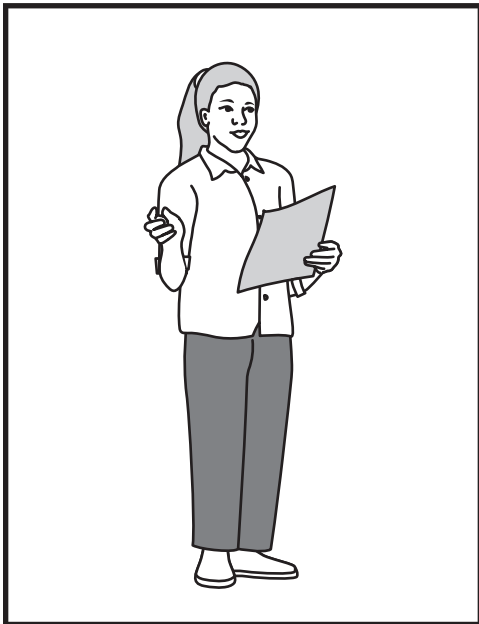
This is the first item of a two-part item. Student may not return to this item after responding to this item.

Which sentence supports the conclusion that Amelia is not happy taking computer class?

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



A. Amelia worries that she won't know anyone in class.



B. Amelia looks at her class schedule.

Item 21, continued



C. Amelia is at school.

Would you like to read this part 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 22

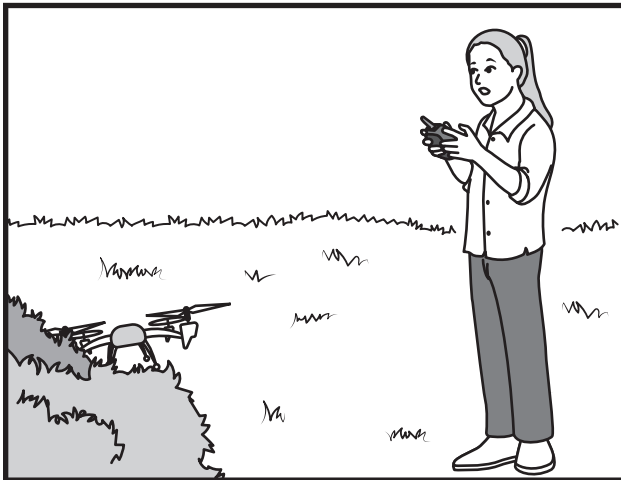
This is the second item of a two-part item. Student may not return to the previous item.

What is another sentence that supports that Amelia is not happy to be taking computer class?

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



A. Amelia takes different classes at school.



B. Amelia's drone keeps running into the bushes.

Item 22, continued



C. Amelia thinks computer class will be boring.

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

Item 23

We read about Amelia and Felicia. We are going to read part of the story again. Then you will be asked questions about a conclusion.



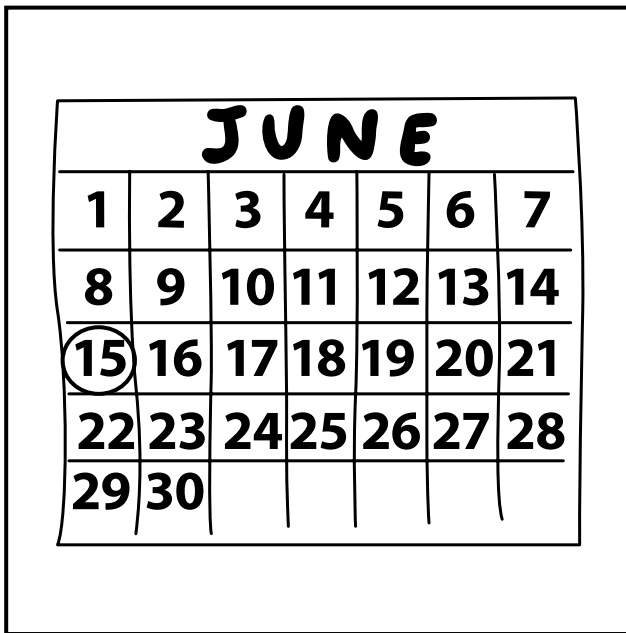
The big day arrived! The class was going to see if their drones could fly with added weight. Amelia and Felicia worked together to carefully weigh a small bag of pennies to be sure it was the correct weight. They attached the bag to the drone. Amelia flew the drone carrying the pennies across the field to Felicia. It worked! Amelia learned that working together, even with a new friend, is better than worrying.

Item 23, continued

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

Which sentence supports the conclusion that Amelia and Felicia decide to help each other?

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

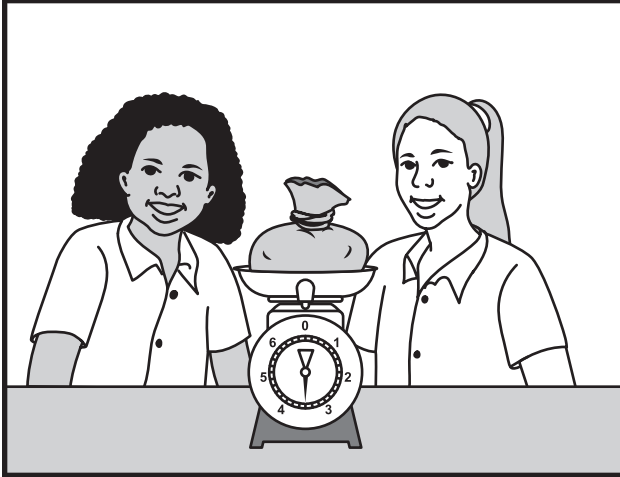


A. It was the day to fly the drone.



B. The class is going to see if their drones can fly.

Item 23, continued



C. Amelia and Felicia work together to weigh the pennies.

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

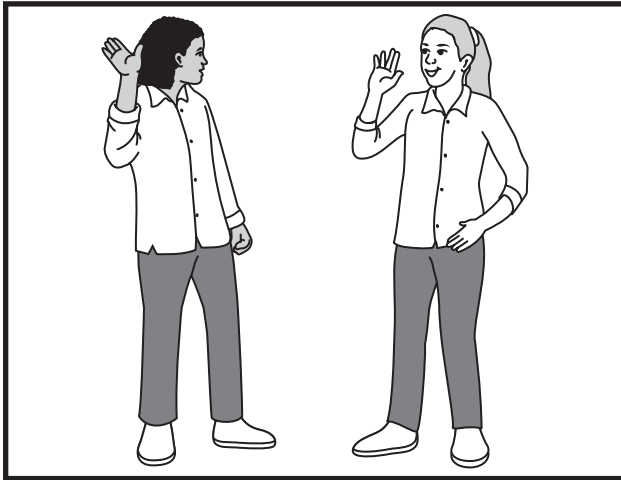
This is the first item of a two-part item. Student may not return to this item after responding to this item.

Item 24

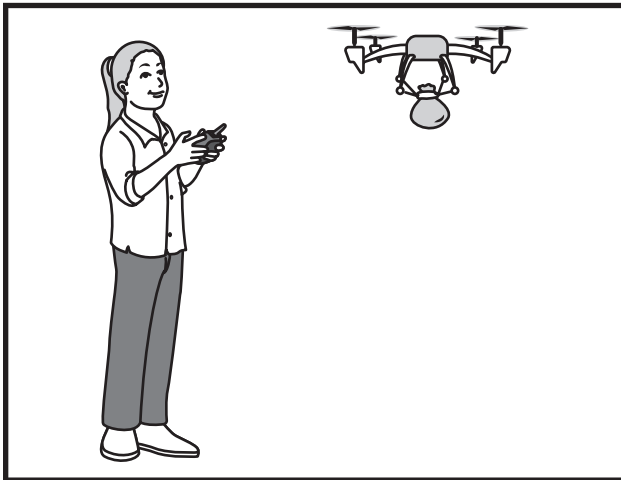
This is the second item of a two-part item. Student may not return to the previous item.

What is another sentence that supports that Amelia and Felicia decide to help each other?

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

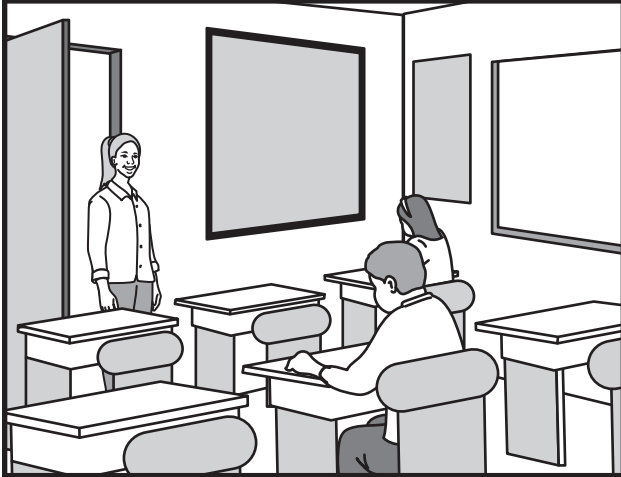


A. Amelia and Felicia wave goodbye to each other.



B. Amelia flies the drone across the field to Felicia.

Item 24, continued



C. Amelia does not know who to sit by in computer class.

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

Item 25

We read about Amelia and Felicia. We are going to read part of the story again. Listen for clues that tell you what the phrase **buckled down** means.



Each week, the class got more difficult. Now, the students were asked to use math to determine how much weight a drone could carry. Amelia was worried that she couldn't solve the problem by herself. She had an idea. She asked Felicia to work with her. They **buckled down** to work together on the problem. They worked hard on figuring out the problem. They kept working until they solved the problem. And they solved it!

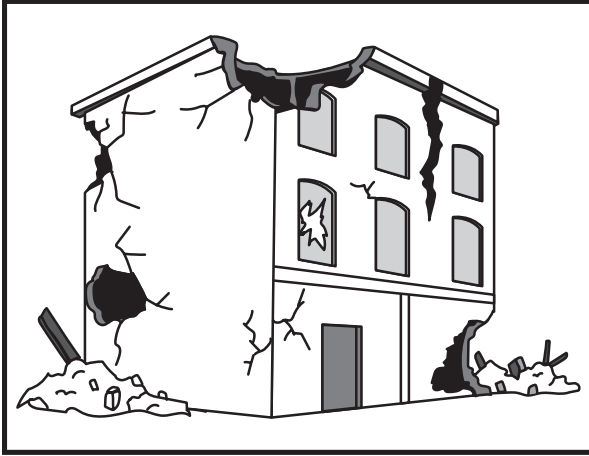
Item 25, continued

Point to the bolded phrase.

What does the phrase **buckled down** mean in this sentence?

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 building that is falling down.”]



A. to fall down

[For students with visual impairment, read “B. This is a picture of a person fastening his seat belt.”]



B. to fasten in place

Item 25, continued

[For students with visual impairment, read “C. This is a picture of a boy working on finishing a puzzle.”]



C. to use a lot of effort

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 3.

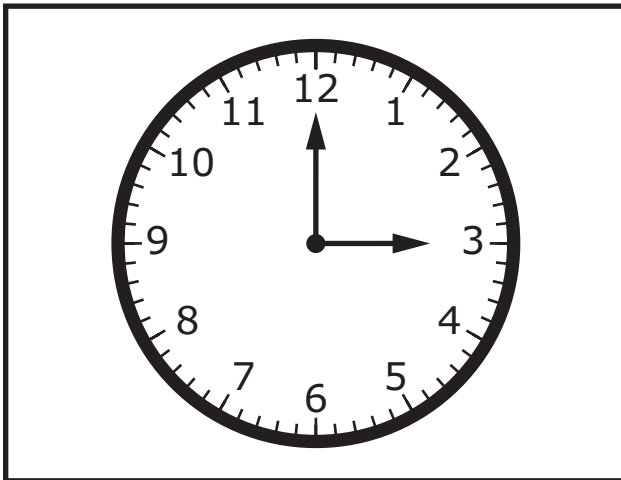
Session 3

Item 26

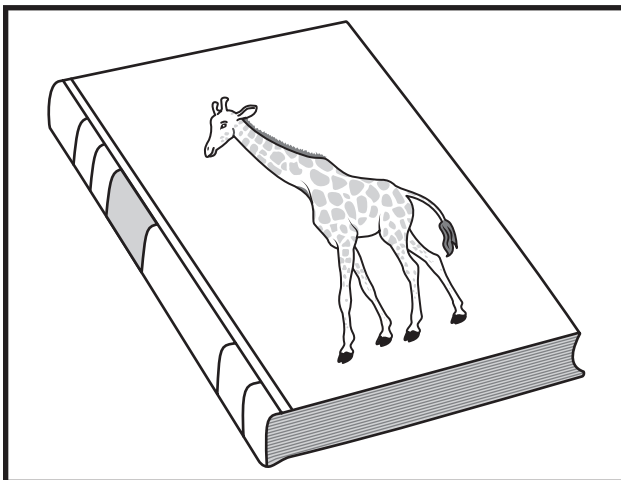
Imagine that you want to learn more about giraffes.

Which of these should you use to learn more about giraffes?

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



A. a clock



B. a book

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

Item 27

Sydney is writing an article for her school newspaper. She wants to convince her friends to volunteer more. This is the claim that Sydney makes first in her article.

Point to the claim as the TTS or TA reads the claim.

Students should volunteer as a way to help others.

Remember, writers organize their ideas to support their claims.

Which reason should Sydney use to convince her friends that they should volunteer more?

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

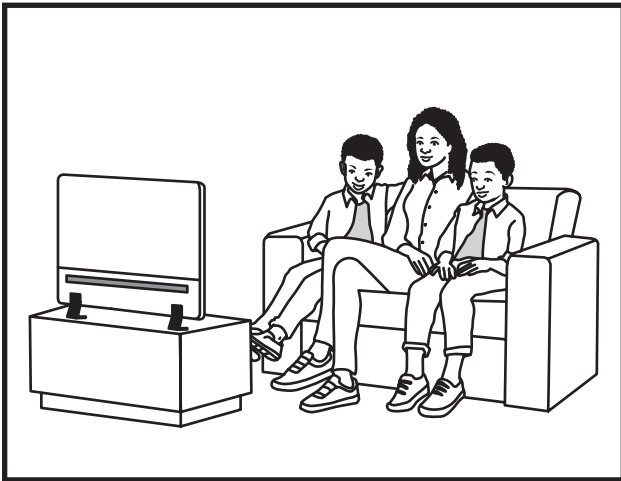


- A. In conclusion, it is important to volunteer to take out the trash.

Item 27, continued



B. Volunteering is good because it teaches you new skills.



C. Volunteering is bad because there is no time to watch TV.

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

Item 28

You want to make a poster to convince your friends to create new student clubs. You find a newspaper article with facts about the benefits of student clubs in schools.

Remember, writers include important information about their topics in their writing.

Which fact should you use to convince your friends to create new student clubs?

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

- A. Clubs can teach students how to work with others.
- B. Schools have students from many places.
- C. Students spend many hours in school each year.

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

Item 29

Simon is writing a letter to his principal. He wants to convince his principal to include healthier foods in the cafeteria's vending machines. This is the claim that Simon makes first in his letter.

Point to the claim as the TTS or TA reads the claim.

The cafeteria's vending machines should include healthier foods.

Remember, writers organize their ideas to support their claims.

Which reason should Simon use to convince his principal that she should include healthier choices in the cafeteria's vending machines?

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

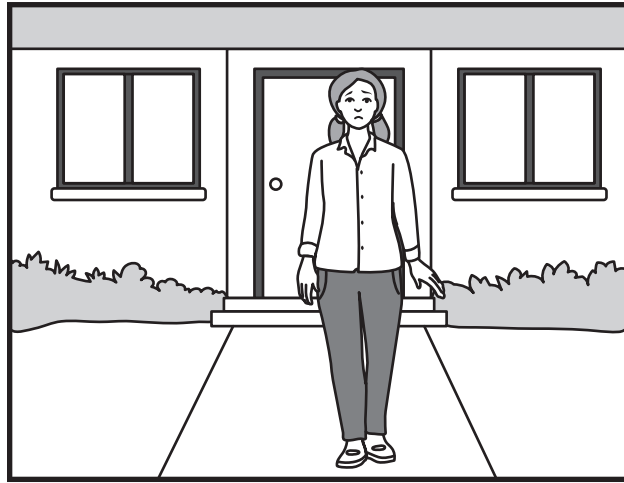
- A. The first school vending machines were filled with candy.
- B. There are many facts about vending machines in schools.
- C. Healthy choices in school vending machines positively affect students' diets.

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

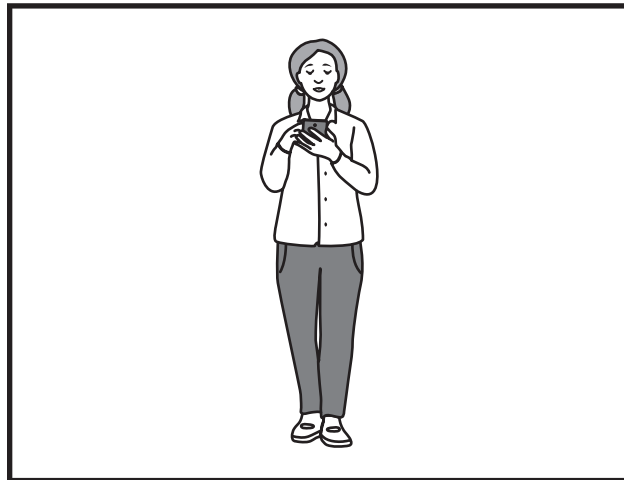
Item 30

This is a six-part item. Be sure the student responds to this item before presenting the second item of this six-part item.

You are going to write an essay about a problem and a way to solve it. One example of a problem is that a girl wants to go to a movie and does not have a ride.



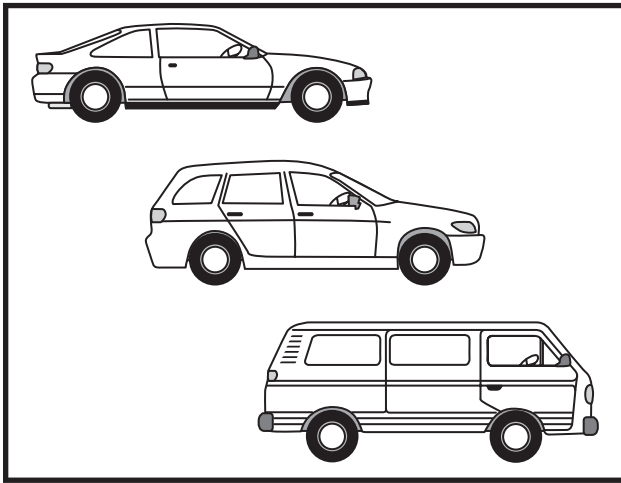
A way to solve the problem is for the girl to call a friend and ask for a ride.



Item 30, continued

Which sentence is about a problem and a way to solve the problem?

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



- A. When you look at cars, there are many different sizes and shapes.



- B. When you cannot find a book at the library, a way to solve the problem is to ask for help.

Be sure the student responds to this item before presenting the second item of this six-part item.

Item 31

This is the second item of a six-part item. Student may not return to the previous item. Be sure the student responds to this item before presenting the third item of this six-part item.

Place Writing Stimuli 1, “Finding a Book” from the Grade 8 ELA Practice Test Reference Materials at the side of the student’s workspace. Use a blank sheet of paper to mask the contents.

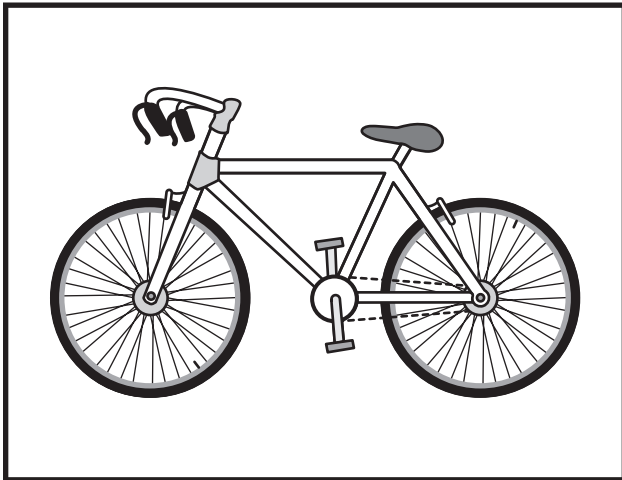
The sentence “When you cannot find a book at the library, a way to solve the problem is to ask for help” is about a problem and a way to solve the problem.

Now, you will write an essay about how asking for help solves the problem of not being able to find a book.

Choose the sentence for the introduction of your essay. Remember, the introduction should tell what the problem is.

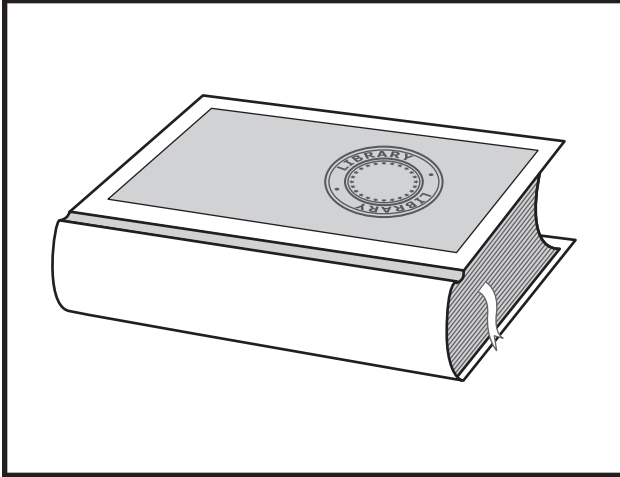
Which sentence tells what the problem is?

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



- A. I will write about how to ride a bicycle.

Item 31, continued



- B. I will write about a way to solve the problem of not finding a book in the library.

Be sure the student responds to this item before presenting the third item of this six-part item.

Item 32

This is the third item of a six-part item. Student may not return to the previous item. Be sure the student responds to this item before presenting the fourth item of this six-part item.

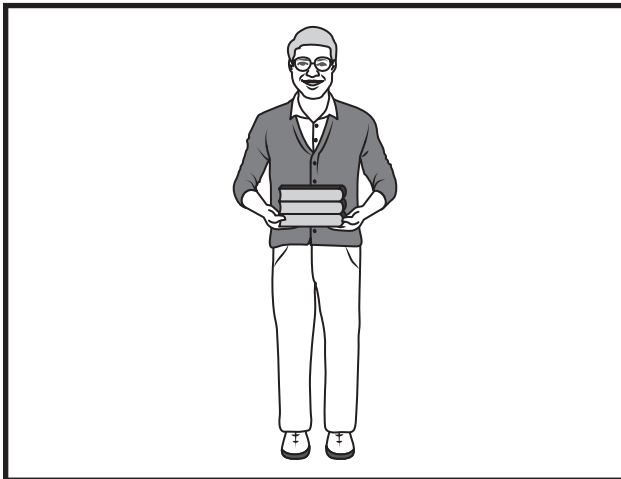
Point to Writing Stimuli 1, “Finding a Book” from the Grade 8 ELA Practice Test Reference Materials. Unmask the first sentence of text and say the following statement:

Your introduction is “I will write about a way to solve the problem of not finding a book in the library.”

A solution to the problem of not finding a book in the library is to ask for help.

Choose a sentence that gives an example about how you can find a book in the library.

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



- A. You can ask the librarian for help.

Item 32, continued



- B. You can read in quiet places in the library.

Be sure the student responds to this item before presenting the fourth item of this six-part item.

Item 33

This is the fourth item of a six-part item. Student may not return to the previous item. Be sure the student responds to this item before presenting the fifth item of this six-part item.

Point to Writing Stimuli 1, “Finding a Book” from the Grade 8 ELA Practice Test Reference Materials. Unmask the second sentence of text and say the following statement:

The sentence “You can ask the librarian for help” gives an example about how you can find a book in the library.

Precise words and details help readers imagine the words in their minds. For example, “The shiny, green truck” has more precise words and details than “The truck.”

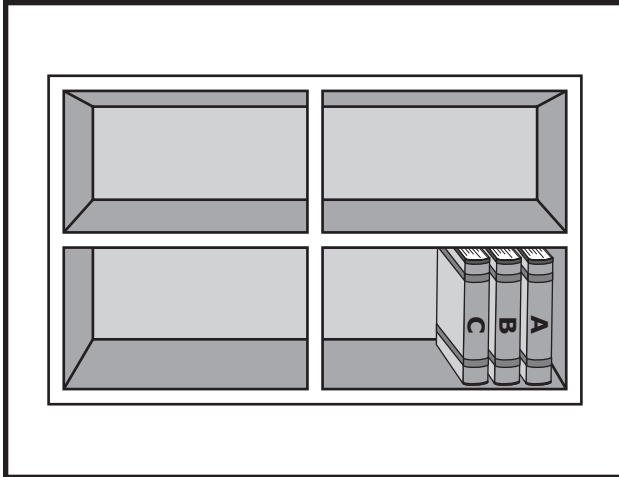
Choose the sentence that uses precise words and details to help readers imagine the words in their minds.

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



- A. You can walk around the library.

Item 33, continued



- B. You can tell the librarian the author's name and the title of the book.

Be sure the student responds to this item before presenting the fifth item of this six-part item.

Item 34

This is the fifth item of a six-part item. Student may not return to the previous item. Be sure the student responds to this item before presenting the sixth item of this six-part item.

Point to Writing Stimuli 1, “Finding a Book” from the Grade 8 ELA Practice Test Reference Materials. Unmask the third sentence of text and say the following statement:

Listen to these two sentences and choose the sentence that uses “if” and “then.”

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

- A. IF you cannot find a library book in the library, THEN try searching for the author’s name on the computer.
- B. Looking for a book in the library IS LIKE searching for it everywhere.

Be sure the student responds to this item before presenting the sixth item of this six-part item.

Item 35

This is the sixth item of a six-part item. Student may not return to the previous item.

Point to Writing Stimuli 1, “Finding a Book” from the Grade 8 ELA Practice Test Reference Materials. Unmask the fourth sentence of text and say the following statement:

The sentence “IF you cannot find a book in the library, THEN try searching for the author’s name on the computer” uses the signal words “if” and “then” to help readers understand the connection between a problem and a way to solve it.

Now, I will read what you have already written. Then you will choose a sentence for the conclusion. Remember, a conclusion tells what the essay was about.

I will write about a way to solve the problem of not finding a book in the library. You can ask the librarian for help. You can tell the librarian the author's name and title of the book. If you cannot find a book in the library, then try searching for the author's name on the computer.

Choose a conclusion to end your essay that tells about the problem of not being able to find a book in the library.

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



- A. In conclusion, books are sold in stores.

Item 35, continued



- B. In conclusion, there are many ways to find a book in the library.

Wait for student response.

Point to Writing Stimuli 1, “Finding a Book” from the Grade 8 ELA Practice Test Reference Materials. Unmask the final sentence of text and say the following statement:

The conclusion that tells about a problem and its solution is “In conclusion, there are many ways to find a book in the library.”

Now, I will read your essay to you.

Point to Writing Stimuli 1, “Finding a Book” from the Grade 8 ELA Practice Test Reference Materials. Unmask all sentences of text and say the following statement:

I will write about a way to solve the problem of not finding a book in the library. You can ask the librarian for help. You can tell the librarian the author's name and title of the book. If you cannot find a book in the library, then try searching for the author's name on the computer. In conclusion, there are many ways to find a book in the library.

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 After-school Activity and turn to page 107 to begin test administration. The stimulus materials can be found in the *Grade 8 ELA Practice Test Reference Materials & Writing Stimuli*.

Grade 8 Stimulus Materials List: After-school Activity

Card 1a: Graphic Organizer Problem/Solution

Card 2a: look on the school website

Card 3a: ask a friend

Card 4a: Hannah loves to listen to silly stories when it's raining.

Card 5a: Capital letters, end punctuation, complete sentences

Cards 6a-7a: Response Template

Item 36

Directions

You are going to write an essay about how to solve the problem of finding an after-school activity, but not knowing what is available.

Present and point to Card 1a.

First, you will plan your essay here.

At this stage of the item administration, the TA will work with the student using the printed stimulus material. 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 6a and 7a.

Move Card 1a out of view of the student. Present and point to Cards 6a and 7a or the computer screen.

Next, you will write your essay here.

Last, you will revise and edit your essay.

Move Cards 6a and 7a out of view of the student.

One example of a problem is when you want to go to the school play, but you lost the paper that tells what time it begins. One way to solve the problem is to call a friend and ask what time the play begins. In your essay, you will write about a different problem and a possible solution.

Selection of Solution

Present Card 1a.

You can use this graphic organizer to plan what you will write. This is the problem you will write about.

Point to the space for “Problem” on Card 1a.

You want to find an after-school activity, but you do not know what is available.

Point to the space for “Solution” on Card 1a.

Write a solution to the problem here.

Item 36, continued

*If the student PROVIDES a relevant solution, the student writes the solution in the space for “Solution” on Card 1a. Go to the **Details** step.*

If the student DOES NOT PROVIDE a solution or provides an irrelevant solution, present the student with Cards 2a and 3a.

Most problems have many possible solutions. Here are some possible solutions to the problem that you want to find an after-school activity, but you do not know what is available.

Present student with Cards 2a and 3a.

You need to pick one of these possible solutions to this problem to write about in your essay.

Point to and read each solution on Cards 2a and 3a.

look on the school website

ask a friend

After reading each solution, say the following statement:

Pick a solution.

Remove the unselected solution. Place the selected solution where the student can refer to it. Write the student’s selected solution in the space for “Solution” on the right side of Card 1a.

NOTE: If the student does not select a solution, select one for which the student can provide details. If you select the solution, say the following statement:

You need a solution to the problem that you want to find an after-school activity, but you do not know what is available. I will add [selected solution] to your graphic organizer.

Write the selected solution in the corresponding space for “Solution” on Card 1a. Remove cards 2a and 3a.

Details

Point to the “Solution” on Card 1a.

The solution is [selected solution]. Now, you can add details about the problem and the solution.

Item 36, continued

Present and point to the sentence on Card 4a.

Listen to this sentence: "Hannah loves to listen to silly stories when it's raining."

The detail "silly" makes it clear what kind of story Hannah loves to listen to. The detail "when it's raining" tells when Hannah loves to listen to silly stories. When you write, remember to use details to make your writing clearer and more interesting.

Remove Card 4a. Point to the "Problem" on Card 1a.

Now you can add details about the problem. Remember, the problem is that you want to find an after-school activity, but you do not know what is available. You only need to list the details about the problem on the graphic organizer.

Point to the space for "Details" on Card 1a.

Write a detail about wanting to find an after-school activity.

After the student writes a detail, point to the space for "Details" and say the following statement:

Write another detail about the problem of wanting to find an after-school activity.

Point to the space for "Solution" on Card 1a.

Now, you can write details about [selected solution].

Point to the space for "Details" in the "Solution" box on Card 1a.

Write a detail about the solution here.

Introduction

Now that you have planned what to write about the problem and the solution in your essay, you can write the introduction.

Present student with Card 5a. Cover the row showing the examples of capital letters. Point to each punctuation mark as you read 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 5a as you read the following statements:

Item 36, continued

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 5a to the side so that the student can refer to it when writing.

Point to the “Problem” on Card 1a.

You can use your notes from the graphic organizer to finish the introduction about the problem of wanting to find an after-school activity, but you do not know what is available.

Present Card 6a or the computer screen.

The introduction is started for you. Finish this sentence.

Point to the sentence starter “This essay is about how to solve the problem” on the top of Card 6a or the computer screen, and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence and the student is to complete the sentence.

This essay is about how to solve the problem _____

After the student writes, say the following statement:

Now, I will read the introduction of your problem and solution essay to you.

Read aloud the student’s Introduction.

Body

Now, you can write the body of your essay.

First you can write about the problem and then you can write about the solution.

Remember, the problem is that you want to find an after-school activity, but you do not know what is available.

Point to the “Details” about the problem on Card 1a.

I will read your notes about the problem to you.

Item 36, continued

Read the “Details” section in the “Problem” box on Card 1a.

The body is started for you. You can use the details in your notes about wanting to find an after-school activity to finish this sentence.

Point to the space after the sentence starter “In particular,” on Card 6a or the computer screen, and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

In particular, _____

After the student writes, say the following statement:

You can use your notes to write another detail about the problem of wanting to find an after-school activity to finish this sentence.

Point to the space after the sentence starter “Also,” on Card 6a or the computer screen, and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

Also, _____

Now, you can write about the solution to the problem.

Point to the notes in the “Solution” and “Details” section on Card 1a.

I will read your notes about the solution to the problem to you.

Read all of the notes in the “Solution” and “Details” section on Card 1a to the student.

This part of the body is started for you. Use the details in your notes about the solution to finish this sentence.

Point to the space after the sentence starter “To solve the problem,” on Card 6a or the computer screen. Read the sentence starter in the Body section using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

To solve the problem, _____

After the student writes, say the following statement:

Now, I will read the body of your essay to you.

Item 36, continued

Read aloud the student's Body.

Conclusion

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

Point to and read the student's Introduction and the Body on Card 6a or the computer screen.

Present Card 7a or the computer screen.

Remember, the conclusion restates how you would solve the problem of wanting to find an after-school activity, but not knowing what is available.

The conclusion is started for you. You can use your notes to finish the conclusion.

Finish this sentence.

Point to the space after the sentence starter "In conclusion, to solve the problem" on Card 7a or the computer screen, and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

In conclusion, to solve the problem _____

Revising

Now, I will read your problem and solution essay. Then, you can revise and make changes to your essay.

Point to and read the student's Introduction, Body, and Conclusion on Cards 6a and 7a or the computer screen.

Introduction

Present Card 1a. Point to the "Problem" column on Card 1a.

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

Point to the student's Introduction on Card 6a or the computer screen.

Start with the introduction of your essay. You can revise the introduction. I will read the introduction of your essay to you.

Item 36, continued

Read the student's Introduction on Card 6a or the computer screen.

Is there anything you want to revise in the introduction about the problem of wanting to find an after-school activity, but do not know what is available?

*If the student INDICATES NO revisions, move to the **Body**.*

If the student INDICATES revisions, ask the student to make the revisions to the Introduction on Card 6a or the computer screen.

Point to the student's Introduction on Card 6a or the computer screen.

Make revisions to the introduction here.

Body

Next, you can make revisions to the body of your essay. I will read the body of your essay to you.

Point to and read the student's Body on Card 6a or the computer screen.

Present and point to the "Problem" column on Card 1a.

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

I will read the first part of the body of your essay to you.

Point to and read the sentence(s) that follow the sentence starter "In particular," of the student's Body on Card 6a or the computer screen.

Is there anything you want to revise about the details to the problem?

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

If the student INDICATES revisions, ask the student to make the revisions to the Body on Card 6a or the computer screen.

Again, point to the student's Body on Card 6a or the computer screen.

Make revisions to the first part of the body of your essay here.

After the student makes the revisions, say the following statement:

I will read the next part of the body of your essay to you.

Item 36, continued

Point to and read the sentence(s) that follow the sentence starter “Also,” of the student’s Body on Card 6a or the computer screen.

Is there anything you want to revise about the details to the problem?

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

If the student INDICATES revisions, ask the student to make the revisions to the Body on Card 6a or the computer screen.

Again, point to the student’s Body on Card 6a or the computer screen.

Make revisions to this part of your essay here.

After the student makes the revisions, say the following statement:

I will read the next part of the body of your essay to you.

Point to and read the sentence(s) that follow the sentence starter “To solve the problem,” of the student’s Body on Card 6a or the computer screen.

Is there anything you want to revise about the solution and details?

*If the student INDICATES NO revisions, move to the **Conclusion**.*

If the student INDICATES revisions, ask the student to make the revisions to the Body on Card 6a or the computer screen.

Again, point to the student’s Body on Card 6a or the computer screen.

Make revisions to this part of the body here.

Conclusion

Next, you can make revisions to the conclusion of your essay. I will read the conclusion of your essay to you.

Read the student’s Conclusion on Card 7a or the computer screen.

Present Card 1a.

You may use your notes as a checklist to be sure you included everything in the conclusion of your essay.

Item 36, continued

Point to the sentence starter “In conclusion, to solve the problem” in the student’s Conclusion on Card 7a or the computer screen.

Is there anything you want to revise about the problem and the solution?

If the student INDICATES NO revisions, move to Editing.

If student INDICATES revisions, ask the student to make the revisions to the Conclusion on Card 7a or the computer screen.

Point to the student’s Conclusion on Card 7a or the computer screen.

Make revisions to the conclusion here.

Editing

Now, you can edit your essay.

Present student with Card 5a. Cover the row showing the examples of capital letters. Point to each punctuation mark as you read the following statement:

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

Point to “Good writers use complete sentences.” 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 Good Writing Card 5a to the side so that the student can refer to it when writing. Present student with Cards 6a and 7a or the computer screen.

Now, you can make edits to your essay.

If the student INDICATES NO edits, move to Read Essay.

If the student INDICATES edits, ask the student to make the edits on Cards 6a and 7a or the computer screen.

Item 36, continued

Read Essay

Point to Cards 6a and 7a or the computer screen. If the student indicates revisions or edits to the final essay as it is read, make the revisions or edits on the final copy. Only read the essay 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 essay to you.

Read the final essay to the student.

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