LEAP CONNECT

Directions for Test Administration

Grades 3-5
Online Tools Training (OTT)

DEPARTMENT of EDUCATION
Louisiana Believes

Table of Contents

Purpose

The Directions for Test Administration (DTA) provides the test administrator (TA) of the LEAP Connect Online Tools Training (OTT) specific instructions for administration of a particular OTT. Each DTA provides the exact wording of the items to be used by the TA for each subject. The purpose of the OTT is to help students become familiar with the online testing format and to practice using the online tools that will be on the LEAP Connect test. The OTT includes sample items from multiple grade levels to practice the online tools only, not to prepare for the content of the LEAP Connect test.

Directions

1. Know and follow all directions for test administration provided in this Directions for Test Administration (DTA).
2. Each time it directs the TA to point to an image, this means to point to the computer screen or if there is a printed reference material available. The student should not be shown the DTA at any time for the OTT or the actual test administration.
3. Be familiar with and utilize the Text to Speech (TTS) as appropriate. The Online Tools Training includes TTS that will read aloud the text of directions, Practice Hints, passages, 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.
4. Be familiar with and utilize the Alternative Text as appropriate. Alternative Text is bracketed and written in italics. Alternative Text is included for students who are blind or have a visual impairment and require graphics to be described. This Alternative Text includes descriptive statements for tables, charts, graphs, and any graphics necessary for appropriate interaction with the items to be described.

Guidelines

1. Guiding a student response must be deliberately avoided. Such cueing might include **voice, rate of reading, positioning of correct response option, or body language that would suggest a preference or indicate a correct response**. To ensure fidelity of test administration, the TA must use a consistent

voice, rate of reading, positioning of response options, and body language during oral presentation.

2. **If the TTS is not used, the TA may read the directions, passage, item, response options, and graphic descriptions**. All text must be read to students exactly as written, i.e., no paraphrasing or variation of speed to emphasize words in ways that provide hints as to correct or incorrect responses.

3. The Test Administrator (TA) may use statements to **encourage** the student to respond (e.g., "only one more to go," "just five minutes until a break," "keep working," "I like the way you are listening and following directions"), but does not indicate either the correct or incorrect response.

Guidance on Printed Materials

Reading Reference Materials include required graphics and the answer options for each sample item. The DTA 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). Reference Materials are available on eDIRECT.

Writing Stimuli are provided for the constructed-response item. Writing Stimuli are part of the Reference Materials and should be used for practice with the Online Tools Training. Please review the items and prepare materials as needed **prior to the administration** of the constructed-response writing item.

Selected-Response Items

Selected-response items are presented to students in a standard format. Every item is presented in the following order:

- Practice hint (found only in items or passages in the Online Tools Training and provide guidance on how to use tools within the online testing engine)
- 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 may 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 Online Tools Training reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with assessment tasks. The following item example does not reflect ALL content that is assessed in each grade-level content area and does not represent every degree of complexity.

The following reading item example identifies the components of a selected-response item.

Reading Item Example

TTS or TA reads item direction.

Directions

We read about volcanoes. We are going to read a sentence again. Listen for clues that tell you what the word **vent** means.

TTS or TA reads the sentence from the passage.

When pressure builds, the molten rock can come to the surface through a **vent**.

Point to the bolded word. ← Directions for TA to point to the bolded word.

What does the word **vent** mean in this sentence? ← TTS or TA reads item text.

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

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

A. an opening in a volcano

B. to tell your feelings about volcanoes

C. an opening where air can leave a house ← TTS or TA reads answer choices.

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

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

Mathematics Selected-Response Item Example

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

The following mathematics item example identifies the components of a selected-response item.

Mathematics Item Example

This item is about fractions. ← | TTS or TA reads item directions. |

This fraction bar is divided into 4 equal parts.

Point to each part. ← | Directions for TA to point to each part. |

There is 1 part that is shaded. ← | TTS or TA reads item text. |

Point to the shaded part. ← | Directions for TA to point to shaded part. |

This fraction shows that 1 of the 4 parts is shaded. ← | TTS or TA reads item text. |

Point to the fraction. ← | Directions for TA to point to the fraction. |

$$\frac{1}{4}$$

This fraction bar is divided into equal parts. ← | TTS or TA reads item text. |

There is 1 part shaded. ← | TTS or TA reads item text. |

Point to the shaded part. ← | Directions for TA to point to shaded part. |

What part of the fraction is shaded? ← | TTS or TA reads item text. |

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

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

A. $\frac{1}{2}$

B. $\frac{1}{4}$ ← | TTS or TA reads answer choices. |

C. $\frac{1}{8}$

English Language Arts

If the student has clear and consistent oral speech and will be administered the Open-Response (OR) Foundational Reading item, continue on this page. If the student is using communication other than oral speech (e.g., Augmentative and Alternative Communication devices, American Sign Language, eye gaze) and will be administered the Selected-Response (SR) Foundational Reading item, turn to page 10 for the SR Foundational Reading item.

Directions

Sample Item 1 (Verbal Students)

You are going to read some words. Read each word aloud.

Point to the word.

Here is the first word.

Read this word aloud.

Pause while student repeats the word. Move on if the student does not repeat the word.

tin

A. The student provided the correct answer.

B. The student did not provide the correct answer.

Sample Item 2 (Non-Verbal Students)

You are going to read some words.

Show me the word.

Point to the image of each answer choice as the TTS or TA reads the question.
DO NOT READ ANSWER OPTIONS.

*[Question: "Which word is **tin**?"]*

A. | top |

B. | tin |

C. | rag |

We are going to read an informational text about green tree frogs. After we read, you will be asked some questions. The first question is about the main idea. Listen for an important idea of the text.

Green Tree Frogs
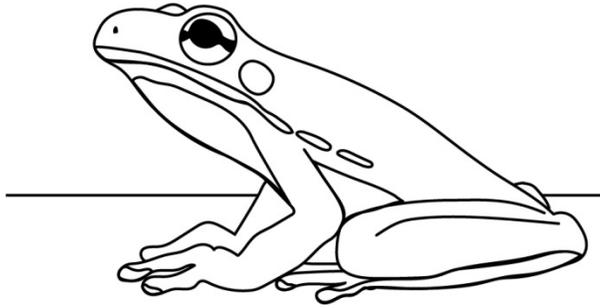
Green tree frogs live in Louisiana. They live by ponds. Green tree frogs use different body parts to live.

Green tree frogs sleep in the day. They hunt for food at night.

Green tree frogs have big eyes on their heads. Big eyes help them find food.
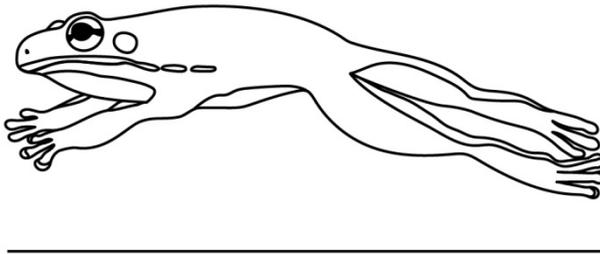
Green tree frogs have strong legs. They use their legs to jump. Some frogs can jump 7 feet.

Green tree frogs eat insects. They eat small insects. They jump to catch insects.
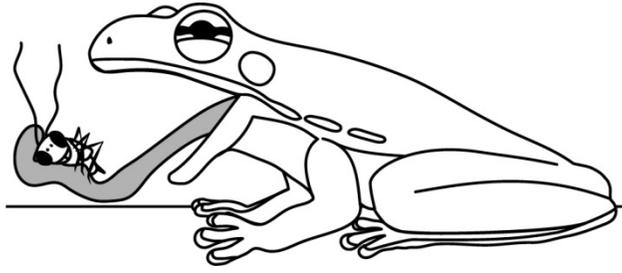
A long tongue helps the frog catch insects. The frog pulls the insect into its mouth with its tongue. Then, the frog eats the insect.

The body parts of green tree frogs help them live.

Sample Item 3

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

What is the main idea of this text?

Point to each option as the TTS or TA reads each option.
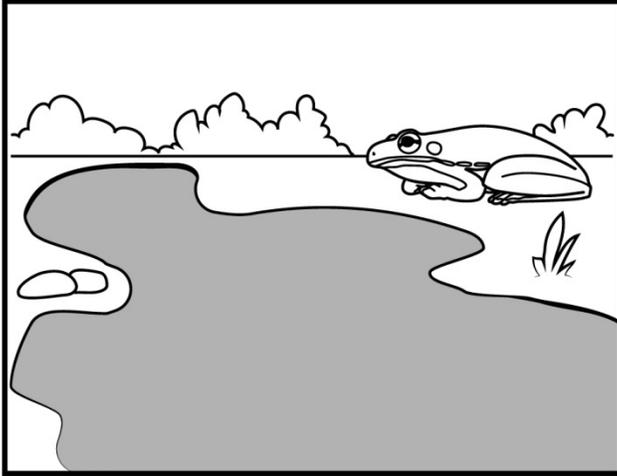
A.   Green tree frogs rest by ponds.
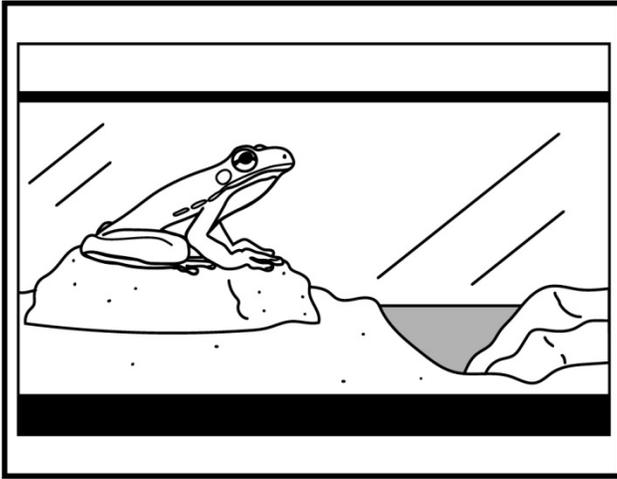
B.   Green tree frogs can be kept inside as pets.
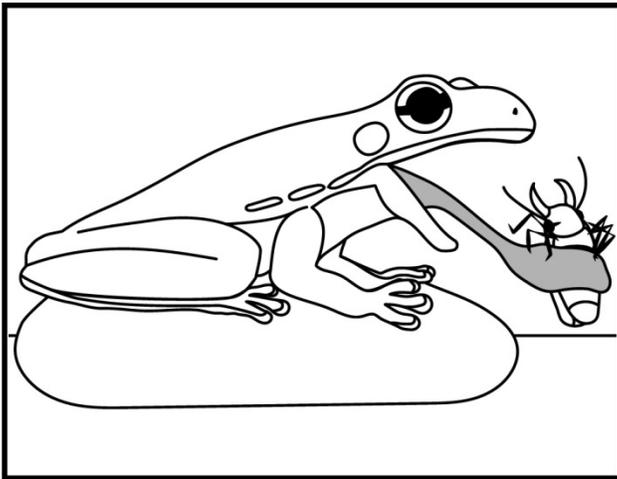
C.   Green tree frogs use their body parts to live.

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

Sample Item 4

The title of this text is **Green Tree Frogs**.

What does the title of the text tell you?

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

A. who wrote the text

B. what the information is about

C. how many parts there will be

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

We are going to read a story about a boy named Ben. After we read, you will be asked a question about the theme. Listen for the message of the story.

Ben's Present

Ben wants a dog. He thinks about dogs every day. In the morning, he begs his mom for a dog. His mom says dogs are a lot of work.

At night, he tells his dad that he will be good if he gets a dog. Ben's dad says that dogs cost a lot of money.

Ben's parents ask him what he wants. Ben says he wants a dog. He says he will walk the dog. He will feed the dog. He will play with the dog. He will pay for the dog's food.
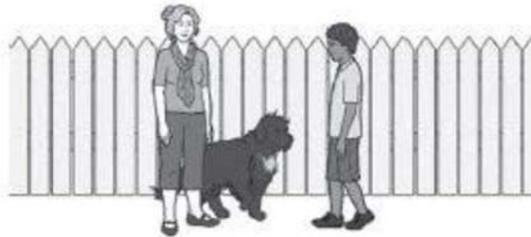
Ben shows his parents he can take care of a dog. He watches a neighbor's dog for a week. He walks the dog.

He feeds the dog. He plays with the dog. Ben's parents see his hard work.

Then one morning, Ben hears a bark. He jumps out of bed. He smiles.
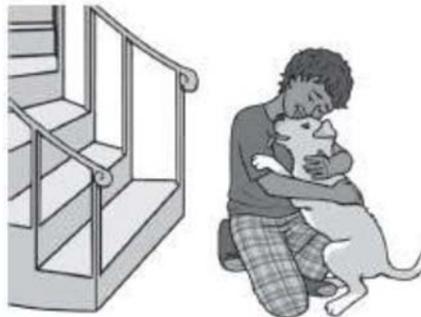
He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!

Sample Item 5

Remember, the theme is the message of the story.

What is the theme of this story?

Point to each option as the TTS or TA reads each option.
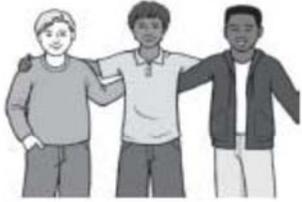
A. having a lot of friends

B. showing you can take care of a pet

C. asking your parents for something

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

Sample Item 6

We read about a boy named Ben. We are going to read part of the story again. Then you will answer a question. Listen for the present Ben gets.
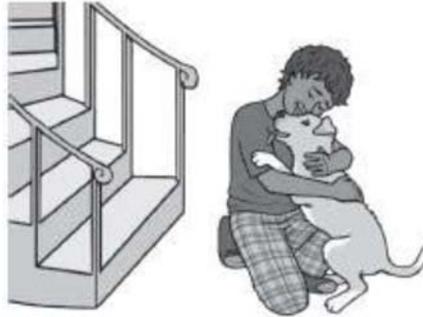
He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!

What did Ben get?

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

A.   a bike

B.   a dog

C. a video game

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

We are going to read a story about a girl named Hazel. After we read, you will be asked questions to make a summary of the story.

A Happy Day for Hazel

Hazel grabbed her backpack and ran out the door. She was on her way to school. When she reached the sidewalk, she heard her mother call, "Have a good day."

Hazel turned and waved goodbye. She thought to herself, "I think today will be a good day." But all too soon, things started to happen.

Hazel heard a familiar bark. She looked behind her, and saw her dog, Daisy, following her. After running with Daisy back to her house, Hazel worried that she would be late to school.

When she was almost to school, she realized that she had left her homework on the kitchen table. "Oh no," she said to herself. She wondered if her teacher would be upset.
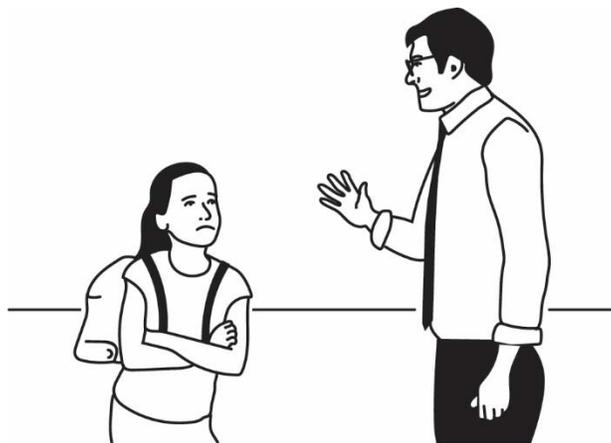
The bell was ringing as she entered the school. School was starting. Hazel dashed down the hall and ran straight into the principal. "I am so sorry Mr. Sandburg! I didn't see you," Hazel apologized.

After Mr. Sandburg saw that Hazel was okay, he suggested that she slow down and be more careful. That was good advice for sure, but Hazel was still worried about being late. The day was off to a terrible start.

Rushing to her seat, Hazel dropped her backpack. Before she knew it, Ethan had picked up the backpack. Then, Ethan hung the backpack on her chair. "Hey thanks," Hazel said. "No problem, glad I could help," he answered.

Hazel was surprised because Ethan had never even spoken to her before. "Hmm," Hazel thought, "Maybe Ethan would be a new friend.

Later that day at recess, Hazel was sitting alone on a bench. Adelle walked over and asked her if she would like to play.

Hazel was surprised because Adelle had never spoken to her before. "Hmm," Hazel thought. "Maybe Adelle would be a new friend."

Walking home from school, Hazel realized she made new friends today. Her mother had wished her a good day and a good day Hazel had.

Hazel looked forward to seeing Ethan and Adelle tomorrow at school.

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

Sample Item 7

You will choose sentences to make a summary of this story.

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

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

A.   Hazel runs into the principal.

B.   Hazel makes new friends.
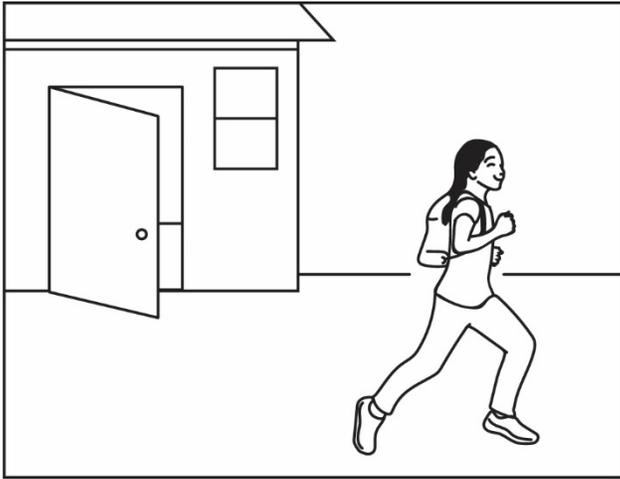
C.   Hazel leaves for school.

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

Sample Item 8

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

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

A.   Hazel goes home.

B.   Hazel gets advice from the principal.

C.   Hazel waves goodbye to her mother.

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

Sample Item 9

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

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

A. Hazel realizes she has new friends.
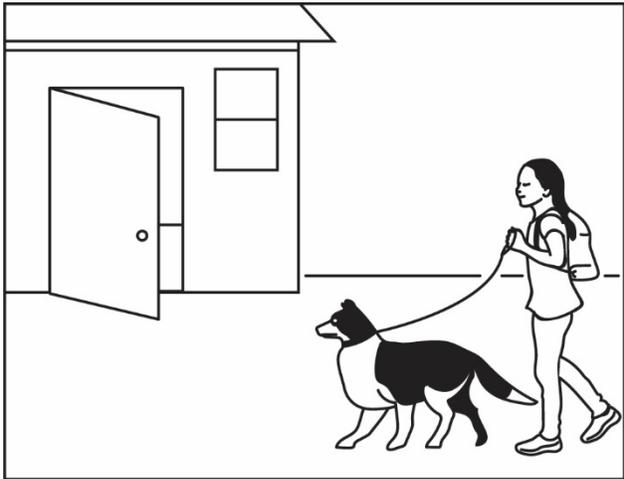
B. Hazel takes her dog back home.
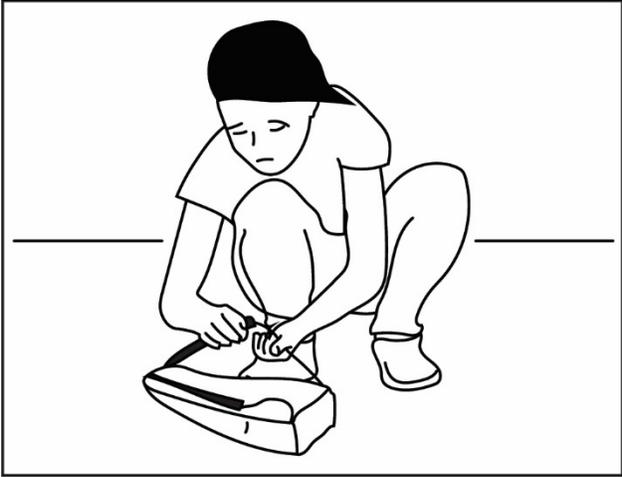
C. Hazel drops her backpack.

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

Sample Item 10

Which sentence compares what Ethan and Adelle did?

Point to each option as the TTS or TA reads each option.
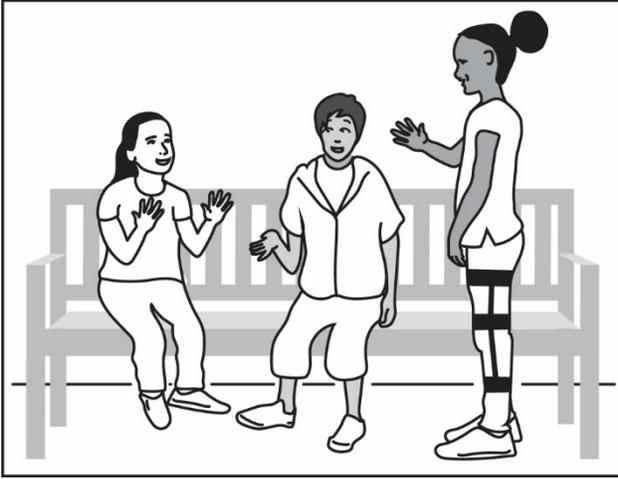
A.   Ethan and Adelle both were friendly to Hazel.

B.   Ethan and Adelle both asked Hazel to play at recess.

C.   Ethan and Adelle both helped pick up Hazel's backpack.

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

Gather the stimulus materials for the constructed response item. The stimulus materials can be found in the *LEAP Connect Grades 3-5 Online Tools Training Reference Materials & Writing Stimuli*.

Card 1a: Something Kind for Rachel

Card 2a: Illustrations for Something Kind for Rachel

Card 3a: Me

Card 4a: Blank Character Card

Card 5a: Blank Activity Card

Card 6a: Capital letters, end punctuation, and complete sentence

Card 7a: Response template

Sample Item 11

Directions

You are going to write a story about someone who was kind to someone else. An example of someone who is kind is someone who helps a neighbor plant flowers. You can either write about a time you were kind to someone or make up a story about some else who was kind to someone.

First, you are going to listen to a story about a girl named Irene who did something nice for her friend Rachel.

Present Card 1a: Something Nice for Rachel as the TTS or TA reads the story aloud. Point to the illustrations from Card 2a from left to right as the story is read. The illustrations are indicated by superscripts in the passage on Card 1a.

Something Kind for Rachel

[1]One day, Irene was kind to her friend Rachel. Irene braided Rachel's hair.

[2]First, Irene went to Rachel's house. Rachel had a special event that day. Rachel told Irene she really wanted her hair braided.

Then, Irene started braiding Rachel's hair. Irene was excited because Rachel would look very pretty with braided hair.

[3]In the end, Irene finished braiding Rachel's hair. She looked very pretty and everyone told her at the event.

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

In the story, a girl does something kind for her friend. Now you are going to write a story about someone who was kind to someone else. You can either write about a time you were kind to someone else or make up a story about someone else who was kind to another person.

In your story, you will include two events and tell about those two events.

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 Online Tools Training, the student may type in the response areas on the screen instead of writing on Card 7a.

Now, remove Cards 1a and 2a.

Selection of a Character

Present Cards 3a and 4a.

In the story, the character's name was Irene. First, you need to choose the character for your story. Is your story going to be about you or is it going to be about someone else?

If the student selects himself/herself, point to Card 3a and say the following statement:

If you want it to be about you, pick this card.

Me

Write "I" on Card 4a, point to it, and say the following statement:

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

*Remove Card 3a. Move Card 4a to the side so the student can refer to it when writing. Go to **Selection of the Activity** below.*

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

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

Write the selected character's name on Card 4a, read the name aloud to the student, and then move it to the side so the student can refer to it when writing.

Selection of the Activity

Point to the top of Card 7a.

In the story we just read, Irene braided her friend Rachel's hair and was kind. What does your character do for another person in your story?

*If the student PROVIDES an activity, the write the selected activity on Card 5a. Go to the **Writing the Story** step.*

If the student DOES NOT PROVIDE an activity, provide two options of new activities that show kindness. Say the following statement:

Here are two activities that show kindness. You need to pick one activity your character does in your story.

Provide the two activities to the student.

Which activity would you like to write about?

*Write the selected activity on Card 5a. Go to the **Writing the Story** step below.*

NOTE: If the student does not select an activity, select one of the two provided activities to which the student can write about. If the TA selects the activity, say the following statement:

You need a new activity that a person might do to show kindness. I will add (selected activity) to your story.

> *Write the selected activity on Card 5a and move it to the side so the student can refer to it when writing.*

Writing the Story

> *Present Card 6a and cover the row showing the examples of capital letters. Point to each punctuation mark as you say the following statement.*

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

> *Point to "Good writers use complete sentences." on Card 6a 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 6a to the side so that the student can refer to it when writing.*

> *Point to the sentence starter ("One day, _____") in the beginning section of Card 7a or the computer screen and say the following statement:*

Now that you have picked the character and an activity, you can start to write your story here.

> *Point to the character's name on Card 4a and the activity on Card 5a.*

This is your character and the activity your character did.

> *Point to the space following the first sentence starter ("One day, _____") on Card 7a or the computer screen.*

Write your character's name here.

> *After the student writes, remove Card 4a, and say the following statement:*

Finish this sentence with the activity (selected character) did.

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

One day, (selected character) was kind when _____

> *After the student writes, say the following statement:*

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

Read the student's Beginning.

Describing the Events

Point to the middle section of Card 7a or the computer screen.

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

One way to include details is to tell how things look, sound, or feel. Remember to use details when you write about your events.

What event happened first in your story when (selected character) (selected activity)?

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

Point to the sentence starter ("First, _____") in the middle section of Card 7a or the computer screen.

Finish this sentence.

Read the sentence starter ("First, _____") using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

First, _____

After the student writes, say the following statement:

I will read what happened first in your story.

Read the student's response for the sentence starter ("First, _____") on Card 7a or the computer screen.

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

Write about the next event that happened when your character, (selected character), (selected activity).

Be sure to use details to describe your character's actions, thoughts, or feelings.

Point to the second sentence starter ("Then, _____") in the top section of Card 7a or on the computer screen.

Finish this sentence.

Read the sentence starter ("Then, _____") using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

Then, _____

Ending

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

Point to and read the student's Beginning and Middle on Card 7a or the computer screen.

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

Point to the sentence starter ("In the end, _____") in the end section of Card 7a or the computer screen.

You wrote about (selected character) doing something kind (selected activity). Now, write the ending of your story. Finish this sentence to end your story.

Read the sentence starter ("In the end, _____") using an upward inflection in your voice at the end to indicate the student should complete the sentence.

In the end, _____

Revising

Now, I will read your story to you. Then you can revise your story. Remember, when you revise, you can add to or change your story.

Point to and read the student's Beginning, Middle, and End on Card 7a or the computer screen.

Beginning

Point to the beginning section on Card 7a or the computer screen with all sentences covered except for the first one. (Use the Masking Tool to cover the other sentences if using the Online Tools Training instead of Card 7a.)

You were asked to write about a character doing something kind for someone in your story. I will read the beginning of your story again. You wrote:

Read the first sentence in the beginning section ("One day, ___ was kind when _____") on Card 7a or the computer screen including the sentence starter.

Is there anything you want to revise about how you described the character and the activity?

*If the student indicates no revisions, go to the **Middle** step below.*

If the student indicates revisions, make the revisions as given by the student on Card 7a or the computer screen. If the student indicates revisions, say the following statement:

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

Middle

Uncover and point to the sentence starter ("First, _____") in the middle section on Card 7a or the computer screen.

You were asked to include two events and describe what happened when your character, (selected character) learned about (selected activity). You were asked to use details to describe how things look, sound, or feel. You wrote:

Read the student's response to ("First, _____") on Card 7a or the computer screen, including the sentence starter.

Is there anything you want to revise about how you described how things look, sound, or feel during the first event?

If the student indicates no revisions, move to the next question.

If the student indicates revisions, make the revisions as given by the student on Card 7a or the computer screen. If the student indicates revisions, say the following statement:

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

Uncover and point to the sentence starter ("Then, _____") on the top section on Card 8a or the computer screen.

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

Read the student's response to ("Then, _____") on Card 7a or the computer screen including the sentence starter.

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

*If the student indicates no revisions, go to the **Ending** step below.*

If the student indicates revisions, make the revisions as given by the student on Card 7a or the computer screen. If the student indicates revisions, say the following statement:

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

Ending

Uncover and point to the sentence starter ("In the end, _____") on Card 7a or the computer screen.

You were asked to write about when (selected character) was kind to someone else when they (selected activity) to finish your story. You wrote:

Read the student's response to ("In the end, _____") on Card 7a including the sentence starter.

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

*If the student indicates no revisions, go to the **Editing** step.*

If the student indicates revisions, make the revisions as given by the student on Card 7a or the computer screen. If the student indicates revisions, say the following statement:

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

Editing

Next, you can edit your story.

Present Card 6a 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 6a, point to "Good writers use complete sentences."

Good writers use complete sentences. Remember to write complete sentences

Point to the period in "Good writers use complete sentences."

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

*If the student does not indicate any edits, go to the **Read Story** step below.*

If the student indicates edits, make the edits on Card 7a or the computer screen.

Read Story

Point to Card 7a or the computer screen. If the student indicates revisions or edits to the final story as it is read, make the revisions or edits on the final copy. Only read the story once. Whatever is typed into the DRC INSIGHT Assessment System will be the final product

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

Read the final essay to the student.

Mathematics

Calculator not permitted on this item.

Counters or other manipulatives may be used to solve the problem.

Sample Item 1

This item is about multiplying numbers.

An array is a set of objects arranged in rows and columns.

This is an array that shows 3 *[Graphic description: "times"]* x 3.

There are 3 rows. There are 3 columns.

Point to the rows and the columns as each is described to the student

The answer to 3 x 3 is 9.

This is another multiplication problem.

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

[Graphic description: "three times five equals blank."]

3 × 5 = ___?___

What does 3 *[Graphic description: "times"]* x 5 equal?

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

A. 10

B. 15

C. 12

Calculator may be used on this item.

Sample Item 2

This item is about rounding numbers.

This model shows the number 12.

Point to the model.

[For students with visual impairment, read "This is a picture of twelve blocks."]
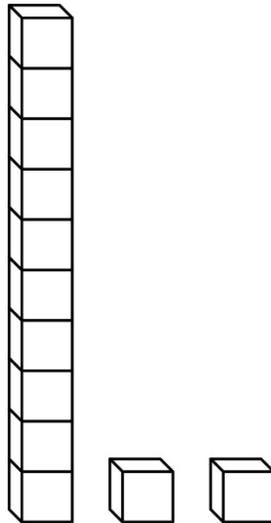
Which picture shows the model of a number that is closest to 12?

Point to each option.

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

A.
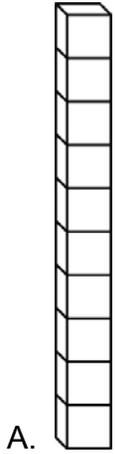
[For students with visual impairment, read "B. This is a picture of twenty blocks."]

B.
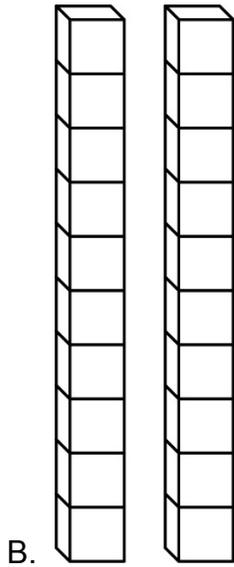
Calculator not permitted on this item.

Sample Item 3

This item is about fractions.

This fraction bar is divided into 4 equal parts.

> *Point to the fraction bar.*

There is 1 part that is shaded. This fraction bar shows one out of four parts.

> *Point to the shaded part.*

This fraction circle is divided into 8 equal parts.

> *Point to each part.*

> *[For students with visual impairment, read "This is a fraction circle that is divided into eight equal parts. One part is shaded."]*
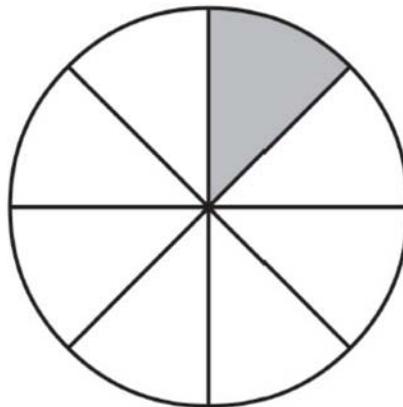
What part of the fraction circle is shaded?

[Graphic description: "A. one out of two"]

A. $\dfrac{1}{2}$

[Graphic description: "B. one out of four"]

B. $\dfrac{1}{4}$

[Graphic description: "C. one out of eight"]

C. $\dfrac{1}{8}$

Calculator may be used on this item.

Sample Item 4

This item is about equivalent fractions.

The two fractions shown are equivalent when the fraction bars are each shaded the same amount.

This fraction bar shows *[Graphic description: "three-fourths"]* $\frac{3}{4}$ because 3 parts out of 4 are shaded.

Point to the fraction bar.

[For students with visual impairment, read "This is a fraction bar divided into four equal parts. Three parts out of four are shaded. It is labeled three-fourths."]

$\frac{3}{4}$

This fraction bar may be used to help answer the question.

Which fraction bar is equivalent to *[Graphic description: "three-fourths"]* $\frac{3}{4}$?

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

[Graphic description: "A. three-eighths"]

A. $\frac{3}{8}$

[Graphic description: "B. six-eighths"]

B. $\dfrac{6}{8}$

[Graphic description: "C. seven-eighths"]

C. $\dfrac{7}{8}$

Calculator not permitted on this item.

Sample Item 5

This item is about fractions.

This rectangle is divided into 2 equal parts.

Point to each part.

There is 1 part that is shaded.

Point to the shaded part.

Which circle shows 1 out of 3 parts is shaded?

Point to each option.

[For students with visual impairment, read "A. This is a circle that is divided into three equal parts. One part is shaded."]


A.

B.
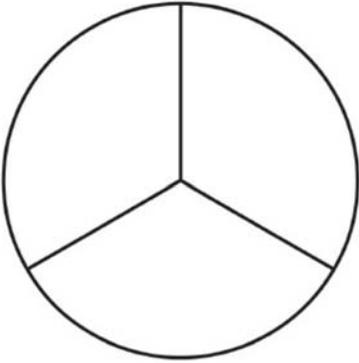
Calculator may be used on this item.

Provide student with the incomplete chart and printed shapes from the LEAP Connect Online Tools Training Grades 3-5 Reference Materials.

Sample Item 6

This item is about classifying shapes.

Shapes can be sorted into groups based on the number of sides of each shape.

Place the pentagon shape in front of the student and point to it as TTS or the TA reads the description.

This is a pentagon. It has 5 sides.
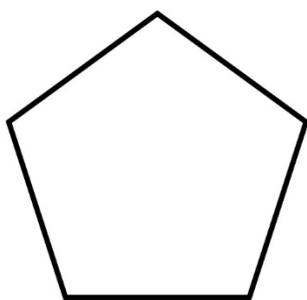
These are some shapes. Not all of the shapes have 5 sides.

Place the shapes onto the work surface from left to right in front of the student. Point to each shape without naming the shape.

This is a chart.

5 Sides

Look at the number of sides each shape has. Select the shapes that have 5 sides and place them onto the chart.

Rubric

After student completes work: *Record on the computer if the student provided the correct answer or the student did not provide the correct answer.*

Score	Description
1	Student places the 2 correct shapes on the chart.
0	Student does not correctly place 2 shapes on the chart.

Sample Response

5 Sides
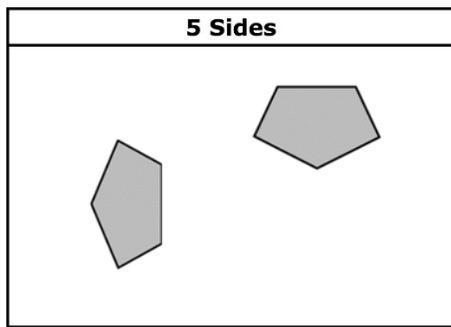
Calculator may be used on this item.

Sample Item 7

This item is about decimals.

This rectangle is divided into 10 equal parts. The rectangle has 2 parts shaded. This model shows 0.2 *[Graphic description: "two-tenths"]* shaded.

Point to the model.

[For students with visual impairment, read "This is a rectangle that is divided into ten equal parts. Two parts are shaded."]
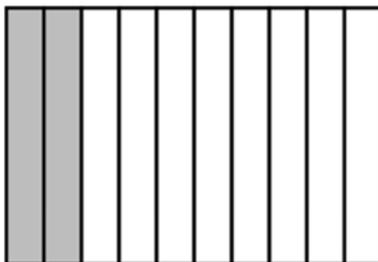
Which model shows 0.1 *[Graphic description: "one-tenth"]* shaded?

Point to each option.

[For students with visual impairment, read "A. This is a rectangle that is divided into ten equal parts. One part is shaded."]

A.
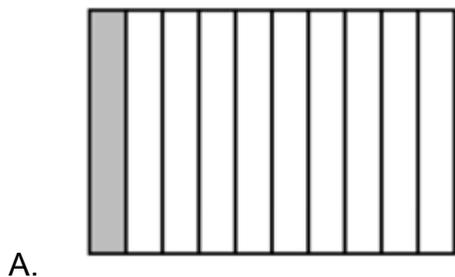
[For students with visual impairment, read "B. This is a rectangle that is divided into ten equal parts. Four parts are shaded."]

B.
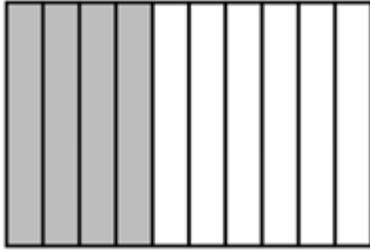
Calculator may be used on this item.

Sample Item 8

This item is about units of measurement in yards and in feet.

There are 3 feet in 1 yard.

$$3 \text{ feet} = 1 \text{ yard}$$

This picture shows 3 feet in 1 yard.

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

[Graphic description: "This picture shows three feet equals one yard."]
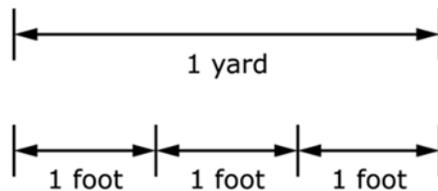
This rope is 4 yards long.
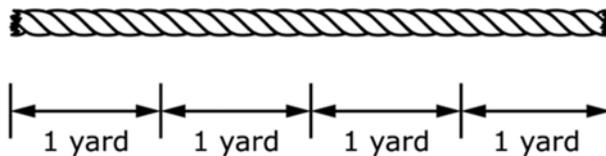
How long in feet is the rope?

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

A. 8 feet

B. 12 feet

C. 16 feet

Science

Sample Item 1

This item is about energy.

Speed affects what happens when an object crashes into another object.

A student in a science class filled a balloon with water.

Which will cause a change to the balloon?

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

    A. a gentle toss to another student
    B. a hard throw against the wall
    C. a slow roll across the floor

Sample Item 2

Provide student with the Energy Conversion Tiles and Energy Being Converted Table from the Grade 4 Science Reference Materials.

This item is about energy.

Energy is stored in fuels. For example, gasoline is used in a school bus. The energy stored in gasoline makes the bus move.

[For students with visual impairment, read: "This is an image of a gasoline pump with an arrow pointing to a school bus."]

The stored energy is converted into the energy of motion.

Here are examples of electric energy being converted to other energy types.

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

[Graphic description: "These are three Energy Conversion Tiles. The first shows a power outlet with a plug and an arrow pointing to a radio. The second shows a power outlet with a plug and an arrow pointing to a lamp. The third shows a power outlet with a plug and an arrow pointing to a stove."]
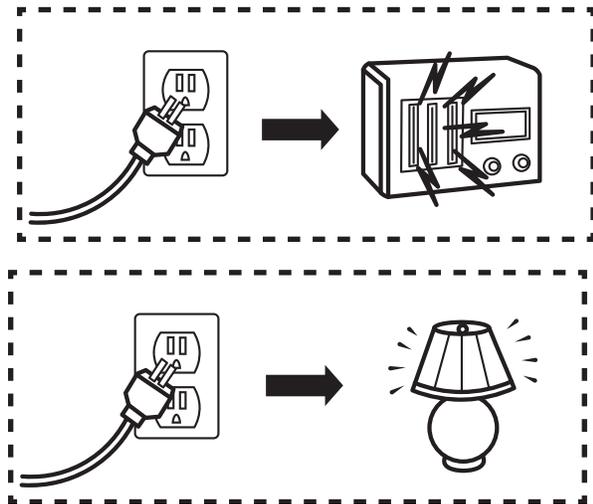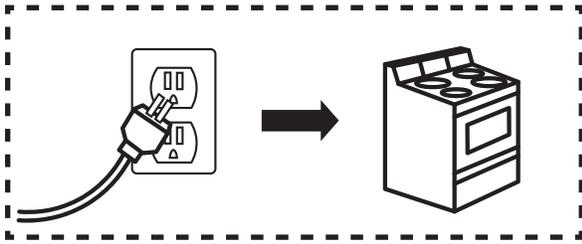
This is a table.

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

[Graphic description: "This is a table titled 'Energy Being Converted.' It has two columns. The first column is titled 'Gasoline to Motion' and it has an image of a gasoline pump and an arrow pointing to a school bus. The second column is titled 'Electricity to Light' and it is blank."]

# Energy Being Converted

Gasoline to Motion	Electricity to Light

Place the example that shows electric energy being converted into light energy on the chart.

Rubric

After student completes work: *Record on the computer if the student provided the correct answer or the student did not provide the correct answer.*

Score	Description
1	Student correctly places the electric lamp in the chart.
0	Student does not correctly place the electric lamp in the chart.

Sample Response

Energy Being Converted

Gasoline to Motion	Electricity to Light
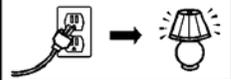
Sample Item 3

This item is about changes to Earth's surface.

People can cause changes to the shape of the land.

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

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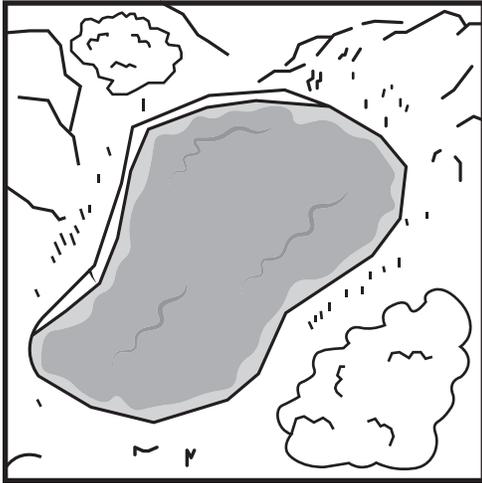
A.

building a lake

B.

reading a map

Sample Item 4

Provide student with the Stages of Freezing Chart and Freezing and Thawing Tiles from the Grade 4 Science Reference Materials

This item is about changes to Earth's surface.

Water and wind can cause the breakdown of rocks. This is called weathering. Heat, cold, water and ice cause weathering.

Repeated freezing and thawing can crack a rock apart into smaller pieces. When water freezes in a crack in a rock, the water expands as it freezes. This makes the crack bigger.

This is a chart.

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

[Graphic description: "This is a chart that shows the stages of freezing. It has four spaces for images above words that describe the stages. The first space has an image of a rock with a crack in it and words 'A crack in a rock' below it. The second space is blank and has the words 'The crack fills with rain water' below it. The third space is blank and has the words 'Water freezes and expands' below it. The fourth space is blank and has the words 'The crack is wider' below it."].
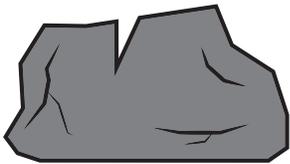
A crack in a rock	The crack fills with rain water.	Water freezes and expands.	The crack is wider.

Here are stages of freezing and thawing.

Point to the tiles.

[For students with visual impairment, read: "These are three freezing and thawing tiles. The first shows a rock with a large crack. The second shows a rock with a growing crack in the snow. The third shows a rock with a smaller crack in the rain.]
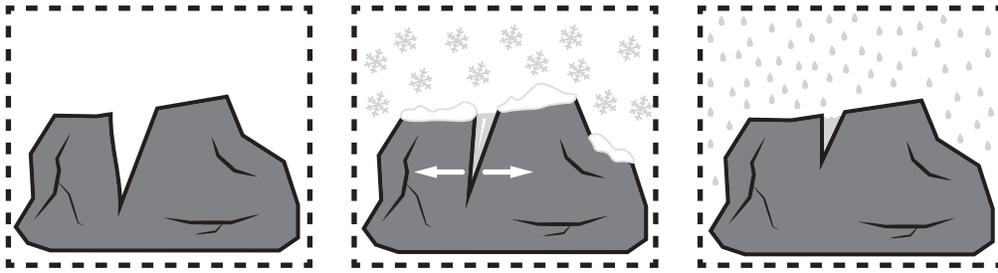
Place the stages of freezing and thawing in the correct order on the chart.

Rubric

After student completes work: Record on the computer if the student provided the correct answer or the student did not provide the correct answer.

Score	Description
1	Student correctly places the stages of freezing and thawing on the chart in the correct order (i.e., raining, snow and ice, wider crack).
0	Student does not correctly place the stages of freezing and thawing on the chart in the correct order.

Sample Answer

Sample Item 5

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

This is a bird.
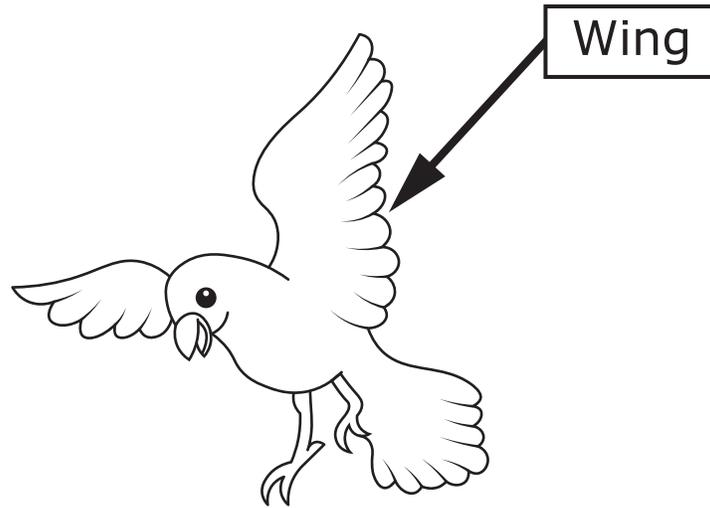
What is the purpose of the bird's wings?

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

A. to sing
B. to fly

Sample Item 6

Provide student with the Antelope Image and Senses Tiles from the Grade 4 Science Reference Materials

This item is about how animals survive.

Animals have body parts that provide information about their surroundings.

This is a diagram showing an antelope.

[For students with visual impairment, read: "This is an image of an antelope. It has four legs, a body, a head and short antlers. There are arrows with boxes pointing to its ears, eyes and legs. The box pointing to legs has words in it that read 'run from danger.'"]

Ears:

Eyes:

Legs: run from danger
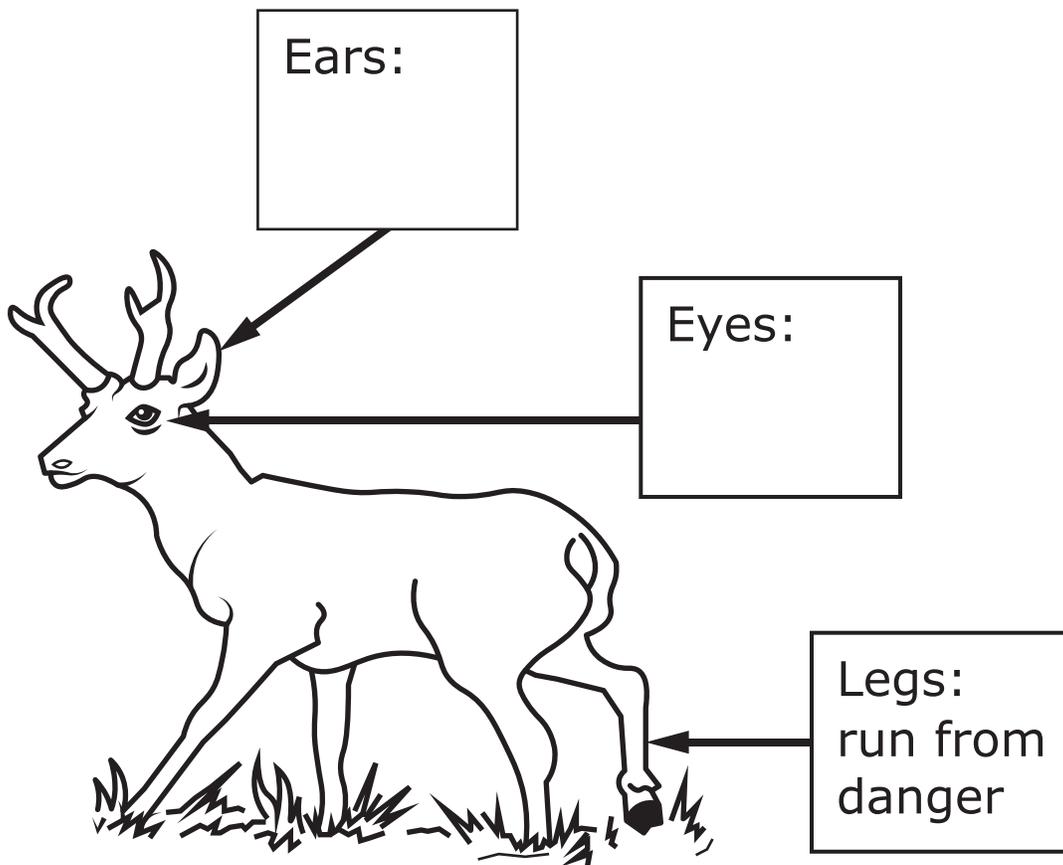
It shows that an antelope uses its legs to run from danger.

These cards show ways an antelope can sense danger.

Point to the tiles.

[For students with visual impairment, read: "These are two senses tiles. The first reads 'see danger'. The second reads 'hear danger.'"]

```
┌ ─ ─ ─ ─ ─ ┐  ┌ ─ ─ ─ ─ ─ ┐
  see            hear
  danger         danger
└ ─ ─ ─ ─ ─ ┘  └ ─ ─ ─ ─ ─ ┘
```

Match the body part the antelope uses when it senses the danger described on each card.

Rubric

After student completes work: Record on the computer if the student provided the correct answer or the student did not provide the correct answer.

Score	Description
1	Student correctly matches "hear danger" with antelope's ears and "see danger" with antelope's eyes.
0	Student does not correctly match "hear danger" with antelope's ears and "see danger" with antelope's eyes.

Sample Answer
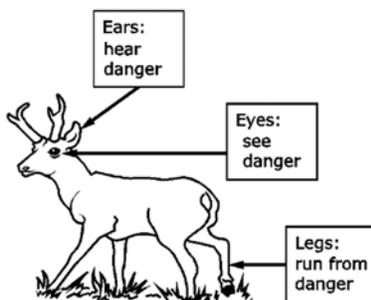
Sample Item 7

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

This item is about changes to Earth's surface.

Plants and animals can change Earth's surface.

Which way can animals change Earth's surface?

Point to each option as the TTS or TA reads each option
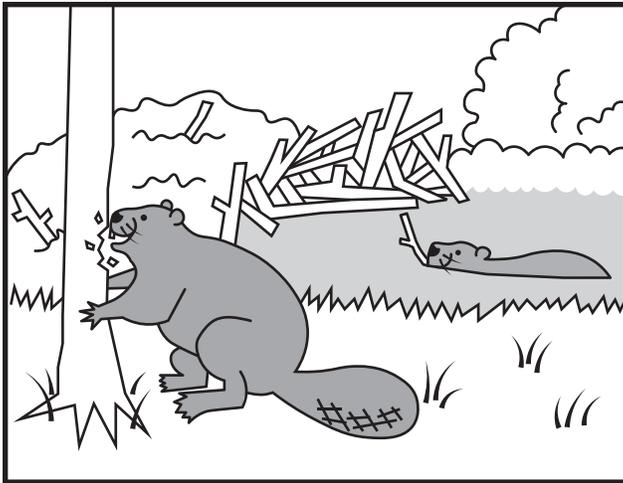
A.
Beavers build dams.
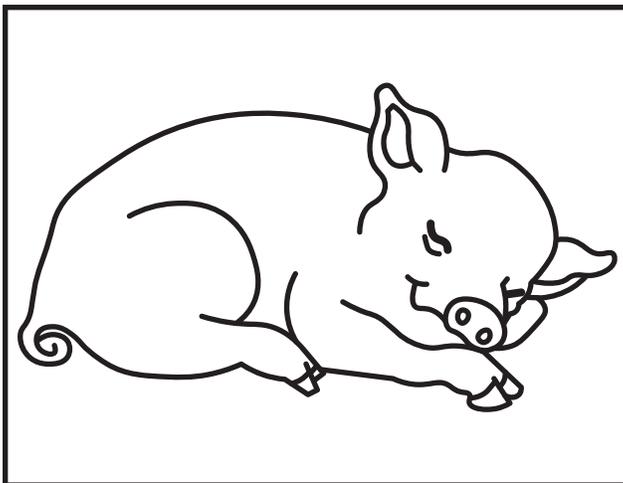
B.
Pigs sleep a lot.
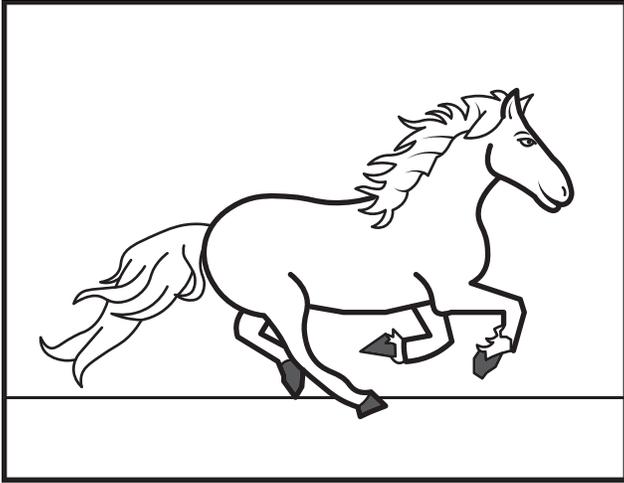
C.

Horses have hooves.

Sample Item 8

Provide student with Human Solutions to Flooding Table and Human Solutions to Flooding Tiles from the Grade 4 Science Reference Materials.

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

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

Flooding may occur when a river flows over its banks. People build permanent structures in rivers to control the flow of water. People also build temporary structures to prevent the effects of a flood.

This is a table.

> *Point to the table.*

> *[For students with visual impairment, read: "This is a table titled 'Human Solutions to Flooding.' It has two columns. The first column is titled 'Permanent' and has an image of a levee which is hill made of soil to hold back water. The second column is titled 'Temporary' and is blank."]*

People build levees to hold back water. A levee is a permanent structure.

Human Solutions to Flooding
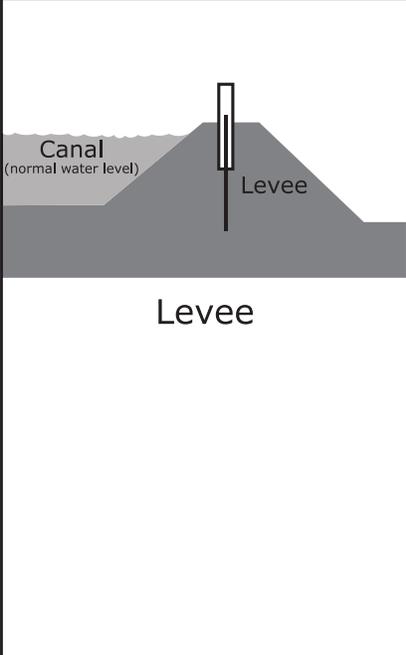
Permanent	Temporary
Canal (normal water level) Levee **Levee**	

These are human solutions to flooding.

Point to the tiles.

[For students with visual impairment, read: "These are two 'Human Solutions to Flooding' tiles. The first one is titled 'Sandbags' and shows people putting bags filled with sand around the edge of water. The second one is titled 'Dam' and shows a large concrete structure between two mountains in front of a lot of water."]

Sandbags

Dam
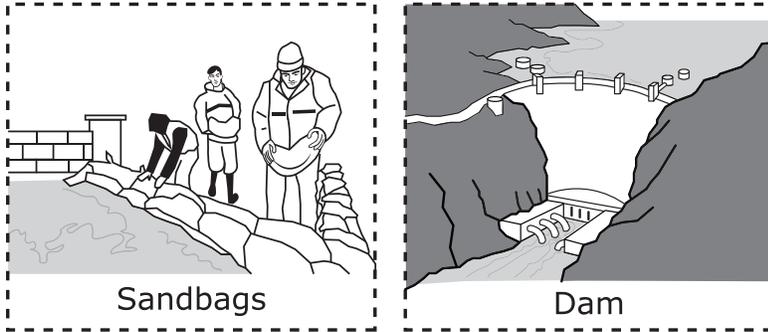
Point to the chart as the TTS or TA reads the description.

The left side of the chart is labeled "Permanent." Place the permanent structure people build to protect from flooding onto this side of the chart.

The right side of the chart is labeled "Temporary." Place the temporary structure people build to protect from flooding onto this side of the chart.

Rubric

After student completes work: *Record on the computer if the student provided the correct answer or the student did not provide the correct answer.*

Score	Description
1	Student correctly places the picture of a dam under the "Permanent" category and the picture of sandbags under the "Temporary" category.
0	Student does not correctly place the picture of a dam under the "Permanent" category and the picture of sandbags under the "Temporary" category.

Sample Answer

Human Solutions to Flooding
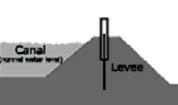
Permanent	Temporary
Canal (normal water level) — Levee **Levee** **Dam**	Sandbags