

LEAP CONNECT

Directions for Practice Test Administration

English Language Arts
High School

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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. *High School 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

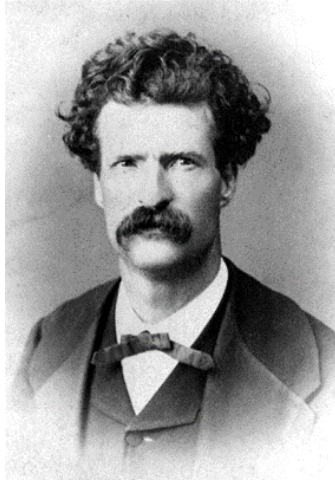
The LEAP Connect practice test items reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with practice test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

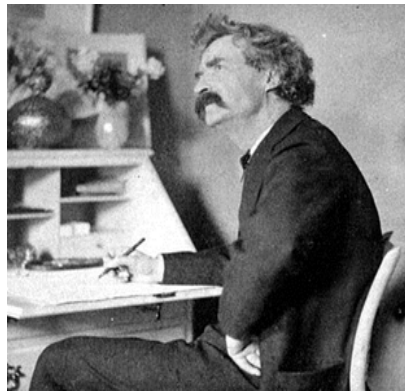
Directions

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.

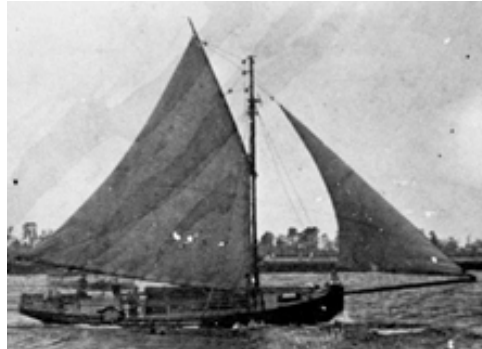


Twain wrote many books. One of his best known books is The Adventures of Tom Sawyer. The books were set in Missouri. This is where Twain lived.

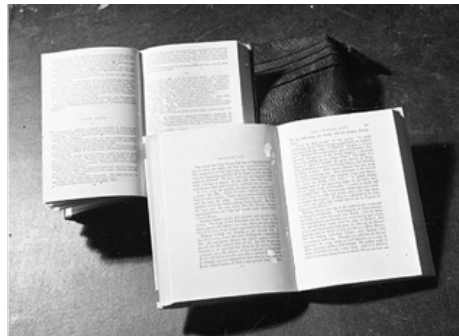


Twain first began by writing articles for his brother's newspaper. He became well-known after he wrote a funny short story.

[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

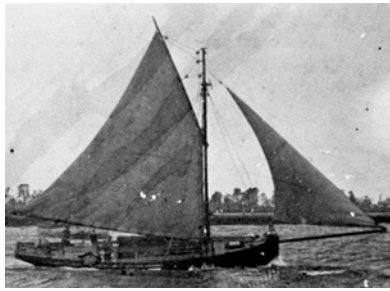
This is the first item of a two-part item.

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.

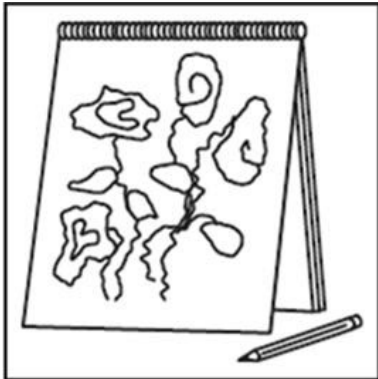
TTS or TA reads question text.

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.

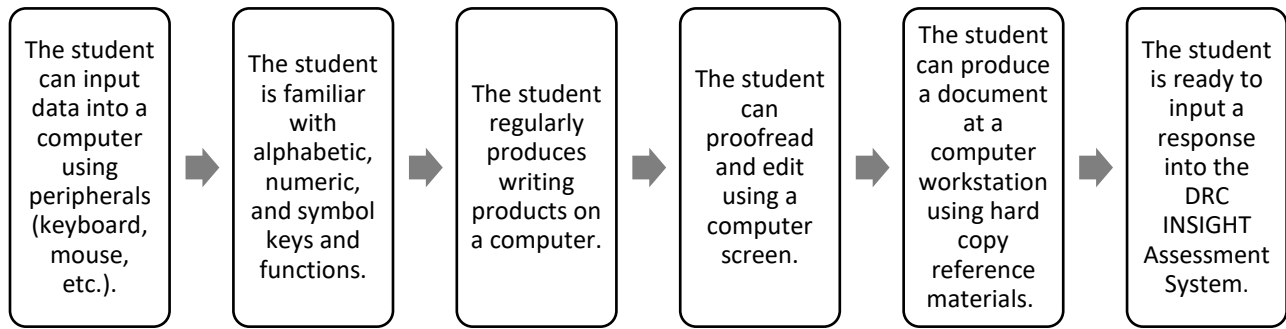
Would you like to read this part again before you answer the question?

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

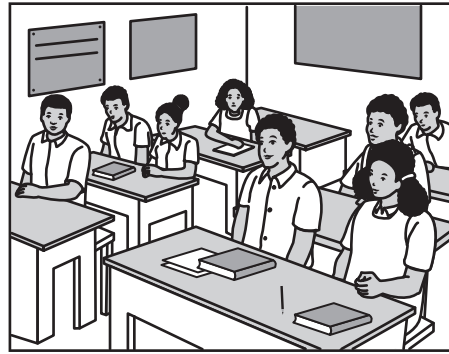
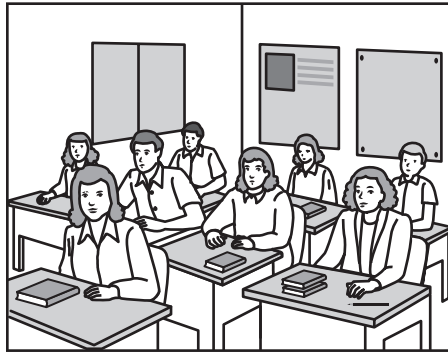
Directions

We are going to read an informational text about Ruby Bridges. After we read, you will be asked some questions about her. Listen for important facts about Ruby Bridges.

Ruby Bridges Goes to School



Ruby Bridges is an important person. She lived in Louisiana when she was little. She was the first black student to integrate an elementary school.



Black students and white students did not always go to school together. This is called segregation. Segregation was banned in 1954.



Ruby was sent to an all-white school. White families did not like black children going to the school. Ruby's parents feared for her safety.

The president sent help. Federal marshals escorted Ruby to school.



Ruby's old school has a statue. The statue shows Ruby as a little girl.



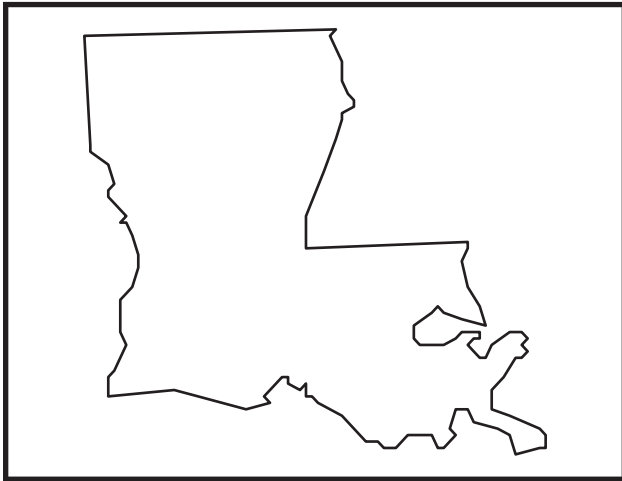
Ruby is an adult now. She speaks to many people. Ruby talks about accepting all people.

Item 1

We read about Ruby Bridges.

Which key detail is about Ruby Bridges?

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



A. She lived in Louisiana.



B. She lived far away from the school.

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

Item 2

We read about Ruby Bridges. We are going to read part of the text again. Then you will be asked a question. Listen for problems with Ruby going to school.



Ruby was sent to an all-white school. White families did not like black children going to the school. Ruby's parents feared for her safety.

The president sent help. Federal marshals escorted Ruby to school.

Item 2, continued

What does the author say is the problem with Ruby going to school?

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



A. Ruby did not want to study after school.



B. White families did not like Ruby going to the all-white school.

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

Item 3

We read about Ruby Bridges. We are going to read part of the text again. Then you will be asked a question. Listen for what you learn about Ruby Bridges.



Ruby was sent to an all-white school. White families did not like black children going to the school. Ruby's parents feared for her safety.

The president sent help. Federal marshals escorted Ruby to school.

Item 3, continued

What did you learn about Ruby Bridges?

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



- A. It was unsafe for Ruby to go to the all-white school.



- B. Ruby and her family decided she would not go to school.

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

Item 4

We read about Ruby Bridges. We are going to read part of the information again. Then you will be asked a question. Listen for how the author describes Ruby Bridges.



Ruby Bridges is an important person. She lived in Louisiana when she was little. She was the first black student to integrate an elementary school.

Item 4, continued

Which of these words describes Ruby?

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

- A. careful
- B. important

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

Item 5

We read about Ruby Bridges. We are going to read part of the information again. Then you will be asked a question. Listen for the central idea.



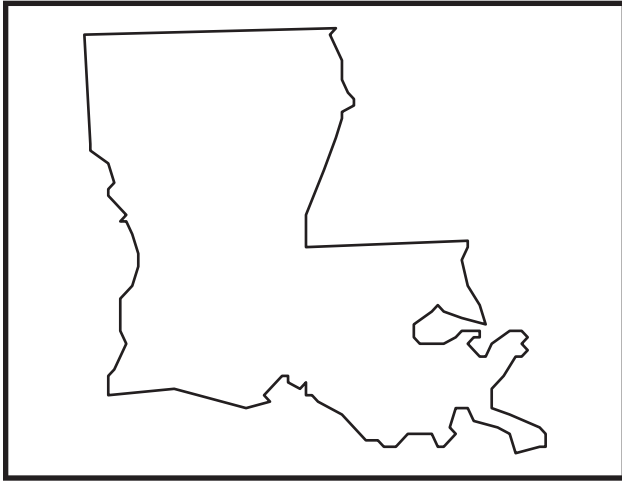
Ruby Bridges is an important person. She lived in Louisiana when she was little. She was the first black student to integrate an elementary school.

Item 5, continued

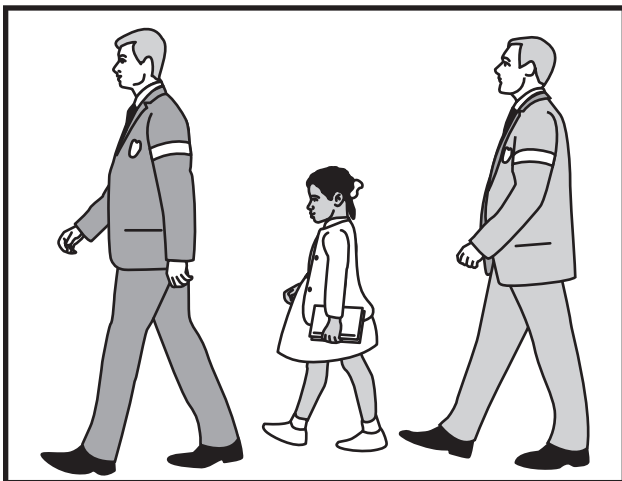
Remember, the central idea is an important idea from the story.

Which sentence tells the central idea?

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



A, She lived in Louisiana when she was little.



B. She was the first black student to integrate an elementary school.

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

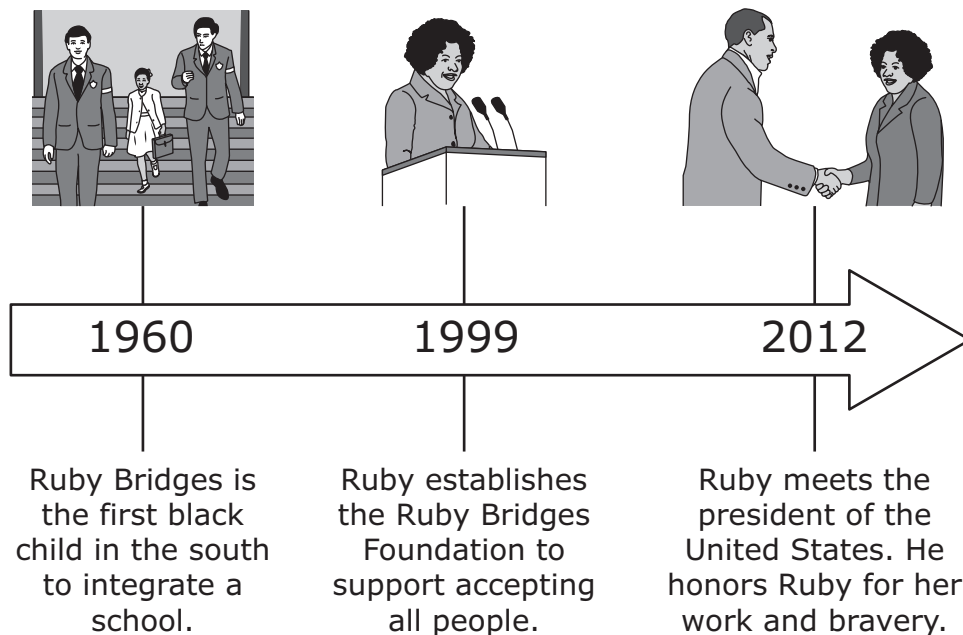
Directions

We are going to read and look at a timeline about Ruby Bridges. After we read, you will be asked a question about a key detail. Listen for an important fact about Ruby Bridges.

Point to the timeline and the dates as the TTS or TA reads the description.

[Graphic description: "This is a timeline titled 'Ruby Bridges: Then and Now.' It begins with the year 1960 on the left, then the year 1999 in the middle, and on the right, the year 2012. In 1960, Ruby Bridges is the first black child in the south to integrate a school. In 1999, Ruby establishes the Ruby Bridges Foundation to support accepting all people. In 2012, Ruby meets the president of the United States. He honors Ruby for her work and bravery."]

Ruby Bridges: Then and Now

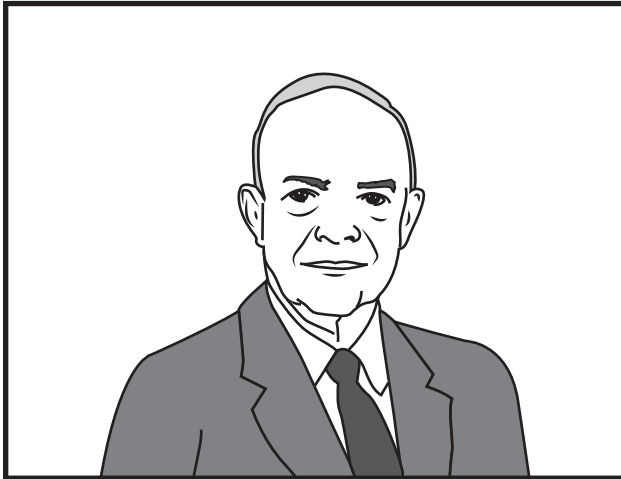


Provide student with Timeline 1, “Ruby Bridges: Then and Now” from the High School ELA Practice Test Reference Materials.

Item 6

Which key detail is about Ruby Bridges?

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



A. 1960: Dwight D. Eisenhower is president of the United States.



B. 1960: Ruby Bridges is the first black child in the South to integrate a school.

Would you like to read and look at the timeline again before you answer the question?

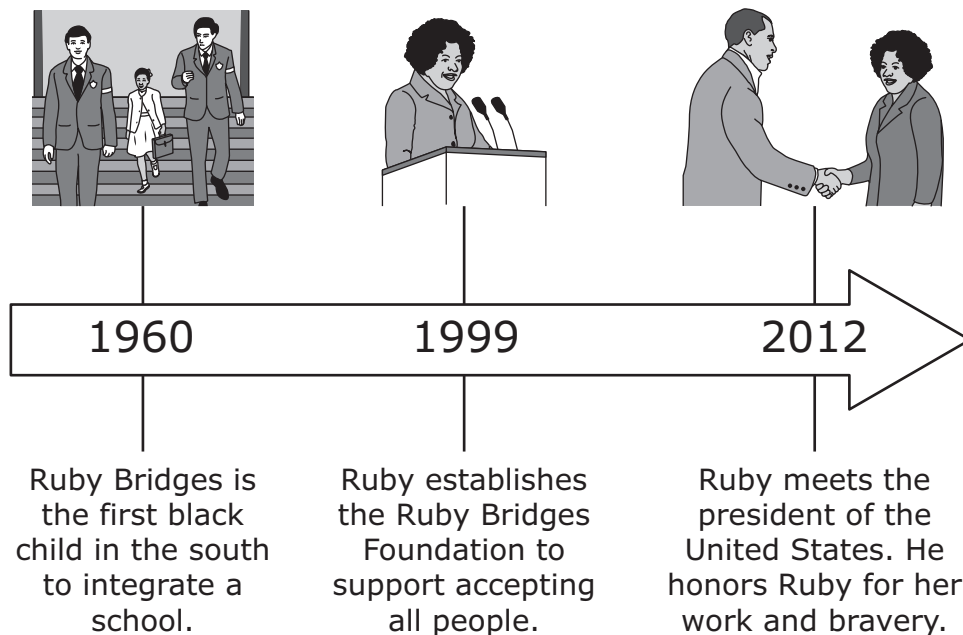
Provide student with Timeline 1, “Ruby Bridges: Then and Now” from the High School ELA Practice Test Reference Materials.

Item 7

We read about Ruby Bridges. We are going to read the text and look at the timeline again. Then you will be asked a question. Listen for the facts in the timeline.

[Graphic description: “This is a timeline titled, ‘Ruby Bridges: Then and Now.’ It begins with the year 1960 on the left, then the year 1999 in the middle, and on the right, the year 2012. In 1960, Ruby Bridges is the first black child in the south to integrate a school. In 1999, Ruby establishes the Ruby Bridges Foundation to support accepting all people. In 2012, Ruby meets the president of the United States. He honors Ruby for her work and bravery.”]

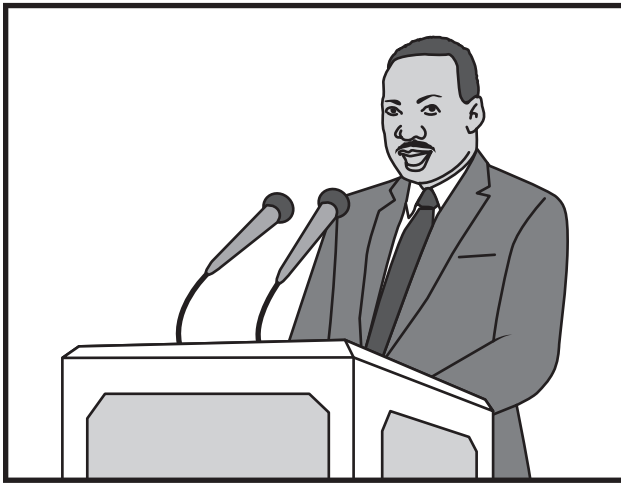
Ruby Bridges: Then and Now



Item 7, continued

Which of these facts is in the timeline?

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



- A. 1960: Dr. Martin Luther King begins giving speeches.



- B. 1999: Ruby establishes the Ruby Bridges Foundation to support accepting all people.

Would you like to read and look at the timeline again before you answer the question?

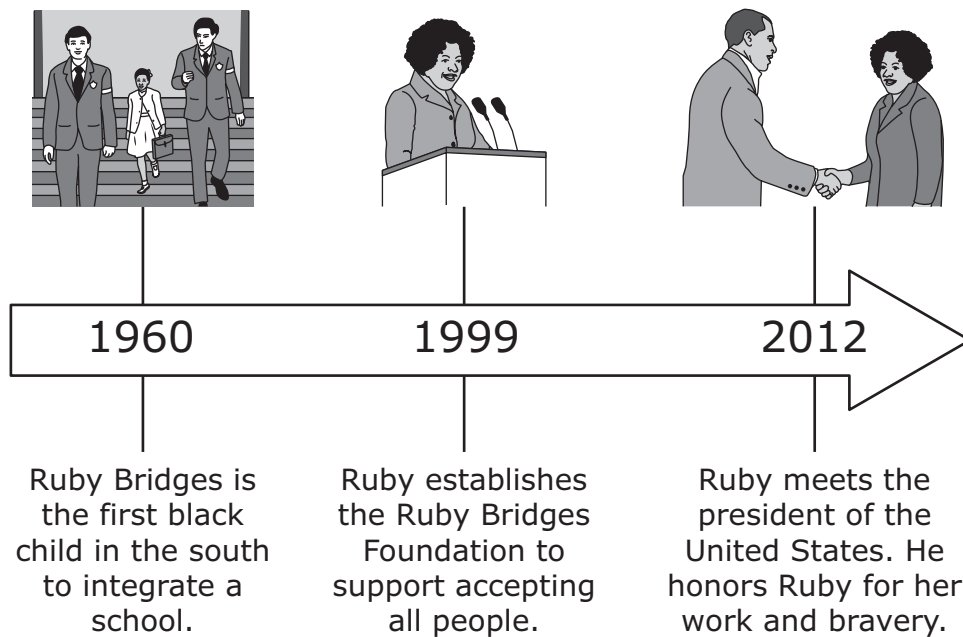
Provide student with Timeline 1, “Ruby Bridges: Then and Now” from the High School ELA Practice Test Reference Materials.

Item 8

We read about Ruby Bridges. We are going to read the text and look at the timeline again. Then you will be asked a question. Listen for what the author tells about Ruby Bridges.

[Graphic description: “This is a timeline titled, ‘Ruby Bridges: Then and Now.’ It begins with the year 1960 on the left, then the year 1999 in the middle, and on the right, the year 2012. In 1960, Ruby Bridges is the first black child in the south to integrate a school. In 1999, Ruby establishes the Ruby Bridges Foundation to support accepting all people. In 2012, Ruby meets the president of the United States. He honors Ruby for her work and bravery.”]

Ruby Bridges: Then and Now



Item 8, continued

What does the author tell about Ruby Bridges?

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



A. Ruby Bridges has helped our country.



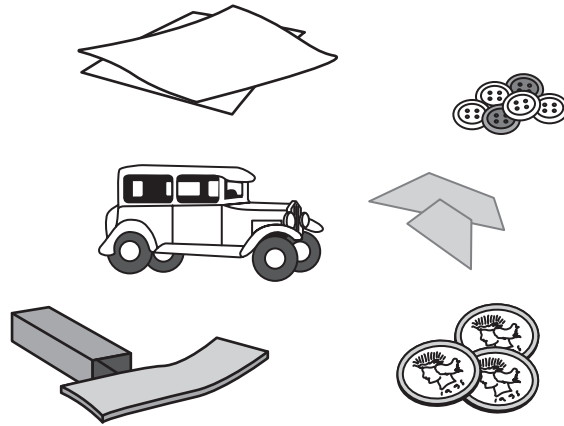
B. Ruby Bridges is looking for a job.

Would you like to read and look at the timeline again before you answer the question?

Directions

We are going to read about a boy named Noah. He enters his artwork into a contest. After we read, you will be asked questions about details that support a summary of the story. Listen for what happens in the story.

Noah's Found Art



Noah loves unusual art. He likes to create art with unused materials that he finds around the house. He uses things like paper, buttons, and coins. Noah also uses antique toys, **scraps of metal** such as left-over screws and unused key rings, and broken glass.

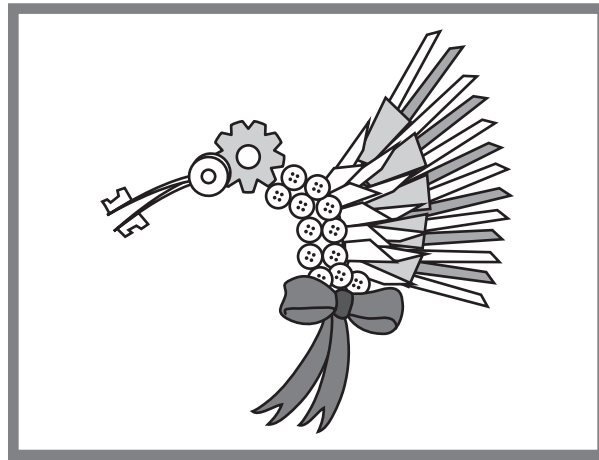


One day, Noah's art teacher tells him about the school's art contest. It is for "found art." "Found art" is art that is made from different types of materials. Noah is excited. The art that he creates is "found art" because it is made of lots of different materials he finds.

Noah decides to enter the contest. He thinks he better get started looking for materials to create his entry.



Noah looks around his home for unusual materials. He finds a broken bicycle chain and a tattered shirt. He also finds several spare keys. Noah begins using these materials to create his entry for the art contest.



Noah spends two weeks creating his art. He uses glue, thread, and ribbon to hold the materials together. He uses paint and glitter to add extra color to his artwork.



When the time comes, Noah gives his art to his teacher for the contest. The teacher tells Noah that his art is very unusual. She likes the things he found to make his art. She is excited to see it in combination with other students' entries for the contest. Noah is pleased with his teacher's response.



Many students enter their artwork into the contest. Three of the teachers from school are the judges for the contest. The teachers look at everyone's art and ask questions. They give each piece of art a score.

After all of the art is scored, Noah learns that his artwork did not win. This makes him very sad. All of the students take their art home. Noah chooses not to take his art home because it did not win.



One day, Noah gets a telephone call from his art teacher. The teacher tells him that she has a friend who owns an art gallery. The teacher's friend saw Noah's art and wants to show it in her gallery. Noah is really excited by this news. Noah did not win, but he is happy someone saw his art and liked it!

Item 9

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

We read about Noah. We are going to read a summary of the story. Then you will choose details that support the summary.

Noah is an artist. He makes “found art” with materials he finds around his home. His teacher tells him about an art contest. He enters the contest. Noah does not win the contest. But, an art gallery owner sees his art and likes it. Now Noah is happy.

Remember, a summary tells you what happens in the story. Let’s look at and read the first part of the summary.

Point to the sentence, “Noah is an artist.”

“Noah is an artist.”

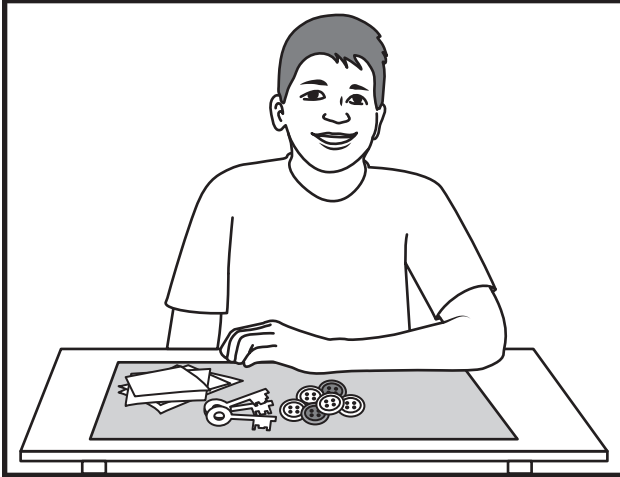
Which detail shows that Noah is an artist?

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



A. Noah has an art teacher.

Item 9, continued



B. Noah spends time making unusual art.



C. Noah has lots of old materials around his house.

Would you like to read the story 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 10

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

Let's look at and read another part of the summary.

Point to the sentence, "He makes 'found art' with materials he finds around his home."

"He makes 'found art' with materials he finds around his home."

Which detail shows that Noah makes art with materials he finds around his home?

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



A. He uses antique toys, scraps of metal, and broken glass.



B. His teacher tells him about the school's contest.

Item 10, continued

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	X ¹⁶	X ¹⁷	X ¹⁸	X ¹⁹	X ²⁰	21
22	X ²³	X ²⁴	X ²⁵	X ²⁶	X ²⁷	28
29	30					

C. He spends two weeks creating his art.

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

Item 11

We read about Noah. We are going to read part of the story again. Then you will be asked a question. Listen for what the author has Noah's teacher do.



One day, Noah's art teacher tells him about the school's art contest. It is for "found art." "Found art" is art that is made from different types of materials. Noah is excited. The art that he creates is "found art" because it is made of lots of different materials he finds.

Noah decides to enter the contest. He thinks he better get started looking for materials to create his entry.

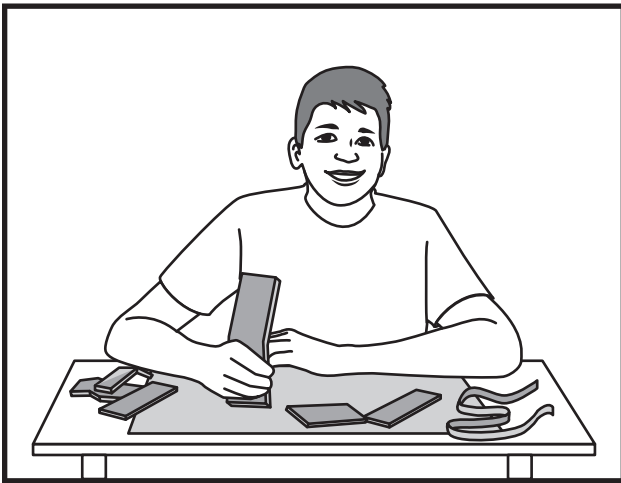
Item 11, continued

Why does the author have Noah's art teacher tell him about the contest?

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

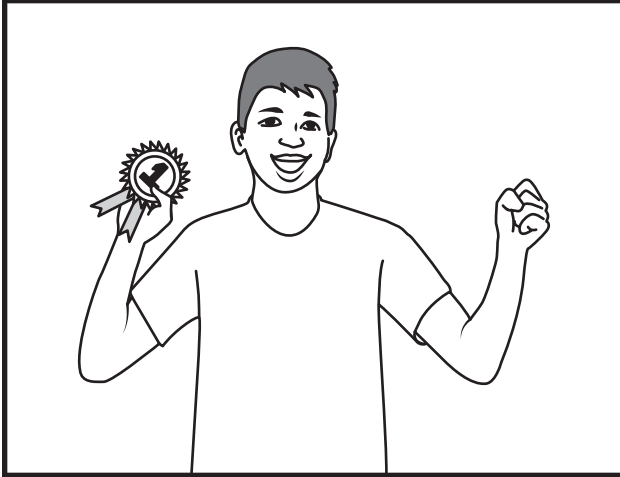


A. to show he is her favorite student



B. to show she knows his interest in found art

Item 11, continued

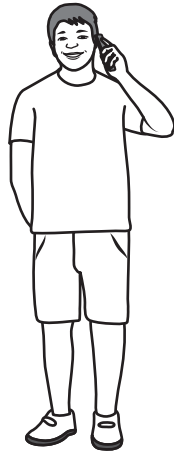


C. to show she believes in competition

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

Item 12

We read about Noah. We are going to read part of the story again. Then you will be asked a question. Listen for what the author has Noah's teacher do.

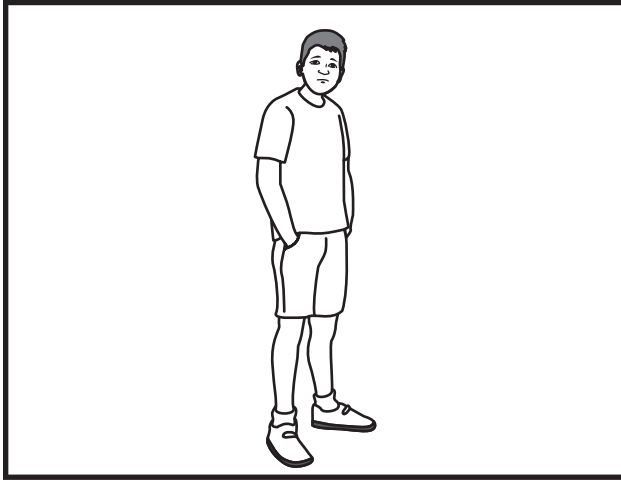


One day, Noah gets a telephone call from his art teacher. The teacher tells him that she has a friend who owns an art gallery. The teacher's friend saw Noah's art and wants to show it in her gallery. Noah is really excited by this news. Noah did not win, but he is happy someone saw his art and liked it!

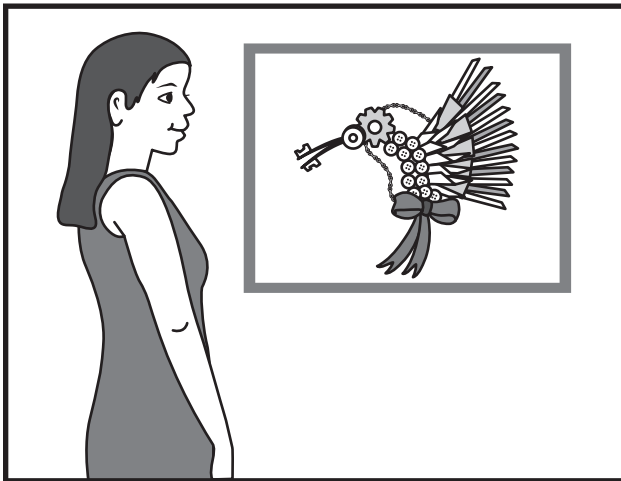
Item 12, continued

Why does the author have Noah's art teacher call him?

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



A. to show why Noah did not win the contest



B. to show that others appreciated Noah's artwork

Item 12, continued

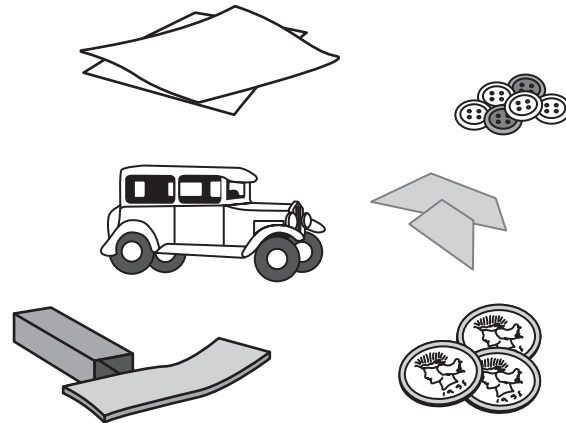


C. to show that Noah should not enter art contests

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

Item 13

We read about Noah. We are going to read part of the story again. Listen for clues that tell you what the phrase **scraps of metal** means.



Noah loves unusual art. He likes to create art with unused materials that he finds around the house. He uses things like paper, buttons, and coins. Noah also uses antique toys, **scraps of metal** such as left-over screws and unused key rings, and broken glass.

Item 13, continued

Point to the bolded phrase.

What does the phrase **scraps of metal** mean in this sentence?

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

- A. heavy objects
- B. shiny things
- C. extra pieces

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

Directions

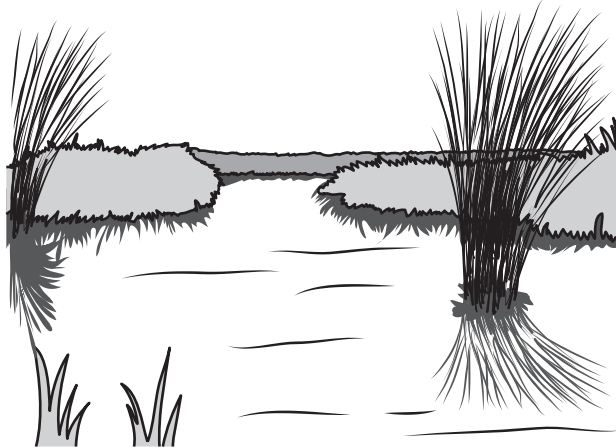
We are going to read an informational text about the wetlands in Louisiana. After we read, you will be asked questions about the central idea and details within the text.

Louisiana's Wetlands: Marshes and Swamps



Louisiana is a state that is famous for its wetlands. It has more than three million acres of wetlands! A wetland is an area of land that is covered or filled by water. You can find wetlands along rivers, streams, lakes, ponds, or coastal areas.

Two types of wetlands in Louisiana are marshes and swamps. People from all over come to Louisiana to see the wetlands. They fish and take pictures in these wetlands. In addition to being an interesting place to visit, the marshes and the swamps have important functions.



Marshes

Marshes can be found along shorelines of rivers, beaches, ponds, and lakes. This type of wetland is usually covered by shallow water. There are no forests or trees in the marsh. Instead, there are soft green plants like grasses and reeds.

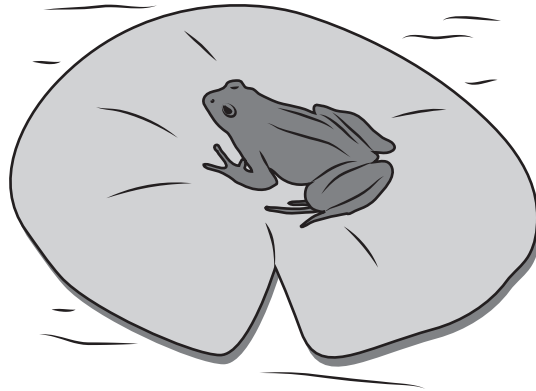
Twice every day, the water in some marshes rises and falls. When the water rises, this is called “high tide.” When the water falls, this is called “low tide.” High tide and low tide happen twice every day. The marsh has an important function to do during the tides. At high tide it collects particles and pollutants from the water. This makes the water cleaner when it falls at low tide.

[For students with visual impairment, read “This is a picture of cattails. Cattails are plants.”]



Some people call marshes a very productive type of wetland. A lot happens in a marsh. Marshes have lots of plant life. Plants like cattails and water lilies serve as habitats for the fish and reptiles that live there. The plants also use the sunlight and water in the marsh to create living matter for the creatures to eat.

[For students with visual impairment, read “This is a picture of a frog on a lily pad. A lily pad is a plant.”]



Many animals live in the marsh. Fish often use the marsh as a place to lay their eggs. The baby fish hatch and grow here. Some small fish like minnows live in the marsh their whole lives. Additionally, reptiles and amphibians use the marsh for survival. They feed on some of the smaller creatures and use the plants for cover and shade.

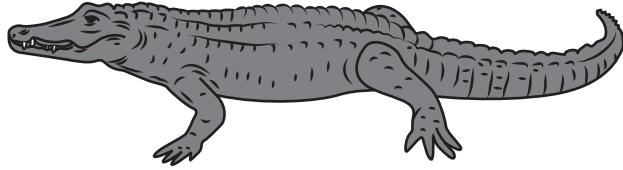


Swamps

Louisiana is best known for its swamps. A swamp is a wetland that can be found along rivers, bayous, and other coastal areas. Unlike the marsh, the swamp is always filled with water.

Many of the swamps have hardwood trees and cypress trees. These trees grow out of the ground that is beneath the water. This is called having **wet feet** because their roots are always submerged underwater. These trees and the water around them serve an important function. They provide habitat and protection for the animals that live there.

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



There are many types of animals that live in a swamp. Some of the animals include hawks, owls, rabbits, raccoons, snakes, and turtles. There are lots of fish that live in a swamp, too. The most famous animal that lives in a swamp is the American alligator. Louisiana has one of the largest populations of alligators in the United States. There are about two million alligators that live in the swamps of Louisiana.

Item 14

A central idea of this text is that Louisiana is a state that is famous for its wetlands.

Which key detail supports the central idea that "Louisiana is a state that is famous for its wetlands"?

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

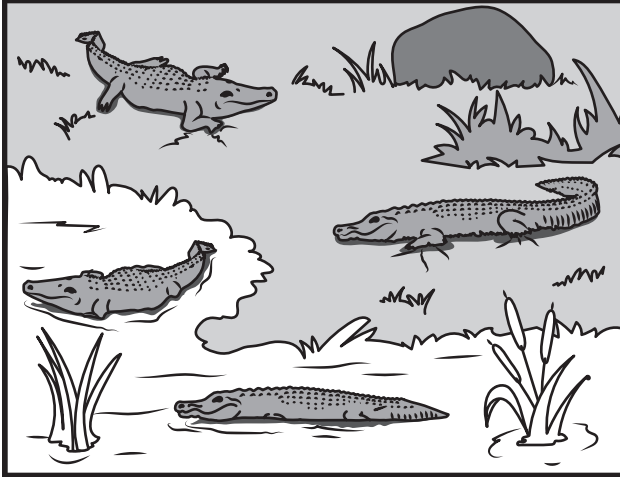


- A. "Two types of wetlands in Louisiana are marshes and swamps."



- B. "People from all over come to Louisiana to see the wetlands."

Item 14, continued



C. “There are about two million alligators that live in the swamps of Louisiana.”

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

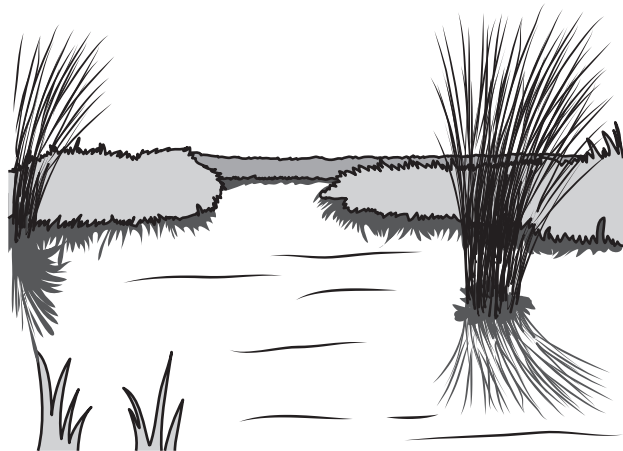
Item 15

Louisiana's Wetlands: Marshes and Swamps



Louisiana is a state that is famous for its wetlands. It has more than three million acres of wetlands! A wetland is an area of land that is covered or filled by water. You can find wetlands along rivers, streams, lakes, ponds, or coastal areas.

Two types of wetlands in Louisiana are marshes and swamps. People from all over come to Louisiana to see the wetlands. They fish and take pictures in these wetlands. In addition to being an interesting place to visit, the marshes and the swamps have important functions.



Marshes

Marshes can be found along shorelines of rivers, beaches, ponds, and lakes. This type of wetland is usually covered by shallow water. There are no forests or trees in the marsh. Instead, there are soft green plants like grasses and reeds.

Item 15, continued

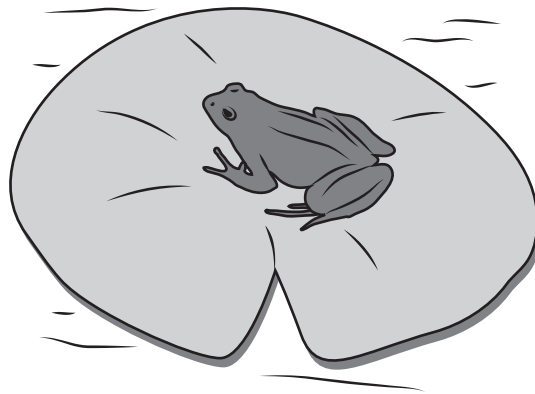
Twice every day, the water in some marshes rises and falls. When the water rises, this is called “high tide.” When the water falls, this is called “low tide.” High tide and low tide happen twice every day. The marsh has an important function to do during the tides. At high tide it collects particles and pollutants from the water. This makes the water cleaner when it falls at low tide.

[For students with visual impairment, read “This is a picture of cattails. Cattails are plants.”]



Some people call marshes a very productive type of wetland. A lot happens in a marsh. Marshes have lots of plant life. Plants like cattails and water lilies serve as habitats for the fish and reptiles that live there. The plants also use the sunlight and water in the marsh to create living matter for the creatures to eat.

[For students with visual impairment, read “This is a picture of a frog on a lily pad. A lily pad is a plant”]



Many animals live in the marsh. Fish often use the marsh as a place to lay their eggs. The baby fish hatch and grow here. Some small fish like minnows live in the marsh their whole lives. Additionally, reptiles and amphibians use the marsh for survival. They feed on some of the smaller creatures and use the plants for cover and shade.

Item 15, continued

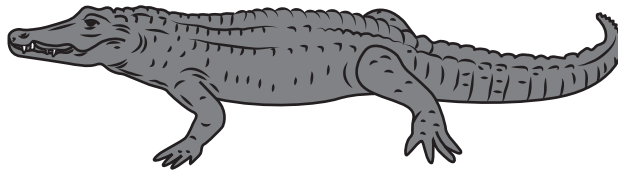


Swamps

Louisiana is best known for its swamps. A swamp is a wetland that can be found along rivers, bayous, and other coastal areas. Unlike the marsh, the swamp is always filled with water.

Many of the swamps have hardwood trees and cypress trees. These trees grow out of the ground that is beneath the water. This is called having **wet feet** because their roots are always submerged underwater. These trees and the water around them serve an important function. They provide habitat and protection for the animals that live there.

[For students with visual impairment, read “This is a picture of an alligator in a swamp.”]



There are many types of animals that live in the swamp. Some of the animals include hawks, owls, rabbits, raccoons, snakes, and turtles. There are lots of fish that live in the swamp, too. The most famous animal that lives in the swamp is the American alligator. Louisiana has one of the largest populations of alligators in the United States. There are about two million alligators that live in the swamps of Louisiana.

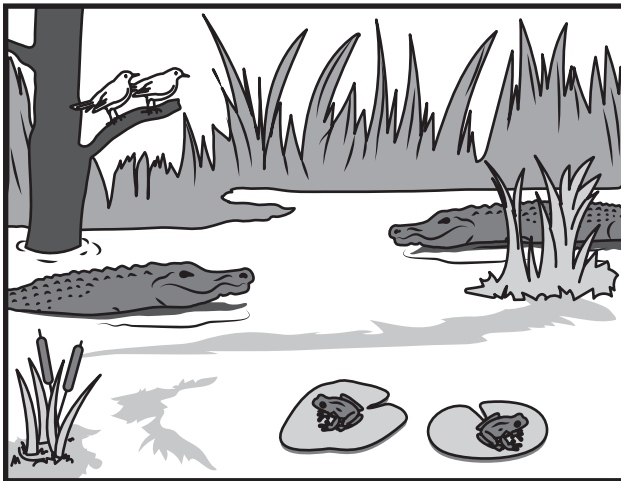
Item 15, continued

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

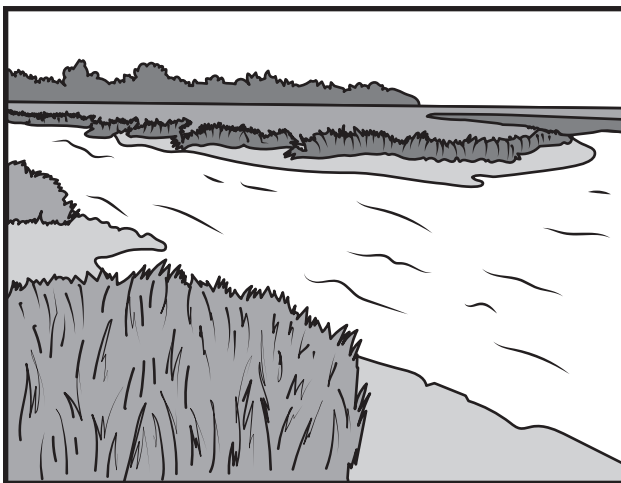
From reading the text, you can conclude that swamps and marshes provide good homes for Louisiana wildlife.

Which detail supports the conclusion that swamps and marshes provide good homes for Louisiana wildlife?

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



A. The swamps and marshes are filled with many plants and animals.



B. The swamps and marshes can be found near rivers.

Item 15, continued



C. The swamps and marshes are mostly found in southern Louisiana.

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

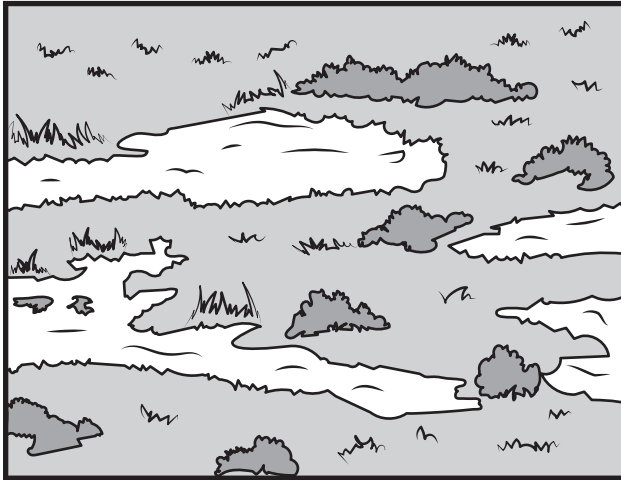
This is the first item of a two-part item. Student may not return to this item after responding to this item.

Item 16

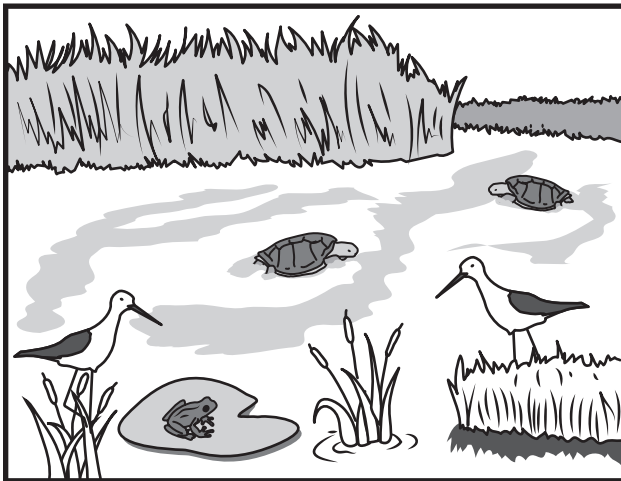
This is the second item of a two-part item. Student may not return to the previous item.

What is another detail that supports the conclusion that swamps and marshes provide good homes for Louisiana wildlife?

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

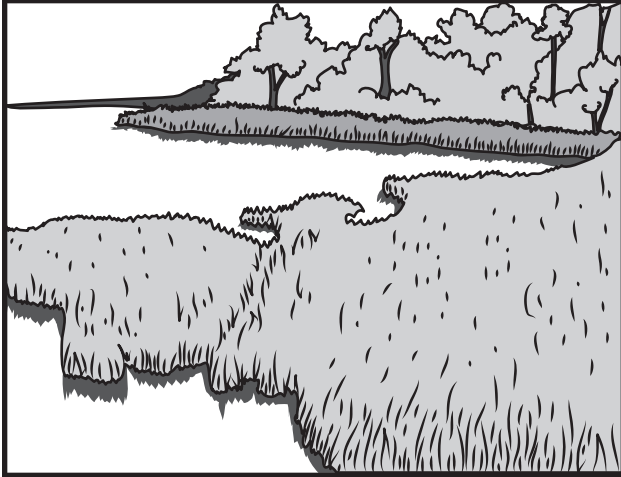


A. Swamps and marshes have less water at low tide.



B. Swamps and marshes provide animals protection.

Item 16, continued



C. Swamps and marshes can be found along shorelines.

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

Item 17

We read about wetlands in Louisiana. We are going to read part of the text again. After we read, you will be asked a question about a detail that supports a central idea.

[For students with visual impairment, read “This is a picture of cattails. Cattails are plants.”]



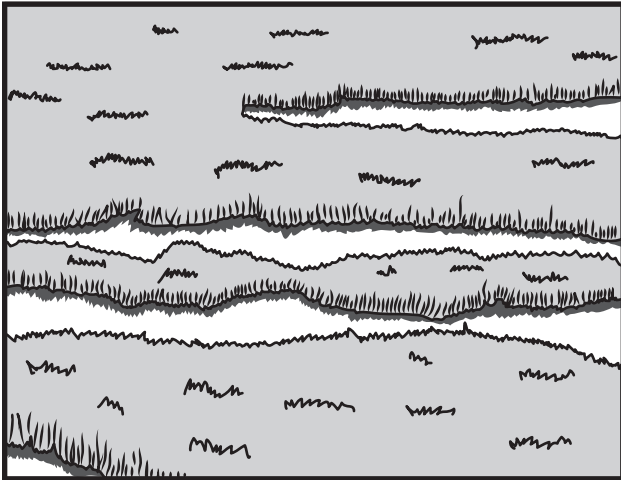
Some people call marshes a very productive type of wetland. A lot happens in a marsh. Marshes have lots of plant life. Plants like cattails and water lilies serve as habitats for the fish and reptiles that live there. The plants also use the sunlight and water in the marsh to create living matter for the creatures to eat.

Item 17, continued

A central idea of this text is some people call marshes the most productive type of wetland.

Which key detail supports the central idea that marshes are the "most productive type of wetland"?

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

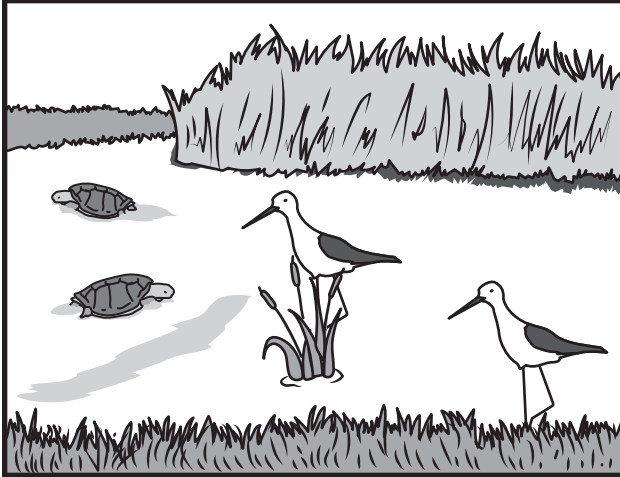


A. The water in the marsh rises and falls twice every day.



B. Marshes are usually covered by shallow water.

Item 17, continued



C. Many plants and animals can survive in a marsh environment.

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

Item 18

We read about wetlands in Louisiana. We are going to read part of the text again. After we read, you will be asked a question about the author's point of view.

Louisiana is a state that is famous for its wetlands. It has more than three million acres of wetlands! A wetland is an area of land that is covered or filled by water. You can find wetlands along rivers, streams, lakes, ponds, or coastal areas.

Two types of wetlands in Louisiana are marshes and swamps. People from all over come to Louisiana to see the wetlands. They fish and take pictures in these wetlands. In addition to being an interesting place to visit, the marshes and the swamps have important functions.

Item 18, continued

What is the author's point of view about the wetlands?

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

- A. The wetlands are beneficial to Louisiana.
- B. The water in the wetlands is dirty.
- C. The animals enjoy living in the wetlands.

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

Item 19

We read about wetlands in Louisiana. We are going to read part of the text again. Listen for clues that tell you what the phrase **wet feet** means.

Swamps

Many of the swamps have hardwood trees and cypress trees. These trees grow out of the ground that is beneath the water. This is called having **wet feet** because their roots are always submerged underwater. These trees and the water around them serve an important function. They provide habitat and protection for the animals that live there.

Item 19, continued

Point to the bolded phrase.

What does the phrase **wet feet** mean in this sentence?

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

- A. swimming without shoes
- B. trying something new
- C. growing in water

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 girl who goes to see the Mardi Gras Indians with her grandfather. The Mardi Gras Indians are special because they are unique to Louisiana. After we read, you will be asked questions about the story. Listen for what happens in the story.

Mardi Gras Indians



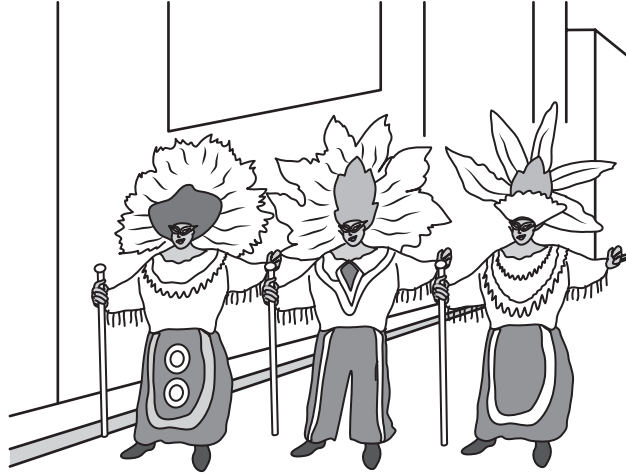
My Grandpa and I went to see the Mardi Gras Indians. I was excited. I did not know that Mardi Gras had Indians.



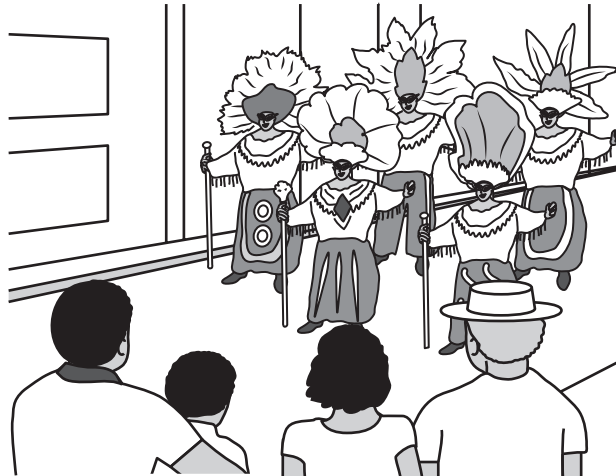
“Yes,” Grandpa said. “There are lots of Mardi Gras Indian tribes.”

“What do they do?” I asked.

“You will see,” he said.



He was right. I saw a parade of Mardi Gras Indians. They were dressed in colorful costumes. There were green, purple, and red feathers everywhere!



I watched the tribe chiefs dance and sing. Many of the costumes had beads. A chief with a green costume won a contest. Everyone cheered for all of the chiefs.



Grandpa and I clapped for the Indians. I was glad to see the Mardi Gras Indians!

Item 20

What happens in this story?

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



A. The girl and her grandpa go to see the Mardi Gras Indians.

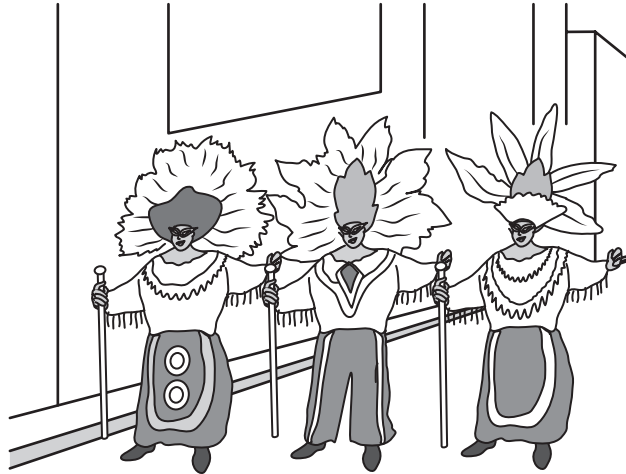


B. The girl and her grandpa go to a new store.

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

Item 21

We read about a girl and her grandpa. We are going to read part of the story again. Then you will be asked a question. Listen for an event in the story.



He was right. I saw a parade of Mardi Gras Indians. They were dressed in colorful costumes. There were green, purple, and red feathers everywhere!

Item 21, continued

What sentence shows an event in the story?

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



A. "They were dressed in large and colorful costumes."

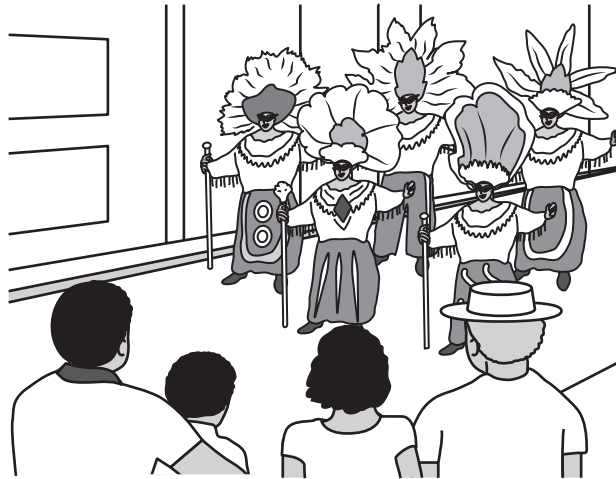


B. "I saw a parade of Mardi Gras Indians."

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

Item 22

We read about a girl who goes to see the Mardi Gras Indians with her grandfather. We are going to read part of the story again. Then you will be asked a question. Listen for the action in the story.

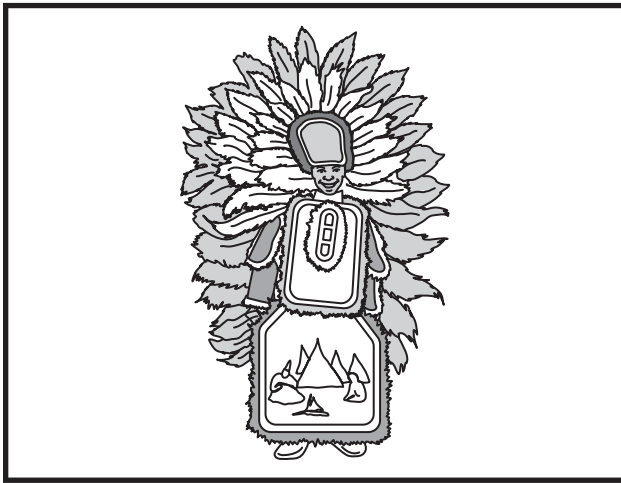


I watched the tribe chiefs dance and sing. Many of the costumes had beads. A chief with a green costume won a contest. Everyone cheered for all of the chiefs.

Item 22, continued

What sentence shows an action in the story?

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



A. “Many of the costumes had beads.”



B. “Everyone cheered for all of the chiefs.”

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

Item 23

We read about a girl and her grandpa. We are going to read part of the story again. Then you will be asked a question. Listen for what the author tells about Mardi Gras Indians.



“There are lots of Mardi Gras Indian tribes,” Grandpa said.

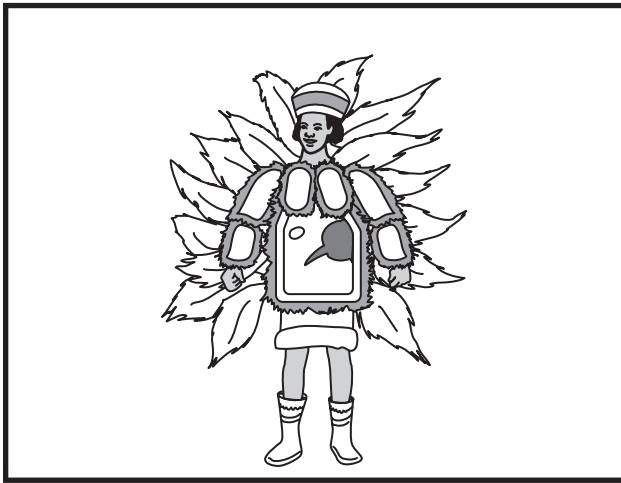
“What do they do?” I asked.

“You will see,” he said.

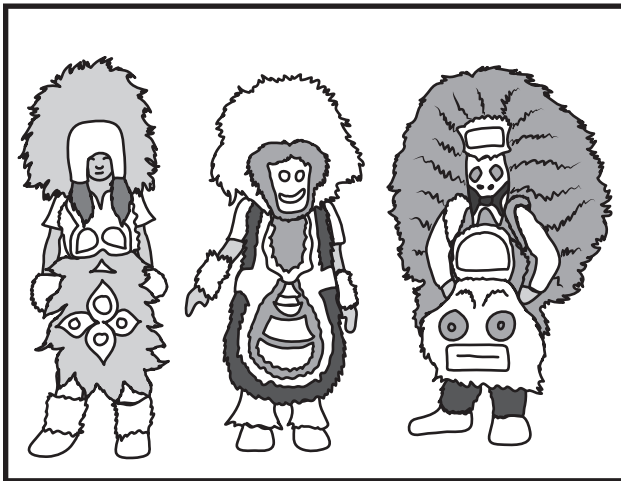
Item 23, continued

What does the author tell about Mardi Gras Indians?

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



A. The girl wants to be a Mardi Gras Indian.



B. There are many Mardi Gras Indian tribes.

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.

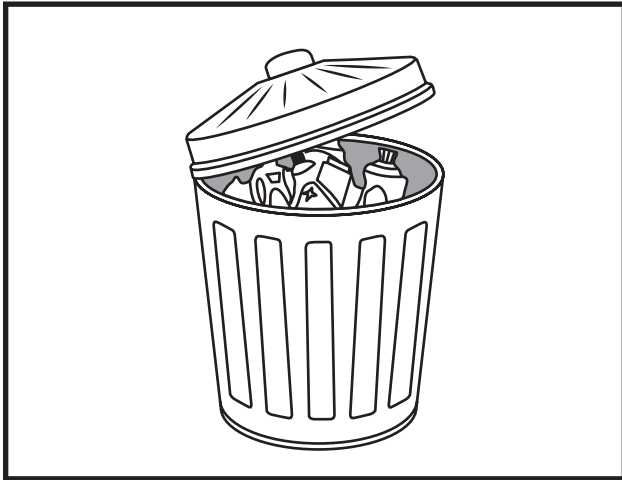
Session 3

Item 24

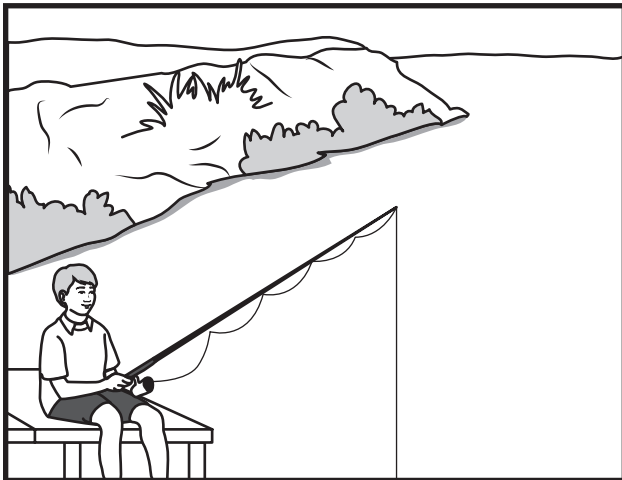
You are writing a paragraph about taking care of the environment.

Which sentence belongs in your paragraph?

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



A. Litter belongs in trash cans.



B. People like to fish in lakes.

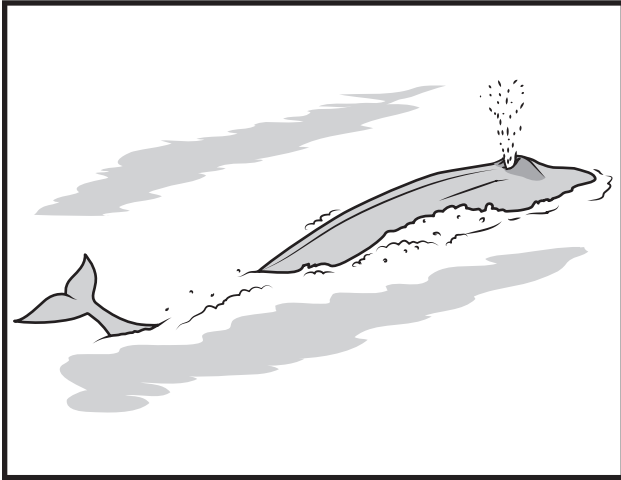
Would you like to read this again before you answer the question?

Item 25

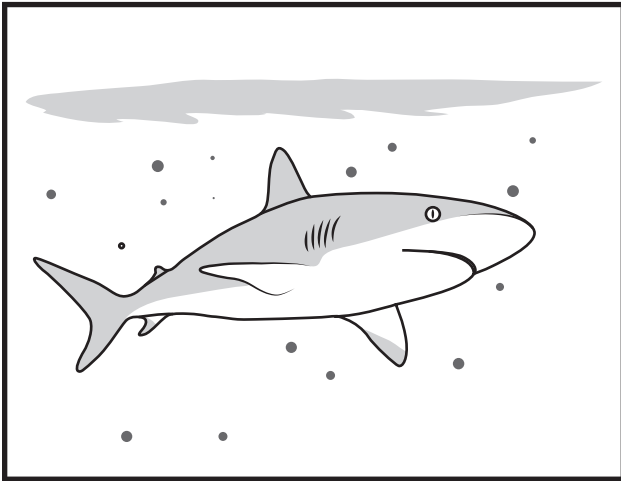
You are gathering information for an essay that compares sharks and whales. You will need to include facts about the similarities between sharks and whales.

Which of these is a fact you would include in an essay about the **similarities** between sharks and whales?

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

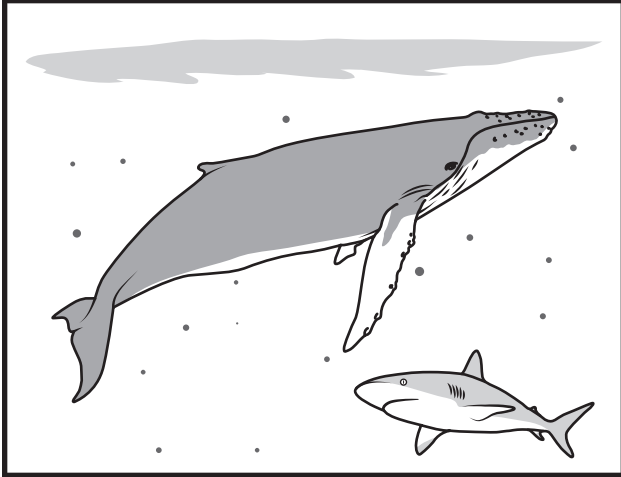


A. Only whales come to the surface of the ocean to breathe.



B. A shark cannot adjust its body temperature, but a whale can.

Item 25, continued



C. Sharks and whales both live in the ocean.

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

Item 26

Remember, writers organize their writing to support their topics.

You are writing an essay that gives information about why earthquakes happen and what happens during earthquakes.

How would you organize the information to write your essay?

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

- A. First describe the similarities and then describe the differences.
- B. First describe the cause and then describe the effect.
- C. First describe the topic and then give examples.

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

Item 27

You are creating an article for the school newspaper that describes the fun events at this year's prom.

Which of the following is a quote you would include in an article about the fun events at the prom?

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

- A. "Students enjoyed dancing at the prom to the most popular songs."
- B. "The prom started at 8:00 P.M. and ended at 11:00 P.M."
- C. "Many teachers and parents served as chaperones at the prom."

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

Item 28

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

Place Writing Stimuli 1, “Community Service Projects” from the High School ELA Practice Test Reference Materials at the side of the student’s work space. Use a blank sheet of paper to mask the contents.

You are going to write an essay about why high school students should participate in community service projects. A community service project is when someone does something to help others and to benefit their community. Let’s read the introduction. Listen for what the author is trying to make you believe about students participating in community service projects.

Unmask the following sentences and say the following statement.

High school students should participate in community service projects. Community service projects give students the opportunity to improve their community. Also, students will learn new skills when they participate in a service project.

Remember, a claim is what the author wants you to believe.

In the introduction, what claim is the author making about community service projects?

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

- A. High school students should participate in community service projects.
- B. High school students should have part-time jobs.

Item 29

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.

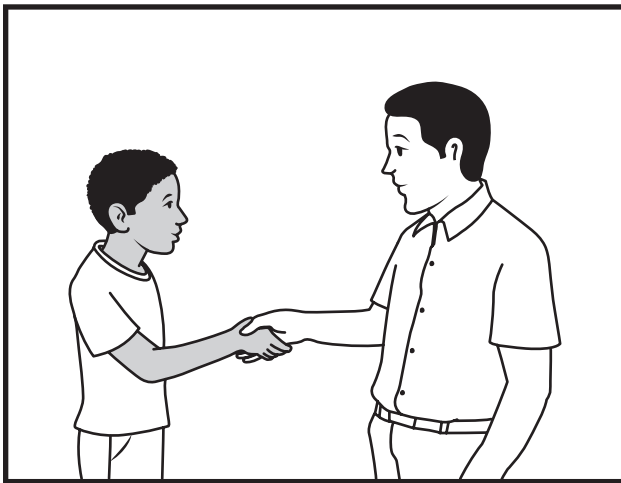
Point to Writing Stimuli 1, “Community Service Projects” from the High School ELA Practice Test Reference Materials. Point to the following sentence and say the following statement.

The claim the author is making is “High school students should participate in community service projects.” Now you are going to write the rest of your essay.

A reason is used to convince someone to believe a claim.

Which reason will convince someone why high school students should participate in community service projects?

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



- A. Participating in community service projects allows high school students to help people who need it.

Item 29, continued



- B. Participating in community service projects helps students relax.

Item 30

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, “Community Service Projects” from the High School ELA Practice Test Reference Materials. Unmask the fourth sentence of text and say the following statement:

A reason is “Participating in community service projects allows high school students to help people who need it.”

Facts are used in an essay to support claims. Here are two sentences that are facts. Remember, facts are true.

Which fact best supports why high school students should participate in community service projects?

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

[For students with visual impairment, read “A. This is a chart titled, ‘Volunteers Hours of Service.’ It shows that in 1 year, volunteers average about 32 hours of service.”]

Volunteers Hours of Service	
Year	Hours
1	32

- A. Volunteers average about 32 hours of service in a year.

Item 30, continued

[For students with visual impairment, read “B. This is a picture showing a woman and a high school-aged boy working in a garden.”]



- B. Adults who began volunteering when they were younger are twice as likely to volunteer.

Item 31

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.

The best supporting fact is “Adults who began volunteering when they were younger are twice as likely to volunteer.”

Here are the next two sentences for your essay. The second sentence has a blank space.

Point to the blank space in the sentence.

Community service projects can teach responsibility. _____, students will learn that others depend on them to complete an important task.

I will read the sentences to you using different phrases. Then, you will pick the phrase that should go in the blank space.

Point to Writing Stimuli 1, “Community Service Projects” from the High School ELA Practice Test Reference Materials. Unmask the sixth sentence of text and say the following statement:

This is the phrase “For instance.” Listen as I read the sentences using this phrase. Community service projects can teach responsibility. For instance, students will learn that others depend on them to complete an important task.

This is the phrase “On the other hand.” Listen as I read the sentences using this phrase. Community service projects teach responsibility. On the other hand, students will learn that others depend on them to complete an important task.

Which phrase should go in the blank space?

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

- A. For instance,
- B. On the other hand,

Item 32

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 fifth item of this six-part item.

Point to Writing Stimuli 1, “Community Service Projects” from the High School ELA Practice Test Reference Materials. Unmask the sixth seventh sentence of text and say the following statement:

The phrase “For instance” should go in the blank space. I will read the sentences to you. Community service projects can teach responsibility. For instance, students will learn that others depend on them to complete an important task.

Your essay about why high school students should complete community service projects is almost finished. I will read what you have so far.

Point to Writing Stimuli 1, “Community Service Projects” from the High School ELA Practice Test Reference Materials. Read through the seventh sentence of text.

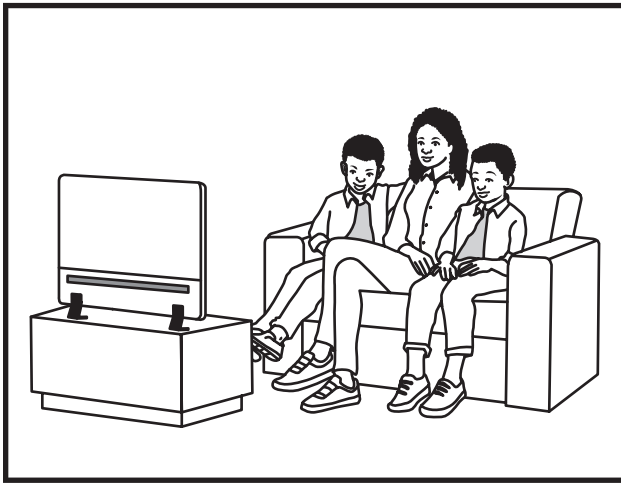
High school students should participate in community service projects. Community service projects give students the opportunity to improve their community. Also, students will learn new skills when they participate in a service project. Participating in community service projects allows high school students to help people who need it. Adults who began volunteering when they were younger are twice as likely to volunteer. Community service projects can teach responsibility. For instance, students will learn that others depend on them to complete an important task.

Now you will add a sentence to your essay. I will read two sentences to you.

Item 32, continued

Which sentence tells why it is important to write about service projects?

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



- A. It is important to write about community service projects because people like to watch movies.



- B. It is important to write about community service projects because the community benefits.

Item 33

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

Point to Writing Stimuli 1, “Community Service Projects” from the High School ELA Practice Test Reference Materials. Unmask the eighth sentence of text and say the following statement:

The sentence “It is important to write about community service projects because the community benefits.” tells why it is important to write about community service projects.

Now you will pick the conclusion for your essay. Remember, a conclusion tells what the essay was about. I will read two sentences to you.

Which sentence is a conclusion for your essay?

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

- A. In conclusion, high school students should have more friends.
- B. In conclusion, high school students should participate in community service projects.

Wait for student response.

Point to Writing Stimuli 1, “Community Service Projects” from the High School ELA Practice Test Reference Materials. Unmask the final sentence of text and say the following statement:

The conclusion that tells what your essay was about is “In conclusion, high school students should participate in community service projects.”

Item 33, continued

Now your essay is finished. I will read the whole essay to you.

Point to Writing Stimuli 1, “Community Service Projects” from the High School ELA Practice Test Reference Materials. Unmask all sentences of text and say the following statement:

High school students should participate in community service projects. Community service projects give students the opportunity to improve their community. Also, students will learn new skills when they participate in a service project. Participating in community service projects allows high school students to help people who need it. Adults who began volunteering when they were younger are twice as likely to volunteer. Community service projects can teach responsibility. For instance, students will learn that others depend on them to complete an important task. It is important to write about community service projects because the community benefits. In conclusion, high school students should participate in community service projects.

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 Increase Student Engagement and turn to page 99 to begin test administration. The stimulus materials can be found in the *High School ELA Practice Test Reference Materials & Writing Stimuli*.

High School Stimulus Materials List for: Increase Student Engagement

Card 1a: Example Essay, “Career Readiness Class”

Card 2a: high schools should host more social events for students

Card 3a: high schools should offer more virtual learning opportunities for students

Card 4a: Graphic Organizer

Card 5a: engage with teachers in a positive way

Card 6a: feel more positive about going to school

Card 7a: learn to interact with one another outside of social media

Card 8a: increase student interest in completing assignments

Card 9a: allow more choices for taking different types of classes

Card 10a: improve students’ technical skills and use of the internet

Card 11a: Capital letters, end punctuation, complete sentence

Cards 12a-13a: Response Template Card

Card 14a: Signal Word Example Card

Card 15a: List of Signal Words

Item 34

Directions

You are going to write a persuasive essay about how schools can increase student engagement. In a persuasive essay, you try to convince someone else to agree with you.

Present and point to Card 1a.

First, I will read an example of a persuasive essay. The topic is about a career readiness class. The author makes the claim that high school students should complete a career readiness class.

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 12a and 13a.

Present student with Card 1a. Point to and read aloud the title and example essay on Card 1a or the computer screen.

Career Readiness Class

In this essay, I will convince you that high school students should take a career readiness class. One reason is that a career readiness class will help students develop the skills for a career.

It is important to develop the skills for a career because it will help students know how to complete a task in the workplace. Also, students learn to work with others.

In conclusion, I hope you are convinced high school students should take a career readiness class. This is important because it will help students develop the skills needed for a career.

After reading the example essay, move Card 1a to the side where the student can refer to it throughout the administration of the item.

You are going to write a persuasive essay about how schools can increase student engagement.

Present and point to Card 4a.

First, you will plan your essay here.

Item 34, continued

Move Card 4a to the side. Present and point to Cards 12a and 13a or on the computer screen.

Next, you will write your persuasive essay here.

Last, you will revise and edit your essay.

Move Cards 12a and 13a out of the view of the student.

Selection of Claim

Present Card 4a and point to the “Topic” at the top of the card as you say the following statement:

Now you are going to write a persuasive essay about how high schools can increase student engagement.

Present student with Cards 2a and 3a.

You can either write about the claim that high schools should host more social events for students

Point to Card 2a.

or the claim that high schools should offer more virtual learning opportunities for students.

Point to Card 3a.

Pick the claim that you want to write about in your essay.

After the student selects one claim, place the card for the selected claim where the student can refer to it. Remove the claim that was not selected.

Present Card 4a and point to the selected claim as you say the following statement:

You selected the claim that [selected claim].

The TA writes the selected claim on the “Claim” line at the top of Card 4a.

NOTE: If the student still does not select one claim, the TA selects one of the provided claims for which the student can include facts or examples. If the TA selects the claim, say the following:

Item 34, continued

You need a claim. I will add [selected claim] to your graphic organizer.

Write the selected claim in the corresponding space for “Claim” on Card 4a.

Selection of Reason

Point to the “Claim” on Card 4a as you say the following statement:

You can use this graphic organizer to plan what you will write. First, you need to write a reason to support the claim that [selected claim].

Point to the space for “Reason” on Card 4a.

Write a reason to support the claim that [selected claim] here.

*If the student PROVIDES a relevant reason, the student writes the reason in the space for “Reason” on Card 4a. Go to the **Facts or Example** step below.*

If the student DOES NOT PROVIDE a reason or provides an irrelevant reason, present the three reasons that match the selected claim (Cards 5a-7a to match Card 2a or Cards 8a-10a to match Card 3a).

Here are some reasons that could support your claim. I will read them to you.

Read the student’s selected claim as stated below and then point to and read the corresponding Cards 5a-7a or Cards 8a-10a.

All schools should host more social events for students. Hosting more social events will help students:

engage with teachers in a positive way

feel more positive about going to school

learn to interact with one another outside of social media

OR

All schools should offer more virtual learning opportunities for students. Virtual learning opportunities will:

increase student interest in completing assignments

allow more choices for taking different types of classes

Item 34, continued

improve students' technical skills and use of the internet

Now I will read the reasons again. You need to pick which reason you want to write about in your essay.

Read each of the three reasons again. After reading each reason, ask the following question after reading each reason:

Do you want to include this reason to support your claim?

After the student has selected a reason, remove the unselected reasons. Place the selected reason above or next to Card 4a.

I will write the reason you picked on the graphic organizer.

*The TA writes the selected reason in the corresponding space for "Reason" on Card 4a. Go to **Facts or Examples**.*

NOTE: If the student still does not select one reason, the TA selects one of the provided reasons for which the student can include facts or examples. If the TA selects the reason, say the following:

You need a reason to support the claim that [selected claim]. I will add [selected reason] to your graphic organizer.

Write the selected reason in the corresponding space for "Reason" on Card 4a. Remove Cards 5a-7a or Cards 8a-10a.

Facts or Examples

Present and point to the space for "Reason" on Card 4a.

The reason is [selected reason]. Now you can add two facts or examples about the reason. You only need to list facts or examples on the graphic organizer.

Point to the space for "Fact or Example 1." on Card 4a.

Write a fact or an example about your reason here.

After the student writes, point to the space for "Fact or Example 2." on Card 4a.

Now write a second fact or example about your reason here.

After the student writes, move Card 4a to the side so the student can refer to it when writing.

Item 34, continued

Introduction

Now that you have planned your persuasive essay about the claim that [selected claim], you can write the introduction.

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

Good 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 11a 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 11a to the side so that the student can refer to it when writing.

Present Card 4a and point to the “Claim” as you say the following statement:

You can use your notes from the graphic organizer to help you finish the first part of the introduction about the claim that [selected claim].

Present Card 12a.

The introduction is started for you. Finish this sentence.

Point to the first sentence starter “In this essay, I will convince you that” on the top of Card 12a or the computer screen.

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

In this essay, I will convince you that _____

After the student writes, say the following statement:

This is the first sentence in your introduction. I will read your first sentence.

Item 34, continued

Read aloud the completed first sentence starter.

Point to the “Reason” on Card 4a as you say the following statement:

Now you can use your notes to help you finish the next sentence in the introduction about the reason. I will read the reason to you.

Read the “Reason” to the student.

The next sentence in the introduction is started for you. Use your notes about the reason why [selected claim] to finish this sentence.

Finish this sentence.

Point to the second sentence starter “One reason” on Card 12a or the computer screen.

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

One reason _____

After the student writes, say the following statement:

Now I will read the introduction of your persuasive essay to you.

Read aloud the student’s Introduction.

Body

Next, you will write the body of your essay.

Present Card 4a and point to the “Reason” and “Fact or Example 1.” as you say the following statement:

The body states your reason and facts or examples to convince the reader that [selected claim].

The body is started for you.

Point to the third sentence starter “It is important to” on Card 12a or the computer screen.

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

Item 34, continued

It is important to _____

Now, I will write your reason and read it to you.

Write the selected reason following the sentence starter “It is important to” on Card 12a or the computer screen. Point to the sentence as you read it to the student.

It is important to [selected reason]

Present and point to Card 14a.

You can add a signal word to connect the reason to your facts or examples. Listen to this sentence from the essay about job readiness classes.

Point to the word “because” on Card 14a as you say the following statement:

It is important to develop the skills for a career because it will help students know how to complete a task in the workplace.

In this sentence, the signal word “because” connects the reason, “it will help students,” to the fact, “complete a task in the workplace.”

Remove Card 14a.

Present Card 15a. Point to each signal word on Card 15a as you read the following statement:

Here is a list of signal words that you can use to connect the reason to your first fact or example: because, so, for example.

Point to the sentence starter “It is important to” and the selected reason on Card 12a or the computer screen.

Write a signal word here.

Point to and read the sentence starter “It is important to” and the selected reason using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

It is important to [selected reason] _____

After the student writes, say the following statement:

Now you can use your notes about the first fact or example to finish this sentence. I will

Item 34, continued

read your notes to you.

Read “Fact or Example 1.” on Card 4a.

Write the first fact or example to finish this sentence here.

Point to and read the sentence starter “It is important to”, the selected reason, and the selected signal word using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

It is important to [selected reason] [selected signal word] _____

After the student writes, read aloud the sentence.

Now you can use your notes about the second fact or example to finish the next sentence.

Point to the “Fact or Example 2.” on Card 4a.

I will read your notes about the second fact or example to you.

Read the “Fact or Example 2.” on Card 4a.

Use your notes to help you finish this sentence.

Point to the fourth sentence starter “Also,” on Card 12a or the computer screen.

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

Also, _____

After the student writes, say the following statement:

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

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 12a. Present Card 13a or the computer screen.

Item 34, continued

Remember, the conclusion restates your claim and the reason why it is important.

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

Point to the space after the sentence starter “In conclusion,” on Card 13a or the computer screen.

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, _____

After the student writes, say the following statement:

Now I will read the conclusion of your essay to you.

Read aloud the student’s Conclusion.

Revising

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

Point to and read the student’s Introduction, Body, and Conclusion on Cards 12a and 13a, or the computer screen.

Introduction

Present and point to the top of Card 4a or the computer screen.

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

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

Point to and read the first sentence “In this essay, I will convince you that” in the student’s Introduction on Card 12a.

Is there anything you want to revise about your claim that (selected claim)?

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

Item 34, continued

If the student INDICATES revisions, ask the student to make the revisions to the Introduction on Card 12a or the computer screen.

Point to the first sentence on Card 12a or the computer screen.

Make revisions to your claim here.

Point to the second sentence “One reason” in the student’s Introduction on Card 12a or the computer screen.

Is there anything you want to revise about your reason?

*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 12a or the computer screen.

Point to the second sentence in the student’s Introduction on Card 12a or the computer screen.

Make revisions to the reason 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. Then present and point to the “Reason” and “Fact or Example 1.” on Card 4a or the computer screen.

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

Point to and read the completed sentence starter “It is important to” in the student’s Body on Card 12a or the computer screen.

Is there anything you want to revise about the reason and the first fact or example?

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 12a or the computer screen.

Present and point to “Fact or Example 1.” on Card 4a or the computer screen.

Item 34, continued

Remember, you can use your notes in your graphic organizer as a checklist to be sure you included all of your notes in the body of your essay.

Point to the sentence starter “It is important to” on Card 12a or the computer screen.

Make revisions to the reason and first fact or example here.

After the student makes revisions, point to and read the completed sentence starter “Also” in the student’s Body on Card 12a or the computer screen.

Is there anything you want to revise about the second fact or example?

*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 12a or the computer screen.

Point to the second sentence “Also” in the student’s Body on Card 12a or the computer screen.

Make revisions to the second fact or example 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 13a or the computer screen. Then, present Card 4a.

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

Point to the sentence starter “In conclusion,” in the student’s Conclusion on Card 13a or the computer screen.

Is there anything you want to revise about your claim?

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 Conclusion on Card 13a or the computer screen.

Item 34, continued

Point to the sentence starter “In conclusion,” of the student’s conclusion on Card 13a or the computer screen.

Make revisions to the claim here.

After the student writes, point to the sentence starter “In conclusion,” again in the student’s Conclusion on Card 13a.

Is there anything you want to revise about the reason it is important that [selected claim]?

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

If the student INDICATES revisions, ask the student to make the revisions to the Conclusion on Card 13a or the computer screen. Point to the sentence starter “In conclusion,” in the student’s Conclusion on Card 13a or the computer screen.

Make revisions to the reason here.

Editing

Now, you can edit your essay.

Present Card 11a 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 11a, 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. 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 12a and 13a or the computer screen.

Item 34, continued

Read Essay

Point to Cards 12a and 13a 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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