

LEAP CONNECT

Directions for Test Administration

Grades 6-8 Online Tools Training (OTT)

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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

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 item direction.

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

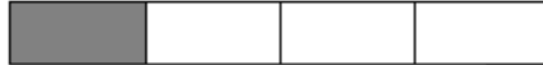
This item is about fractions.

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.

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

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

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

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

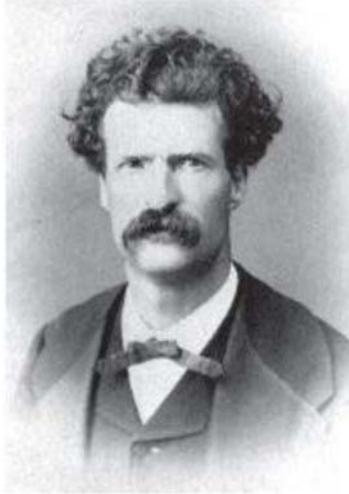
TTS or TA reads answer choices.

English Language Arts

Directions

We are going to read an informational text about a man named Mark Twain. He lived a long time ago and wrote books. After we read, you will be asked a question about an argument the author makes.

The Life and Works of Mark Twain



Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are The Adventures of Tom Sawyer and Adventures of Huckleberry Finn. Both books are set in Missouri. This is where Twain lived.

Twain first began by writing articles and drawing sketches for his brother's local newspaper. He became well known after he wrote a short humorous story.

Twain lived his life on the go. He traveled throughout the country and overseas. He gained the attention of presidents and celebrities.



Twain was fascinated by science and technology. He actually created several inventions. His love of science was reflected in his book, A Connecticut Yankee in

King Arthur's Court. In this book, one of the characters is a time traveler. This type of story was one of the first of its kind.

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

Sample Item 1

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

What argument did the author make about Mark Twain?

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



A. Mark Twain was a famous scientist.



B. Mark Twain lived in Missouri.

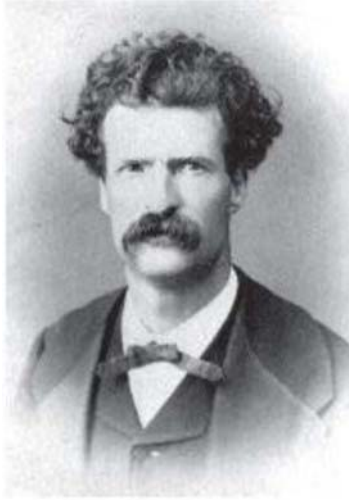


C. Mark Twain was a talented author.

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

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

The Life and Works of Mark Twain



Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are The Adventures of Tom Sawyer and Adventures of Huckleberry Finn. Both books are set in Missouri. This is where Twain lived.

Twain first began by writing articles and drawing sketches for his brother's local newspaper. He became well known after he wrote a short humorous story.

Twain lived his life on the go. He traveled throughout the country and overseas. He gained the attention of presidents and celebrities.

Sample Item 2

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

Mark Twain was a famous writer.

Which sentence tells that Mark Twain was famous?

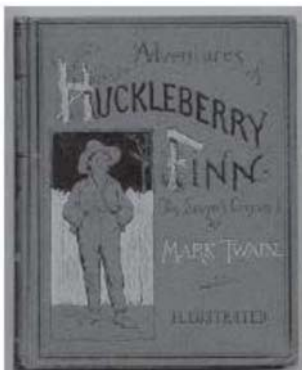
Point to each option as the TTS or TA reads each option.



A. He was born in 1835.



B. He wrote for his brother's newspaper.



C. He became well known after he wrote a story.

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

Sample Item 3

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

What is another sentence that tells that Mark Twain was famous?

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



A. The setting of both books is in Missouri.



B. He traveled throughout the country.

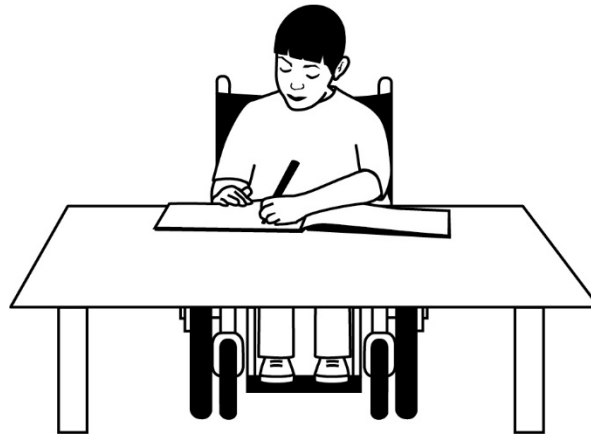


C. He gained the attention of presidents and celebrities.

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

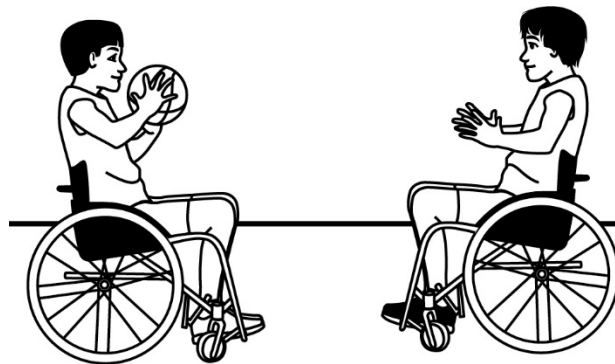
We are going to read a story about a boy named Dylan who writes a journal about his friends. After you read, you will be asked questions. Listen for how Dylan spends time with his friends.

My Journal, My Friends, and Me



Monday

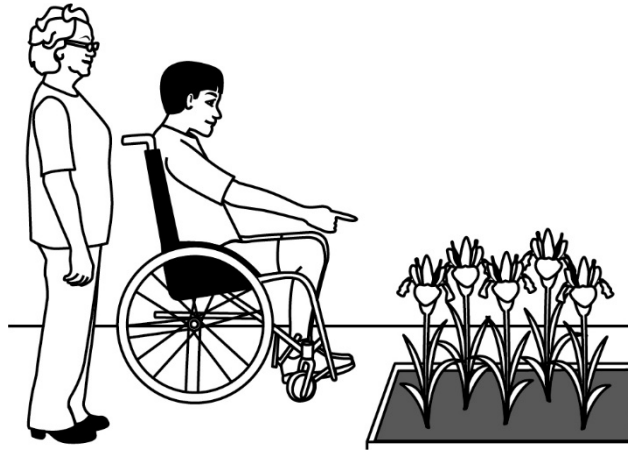
My name is Dylan. I am twelve years old. This is my journal. Years from now, I want to remember everything about my friends. I plan to write in my journal at the end of the day. Sometimes in school, I find writing boring. It is not the same for my journal—it is about me!



Tuesday

Playing basketball was exhausting. I am tired, but I don't mind. I scored three times! Mason and Carlos scored points too. Carlos said he scored 100 points. But I knew he was **exaggerating**. Actually, Carlos only scored 10 points.

During the game, our coach kept shouting to pass the ball. We needed to pass the ball to each other. We needed to play like a team. And we did! Everyone on the team scored some points. Basketball is the best sport ever with a friend like Carlos.



Thursday

Miss Johnson has been my neighbor for as long as I can remember. She is a senior citizen. This may seem weird, but Miss Johnson is a great friend. She is nearly 6 times as old as me. Yet, Miss Johnson always seems happy to see me.

It was a hot and sticky day when I saw Miss Johnson. I went over to visit her. We went outside into her garden to pull weeds. I pointed to the violets in the shade. Miss Johnson shared, “Not all plants like the sun.” Then I pointed to the irises. “Oh, irises like plenty of sunshine,” she said.

Miss Johnson teaches me all about plants. I am so lucky. Miss Johnson will always be my favorite neighbor.

Friday

This week flew by! I had fun playing basketball with Mason and Carlos. I had fun with my neighbor, Miss Johnson. I am glad I have friends that are young and old.

Time for sleep. I think I am going to need lots of energy tomorrow. I plan on staying busy with my friends.

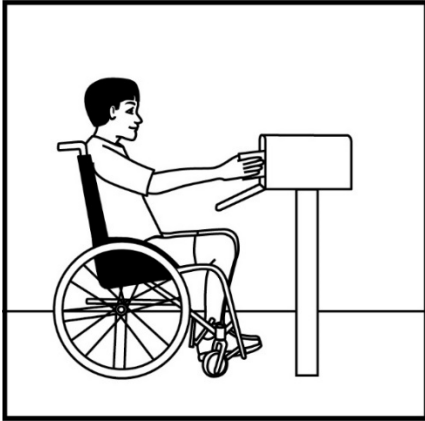
Would you like to read the story again before you answer a question?

Sample Item 4

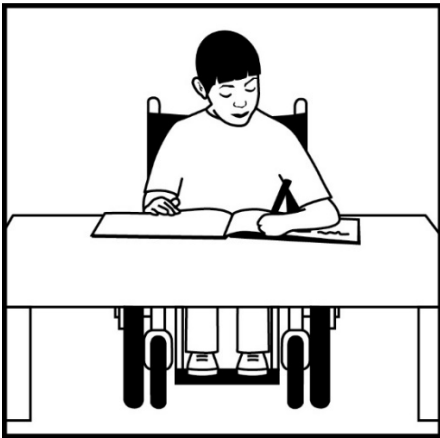
Dylan likes to spend time with his friends.

Which sentence from the story shows how Dylan spends time with his friends?

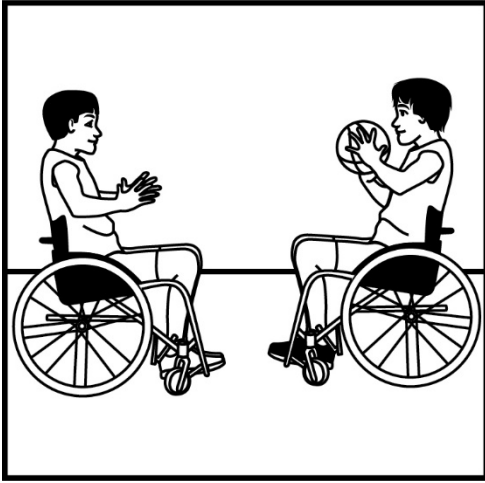
Point to each option as the TTS or TA reads each option.



A. He gets letters from many friends.



B. He writes about his friends in a journal.



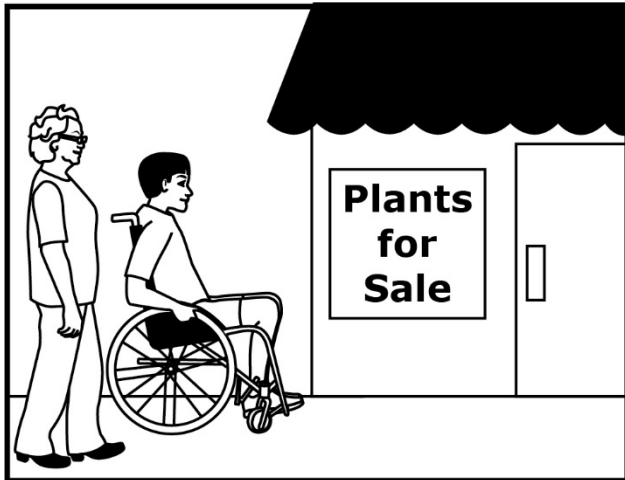
C. He plays basketball with his friends.

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

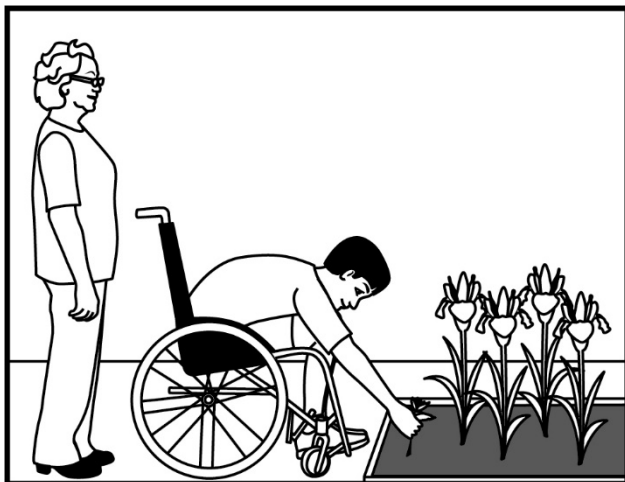
Sample Item 5

What is another sentence from the story that shows how Dylan spends time with his friends?

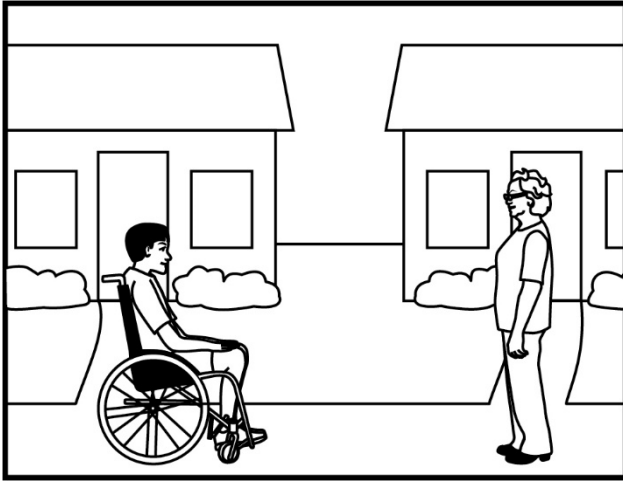
Point to each option as the TTS or TA reads each option.



- A. He goes to the plant store with Miss Johnson to buy plants for her garden.



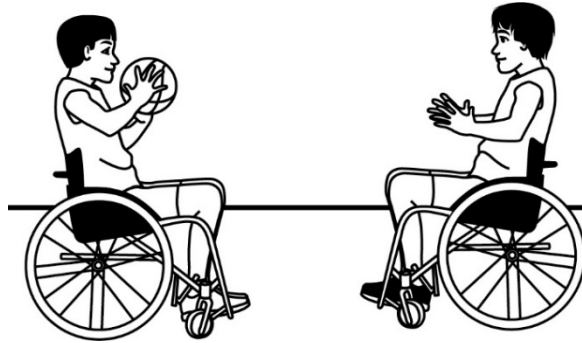
- B. He learns about plants from Miss Johnson and helps take care of them.



C. He lives in the house next to Miss Johnson's house.

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

We read a story about a boy named Dylan who writes a journal about his friends. We are going to read part of the story again. Listen for clues that tell you what the word **exaggerating** means.



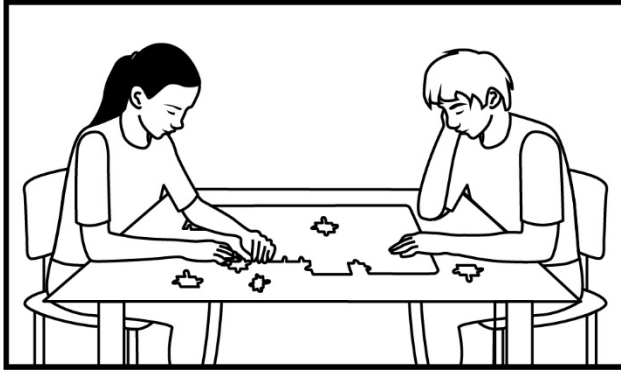
Tuesday

Playing basketball was exhausting. I am tired, but I don't mind. I scored three times! Mason and Carlos scored points too. Carlos said he scored 100 points. But I knew he was **exaggerating**. Actually, Carlos only scored 10 points.

Sample Item 6

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

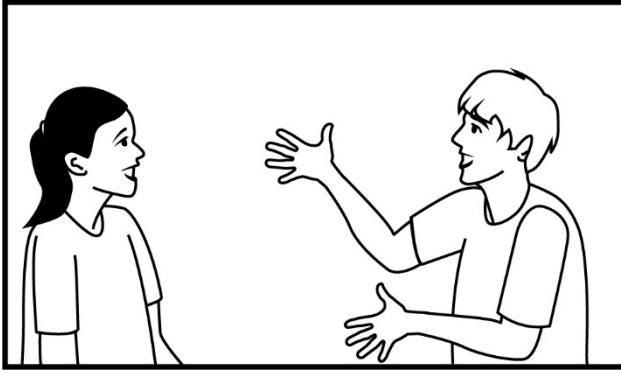
Point to each option as the TTS or TA reads each option.



A. working hard at a task



B. laughing with friends

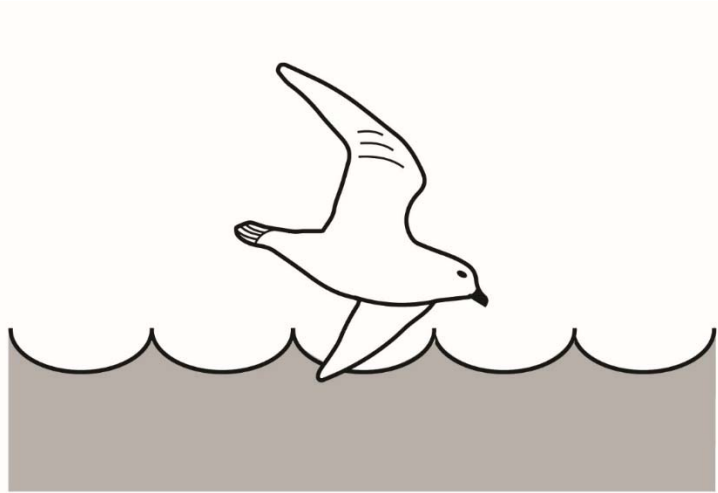


C. saying more than the truth

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

We are going to read an informational text about seabirds. After we read, you will be asked a question about the conclusion that a seabird is a good hunter.

Fishing with Wings



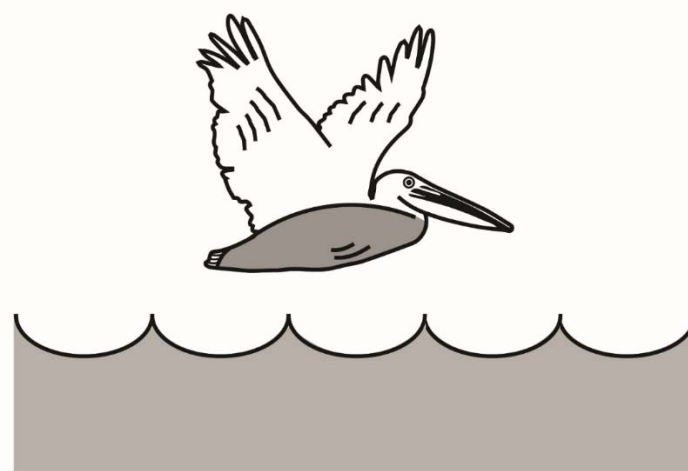
Seabirds

Seabirds fish for their dinner in the salty waters of the ocean. Seabirds are built to catch fish.

Some seabirds drop from the sky. They plunge into the water to catch their dinner. Some seabirds swim underwater. They dive deep down into the water to catch their dinner.

There are plenty of places for a seabird to fish. That's because more than 70% of Earth is covered by oceans. The shoreline of Louisiana is home to more than one kind of seabird. Two kinds of seabirds are the Brown Pelican and the Cormorant.

From the Sky



The Brown Pelican is a large bird. It has a long neck and a dark body. The pelican looks for prey while flying above the ocean. From high above, it can spy a fish swimming beneath the surface. The pelican plunges down with its large wings tucked in. The pelican points its long bill down and dives toward the fish.

The pelican scoops up its prey in a large pouch. The pouch helps the pelican catch the fish. It quickly swallows the fish. Then, the pelican looks for another tasty meal from high above the ocean.

Under the Water



The Cormorant is a large bird with a long tail. It can dive as deep as 150 feet into the ocean to find prey. The Cormorant has webbed feet that help it move quickly underwater. Its wings work like a rudder on a boat. Under the water, the Cormorant can turn using its wings.

The Cormorant uses its long, thin bill to catch fish or eels. Then, it rests near the edge of the water to get dry. The Cormorant spreads its wings to dry its feathers. Now it is time to fly and go fishing again!

Skilled Hunters

Seabirds use their wings and bills to find food from high above and in the depths of the ocean. Their **survival** depends on an ability to find and eat food.

All along the shoreline of Louisiana, these skilled hunters fish in the deep ocean waters.

Sample Item 7

A seabird is a good hunter.

Which sentence from the text tells that a seabird is a good hunter?

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

- A. "It quickly swallows the fish."
- B. "Then, it rests near the edge of the water to get dry."
- C. "From high above, it can spy a fish swimming beneath the surface."

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

Sample Item 8

What is another sentence from the text that tells that a seabird is a good hunter?

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

- A. "It has a long neck and a dark body."
- B. "It can dive as deep as 150 feet into the ocean to find prey."
- C. "That's because more than 70% of Earth is covered by oceans."

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

We read about seabirds. We are going to read part of the text again. Listen for clues that tell you what the word **survival** means.

Skilled Hunters

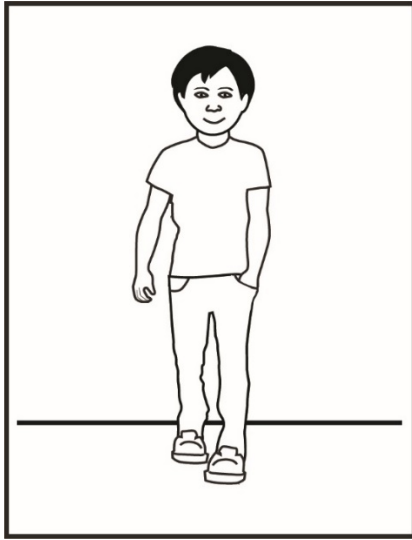
Seabirds use their wings and bills to find food from high above and in the depths of the ocean. Their **survival** depends on an ability to find and eat food.

All along the shoreline of Louisiana, these skilled hunters fish in the deep ocean waters.

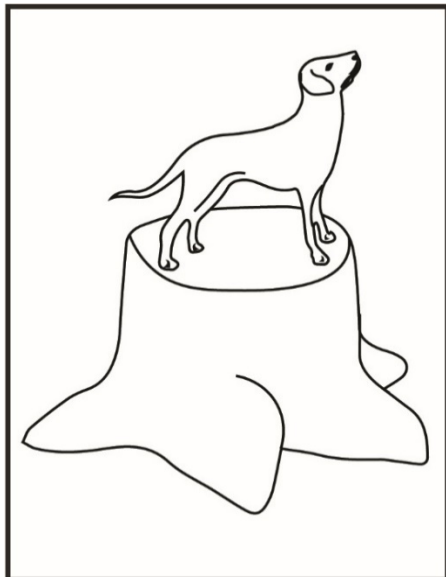
Sample Item 9

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

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



A. The boy carries survival in his pocket.



B. The dog stands on the survival to see.



C. The plant needs water for survival.

Would you like to read this part 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 6-8 Online Tools Training Reference Materials & Writing Stimuli*.

Writing Stimulus Materials List for What Happens When Someone is Tired

Card 1a: Graphic Organizer Cause and Effect

Card 2a: a person will take a nap

Card 3a: a person will go outside

Card 4a: Eating fruits and vegetables everyday helps you be strong and healthy.

Card 5a: Response Template

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

Sample Item 10

You are going to write an essay that is about the cause and effect of what might happen because someone is tired.

Present and point to Card 1a.

First, you will plan your essay here.

At this stage of the item administration, the TA will work with the student using the printed stimulus material provided. 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 5a.

Move Card 1a out of view of the student. Present and point to Card 5a or the computer screen.

Next, you will write your essay here.

Last, you will revise and edit your essay.

Move Card 5a out of view of the student.

Present Card 4a. Point to Card 4a as you say the following statement:

Cause-and-effect means that one event, the cause, makes the other event, the effect, happen. One example of a cause and effect is when you eat fruits and vegetables everyday helps you be strong and healthy. The effect is that you get strong and healthy. In your essay, you will write about what might happen because someone is tired.

Move Card 4a out of view of the student.

Selection of Effect

Present Card 1a. Point to the “Cause” column on Card 1a.

You can use this graphic organizer to plan what you will write.

The Cause is: Someone is tired.

Write one thing that a person might do because they are tired.

Point to the space for “Effect” in the column on the right side of Card 1a.

*If the student PROVIDES a relevant effect, go to **Details** step.*

If the student DOES NOT PROVIDE a thing that a person might do because they are tired, present Cards 2a and 3a. Say the following statement:

Here are effects of being tired. You need to pick something that might happen because someone is tired.

Point to and read each effect to student.

a person will take a nap

a person will go outside

*Remove the unselected effect. Place the selected effect at the top right of the work space where the student can refer to it. Write the student's selected effect in the space for "Effect" on the right of Card 1a. Go to **Details** step below.*

NOTE: If the student still does not select an effect, select one of the two provided effects for which the student can provide details. If you select the effect, say the following statement:

You need an effect that might happen because someone is tired. I will add [Effect] to your graphic organizer.

Write the selected effect in the corresponding space on Card 1a. Remove Cards 2a and 3a.

Details

Point to Card 1a.

Now that you have picked the effect of being tired, you will add more information about it.

Present Card 4a.

Listen to this sentence: "Eating fruits and vegetables everyday helps you be strong and healthy."

The details "strong" and "healthy" help the reader picture the person. Using details makes your writing more clear. When you write, remember to use details to describe the effects.

Remove Card 4a. Point to the "Effects" column on Card 1a.

You chose (Effect) as what might happen because someone is tired. Add details about (Effect) here.

Point to the space for Details in the "Effect" column on the right of Card 1a.

Move Card 1a to the side where the student can refer to it.

Introduction

Now that you have planned the effect caused by someone being tired to include in your essay, you will write the introduction.

Present Card 6a. 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.”

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. Present Card 5a or point to the computer screen.

You can write your cause and effect essay about someone being tired here.

Point to Card 5a.

Remember, your introduction states that your essay is about the cause and effect of what might happen because someone is tired. You will use your notes to help you write your essay here.

Point to the space after the first sentence starter on Card 5a 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.

The introduction is started for you. Finish this sentence.

Point to the lines after the first sentence starter on Card 5a or the computer screen.

In this essay, I will *Say the following statement:*

write about the cause and effect of _____

Now, I will read the introduction of your cause and effect essay to you.

Read aloud the introduction the student has written.

Body

Point to Card 1a.

Now use the notes from your graphic organizer about what happens when someone is too tired to write the body of your essay.

Point to “Effect” in the second column on Card 1a.

I will read your notes about the effect to you. You chose (Effect) as what might happen because someone is tired.

Read “Effect and Details” on Card 1a to student.

Remember to use details. Finish this sentence.

Point to the lines after the second sentence starter on Card 5a or the computer screen.

Because someone is tired _____

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

Now, you will add details to describe (Effect). Finish this sentence to tell about (Effect).

Read the sentence starter [“This can be described...”] using an upward inflection in your voice at the end to indicate the student should complete the sentence.

This can be described _____

Conclusion

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

Point to and read information on Card 5a or the computer screen.

Remember, a conclusion restates that your essay is about the cause and effect of what happens when someone is tired.

The conclusion is started for you.

Point to the final sentence starter on Card 5a or the computer screen.

Finish this sentence.

In conclusion, _____

Revising

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

Point to and read all parts of Card 5a or the computer screen.

Introduction

Start with the introduction of your essay. You can revise the introduction.

Point to the student's Introduction on Card 5a or the computer screen.

I will read the introduction of your essay to you.

Read the student's Introduction on Card 5a or the computer screen.

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

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

Is there anything you want to revise in your introduction about what happens when someone is tired?

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

If the student INDICATES revisions, ask the student to write the revisions on Card 5a or the computer screen.

Make revisions to your introduction about what happens when someone is tired here.

Point to the space for "Introduction" on Card 5a or the computer screen.

Body

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

Point to and read the student's Body on Card 5a or the computer screen.

You can use your notes as a checklist to be sure you included everything in the body of your essay. Remember you were to use details to describe the effect of someone being tired.

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

Is there anything you want to revise about what happens when someone is tired?

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

If the student INDICATES revisions, ask the student to write the revisions on Card 5a or the computer screen.

Make revisions to the body of your essay here.

Point to the student's Body on Card 5a or the computer screen.

Conclusion

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

Point to the student's Conclusion on Card 5a or the computer screen.

I will read the conclusion of your essay to you.

Read the student's "Conclusion" on Card 5a or the computer screen.

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

Present Card 1a. Point to the "Cause" and "Effect" columns on Card 1a.

Is there anything you want to revise about what happens when someone is tired?

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

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

Make revisions to the conclusion of your essay here.

Point to the student's Conclusion on Card 5a or the computer screen.

Editing

Now, you can edit your essay.

Present Card 6a. Cover the row showing the examples of capital letters. Point to each punctuation mark as you read the following statement:

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

Point to "Good writers use complete sentences."

Good writers use complete sentences.

Remember to use correct punctuation,

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

And write complete sentences.

*Move Card 6a to the side so that the student can refer to it when writing.
Present Card 5a or the computer screen.*

Now, you can make edits to your essay.

*If the student DOES NOT INDICATE any edits, move to **Read Essay**.*

If the student INDICATES edits, ask the student to write the edits on Card 5a or the computer screen.

Read Essay

Point to Card 5a or the computer screen. If the student makes revisions or edits to the essay as it is read, make the revisions or edits. Only read the essay once.

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.

Mathematics

Calculator may be used on this item

Sample Item 1

This item is about solving a problem using a ratio.

June learned 6 new vocabulary words for every chapter she read. This is a ratio of 6 to 1.

Point to and read the ratio to the student.

[For all students, read "six to one."]

6 : 1

June learned 60 new vocabulary words.

How many chapters did June have to read to learn 60 new vocabulary words?

Point to and read each option to the student.

- A. 3 chapters
- B. 6 chapters
- C. 10 chapters

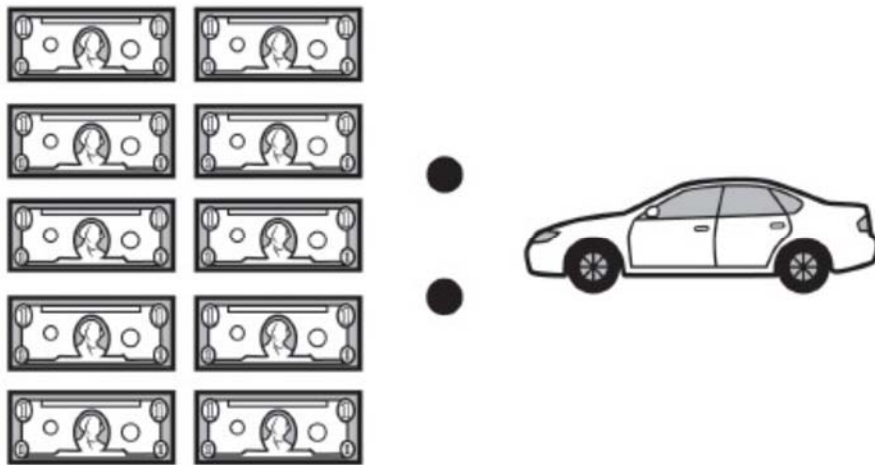
Calculator may be used on this item.

Sample Item 2

This item is about solving a problem using a ratio.

Connie earned \$10 for every car she washed.

Point to the picture.



10:1

This is a ratio of 10 dollars earned for 1 car washed.

*Point to and read each number in the ratio to the student.
[For all students, read “ten to one.”]*

10:1

How many dollars did Connie earn by washing 3 cars?

Point to and read each option to the student.

- A. \$10
- B. \$11
- C. \$30

Calculator may be used on this item.

Sample Item 3

This item is about solving a problem using a ratio.

The students in Ms. Victor's class collected books.

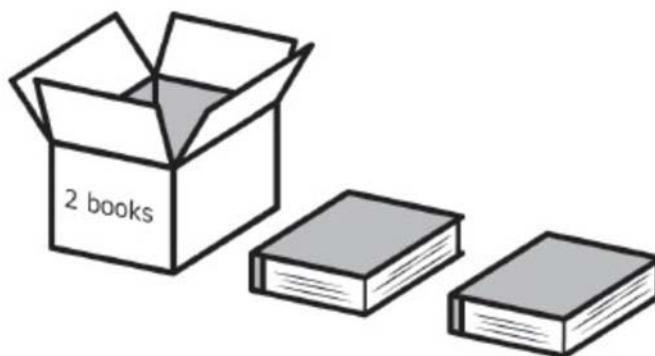
There are three boxes.

Point to the picture of the three boxes.



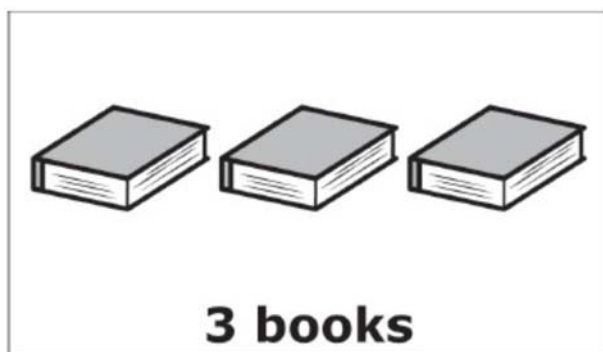
Each box holds 2 books.

Point to the picture.

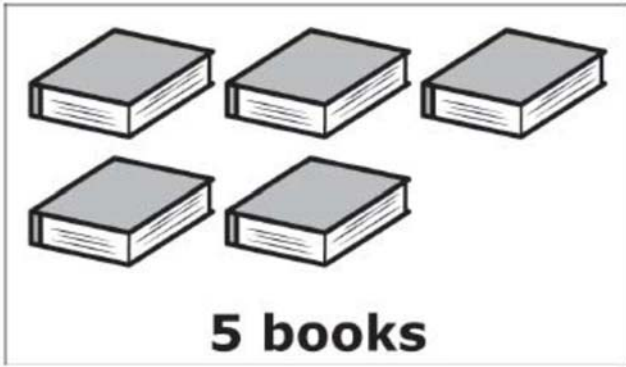


How many total books did the students put in to fill the 3 boxes?

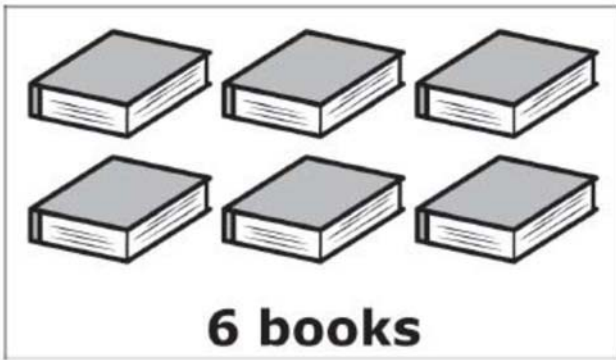
Point to and read each option to the student.



A.



B.



C.

Calculator may be used on this item.

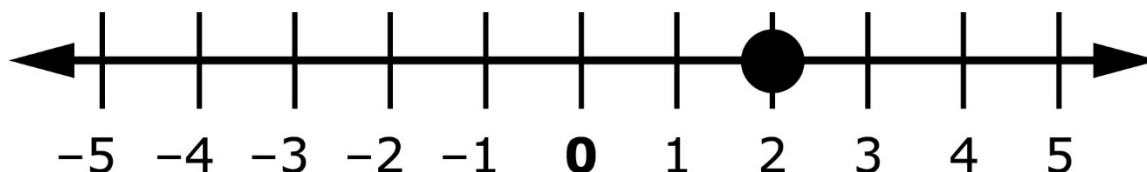
Sample Item 4

This item is about locating positive and negative numbers on a number line.

This is a number line.

Trace the number line as the TTS or TA reads the graphic description.

[Graphic description: "This is a number line beginning at negative five on the left, followed by ten equally spaced marks, ending on the right at five. The second mark to the right of zero has a point that is labeled two."]



The numbers to the right of 0 are positive numbers.

Point to the numbers to the right of zero, beginning at zero and moving to positive five.

The numbers to the left of 0 are negative numbers. The symbol in front of these numbers means they are negative.

Point to the numbers to the left of zero, beginning at zero and moving to negative five.

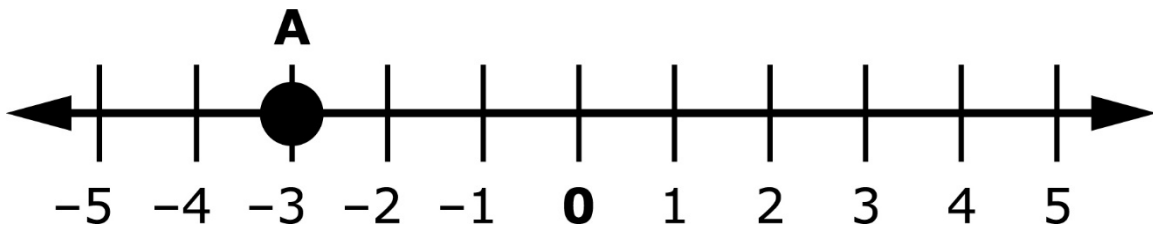
This is 2 on the number line.

Point to two on the number line.

This is another number line.

Trace the number line as the TTS or TA reads the graphic description.

[Graphic description: "This is a number line beginning at negative five on the left, followed by ten equally spaced marks, ending on the right at five. There is a point on the line that is labeled A."]



What is the location of Point A on the number line?

Point to Point A on the number line.

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

[Graphic description: "A. negative five"]

A. - 5

[Graphic description: "B. negative three"]

B. - 3

[Graphic description: "C. three"]

C. 3

Calculator may be used on this item.

Sample Item 5

This item is about solving a word problem.

Amanda is placing 24 books in a bookshelf. She only places 6 books on each shelf.

Which equation shows how many shelves Amanda uses to place all of the books?

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

[Graphic description: "A. twenty-four divided by six equals four."]

A. $24 \div 6 = 4$

[Graphic description: "B. twenty-four minus six equals eighteen."]

B. $24 - 6 = 18$

[Graphic description: "C. twenty-four plus six equals thirty."]

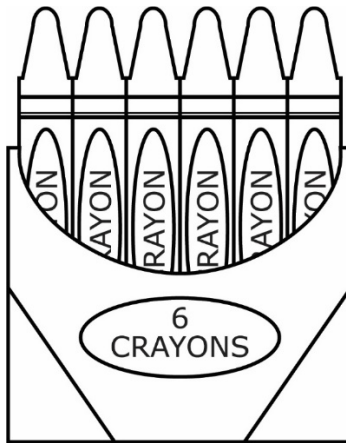
C. $24 + 6 = 30$

Calculator may be used on this item.

Sample Item 6

This item is about a ratio.

This box has 6 crayons.



The ratio of crayons to a box is *[Graphic description: “six to one”]*

6 to 1.

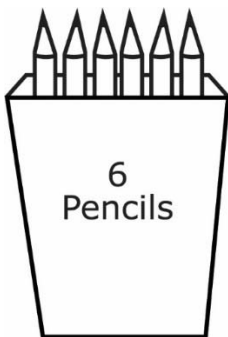
Point to the ratio as the TTS or TA reads the graphic description.

[Graphic description: “six to one”]

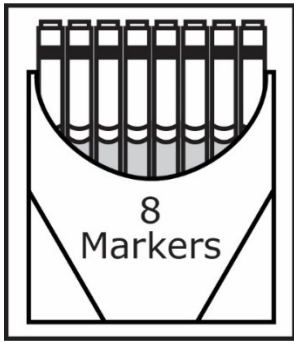
6 : 1

Which picture shows another 6 to 1 ratio?

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



A. a box with six pencils



B. a box with eight markers

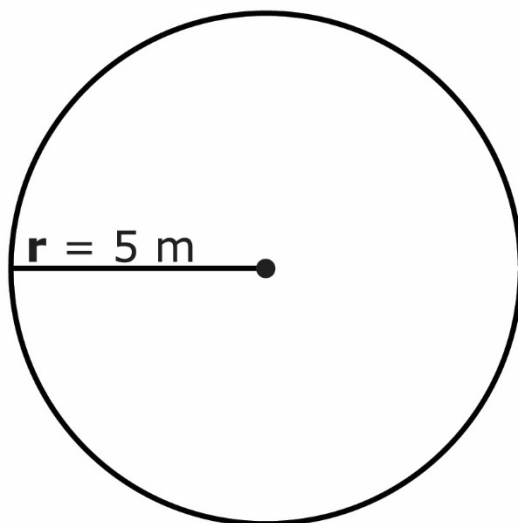
Calculator may be used on this item.

Sample Item 7

This item is about finding the area of a circle.

This is a circle.

Point to the circle



This is the formula for finding the area of a circle.

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

[Graphic description: "Area equals three and fourteen hundredths times r times r."]

$$\text{Area} = 3.14 \times r \times r$$

A letter can stand for a number in an equation.

The letter **r** in this equation stands for the radius. The radius of this circle is 5 meters.

Point to the radius and the number 5 in the circle.

Which equation shows how to find the area of the circle?

Point to the circle.

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

[Graphic description: “A. Area equals three and fourteen hundredths times five equals fifteen and seventy hundredths square meters.”]

A. Area = $3.14 \times 5 = 15.70$ sq m

[Graphic description: “B. Area equals three and fourteen hundredths plus five plus five equals thirteen and fourteen hundredths square meters.”]

B. Area = $3.14 + 5 + 5 = 13.14$ sq m

[Graphic description: “C. Area equals three and fourteen hundredths times five times five equals seventy-eight and fifty hundredths square meters.”]

C. Area = $3.14 \times 5 \times 5 = 78.50$ sq m

Calculator may be used on this item.

Sample Item 8

This item is about locating numbers on a number line.

This is [Graphic description: "square root of fifty-nine"] $\sqrt{59}$.

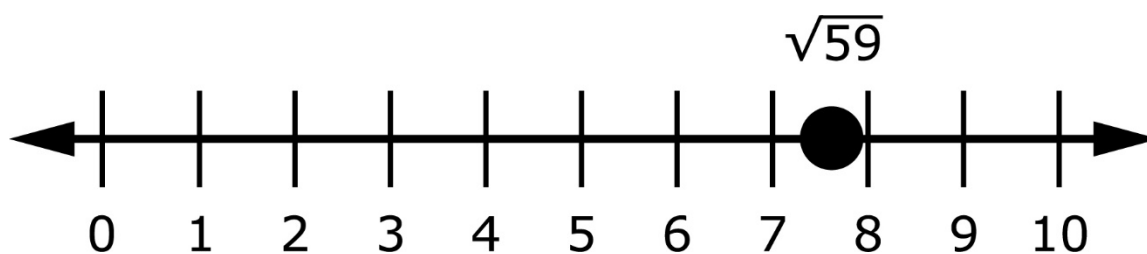
The value of [Graphic description: "square root of fifty-nine"] $\sqrt{59}$ is about [Graphic description: "seven and sixty-eight hundredths"] 7.68.

Use the number [Graphic description: "seven and sixty-eight hundredths"] 7.68 to find the approximate location of [Graphic description: "square root of fifty-nine"] $\sqrt{59}$ on the number line.

The approximate location of [Graphic description: "square root of fifty-nine"] $\sqrt{59}$ is between the numbers 7 and 8 on the number line.

Point to $\sqrt{59}$ on the on the number line.

[Graphic description: "This is a number line beginning at zero on the left, followed by ten equally spaced marks, and ending at ten on the right. There is a point between seven and eight that is labeled the square root of fifty-nine."]



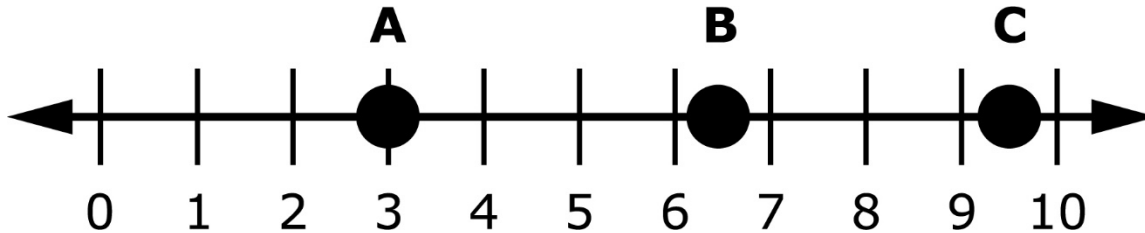
This is [Graphic description: "square root of forty"] $\sqrt{40}$.

The value of [Graphic description: "square root of forty"] $\sqrt{40}$ is about [Graphic description: "six and thirty-two hundredths"] 6.32.

This is another number line. Each letter stands for a point on the number line.

Point to $\sqrt{40}$ on the on the number line.

[Graphic description: "This is a number line beginning at the number zero on the left, followed by ten equally spaced marks, and ending at ten on the right. There are three labeled points on the number line. Point A is located at three. Point B is located between six and seven. Point C is located between nine and ten."]



Use the number [Graphic description: "six and thirty-two hundredths"] 6.32 to find the approximate location of [Graphic description: "square root of forty"] $\sqrt{40}$ on the number line.

Which point shows the approximate location of [Graphic description: "square root of forty"] $\sqrt{40}$ on the number line?

- A. point A
- B. point B
- C. point C

Calculator not permitted on this item.

Sample Item 9

This item is about solving an equation with a variable.

A variable is a letter that can be used in place of an unknown number.

This is an equation with a variable.

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

[Graphic description: "five times n equals twenty."]

$$5 \times n = 20$$

In this equation, the letter **n** is a variable.

*Point to the letter **n** in the equation.*

To solve the equation, the variable **n** must be alone on one side of the equal sign.

The variable **n** is being multiplied by 5. The opposite of multiplication is division.

One way to solve the equation is to divide each side by 5.

[Graphic description: “five times n equals 20. Five divided by five times n equals twenty divided by five. Five divided by five equals one and twenty divided by five equals four. 1 times n equals four. n equals four.”]

$$\begin{aligned}5 \times n &= 20 \\(5 \div 5) \times n &= 20 \div 5 \\5 \div 5 &= 1 \quad 20 \div 5 = 4 \\1 \times n &= 4 \\n &= 4\end{aligned}$$

This is another equation with a variable.

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

[Graphic description: “six times p equals eighteen.”]

$$6 \times p = 18$$

In this equation, the letter **p** is a variable.

Point to the letter p in the equation.

What does the letter **p** equal in the equation?

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

- A. 3
- B. 12
- C. 24

Science

Sample Item 1

This item is about thermal energy.

A student in a science class conducted a heat loss experiment using a glass beaker, an insulated thermos, and a foam cup.

- The same volume of water was placed into each container.
- The starting temperature of the water in each container was 83° C.
- After 30 minutes, the student took the temperature of the water in each container.

The temperatures are shown in the data table.

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

[Graphic description: “This is a data table titled ‘Heat Loss Results’. It has two columns. The first column is titled ‘Container’. The second column is titled ‘Final Temperature degrees Celsius’. The first container is Glass beaker and its final temperature was twenty-four point seven degrees Celsius. The second container is Insulated thermos and its final temperature is eighty-one point nine degrees Celsius. The third container is Foam cup and its final temperature is fifty-three point zero degrees Celsius. ”]

Heat Loss Results

Container	Final Temperature (°C)
Glass beaker	24.7
Insulated thermos	81.9
Foam cup	53.0

Which container kept the temperature of the water the warmest?

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

- A. glass beaker
- B. insulated thermos
- C. foam cup

Sample Item 2

Provide student with the cut-out Resources Tiles and Resources Chart from the Grade 8 Science Reference Materials.

This item is about natural resources and man-made resources.

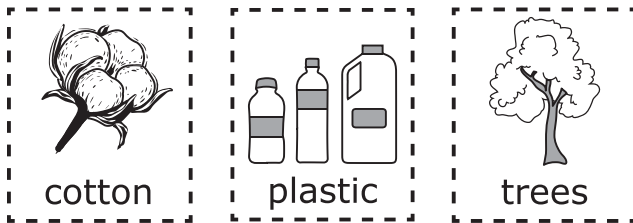
Natural resources are found in nature and useful to people. Examples of natural resources are oil and wool.

Man-made resources are made by people. Examples of man-made resources are paper and fabric.

These are resources.

Place the tiles horizontally in front of the student in the order shown. Point to the tiles.

[For students with visual impairment, read: "These are three resources tiles. The first shows a cotton plant. The second shows three plastic bottles. The third shows a tree."]



This is a chart.

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

Resources

Natural Resources	Man-made Resources

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

The left side is labeled “Natural Resources.” Place the resources that are found in nature onto this side of the chart.




The right side is labeled “Man-made Resources.” Place the resources that are made by people 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 sorts three out of three resources.
0	Student does not correctly sort three out of three resources.

Sample Answer

Resources	
Natural Resources	Man-made Resources
 cotton	 plastic
 trees	

Sample Item 3

This item is about natural resources.

Natural resources are found in nature and useful to people. Minerals, forests, water, and fertile land are examples of natural resources. Natural resources are unevenly distributed across Earth.

Which human activity contributes to the uneven distribution of natural resources?

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

- A. cutting down trees to make room for towns
- B. communicating using language
- C. inventing useful tools

Sample Item 4

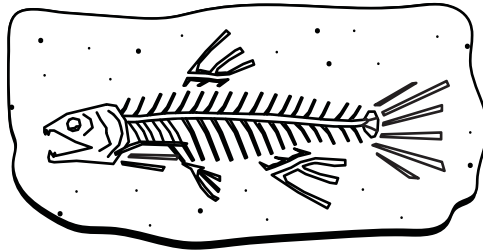
Provide student with the *Earth's History Chart* and *cut-out Fossil Pictures* from the *Grade 8 Science Reference Materials*.

This item is about Earth's history.

Fossils are the remains or traces of organisms from the ancient past.

This is an example of a fossilized fish found in a layer of rock.

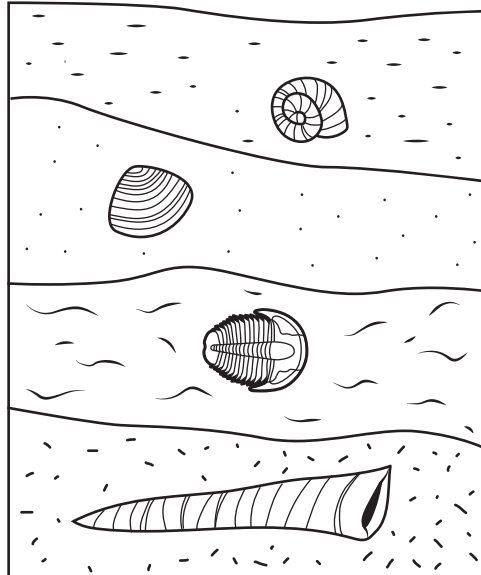
[For students with visual impairment, read: "This is an image of a bony fish skeleton fossil."]



Rock layers are usually ordered with the oldest layers on the bottom, and the most recent layers on top.

This is a picture of four periods of Earth's history.

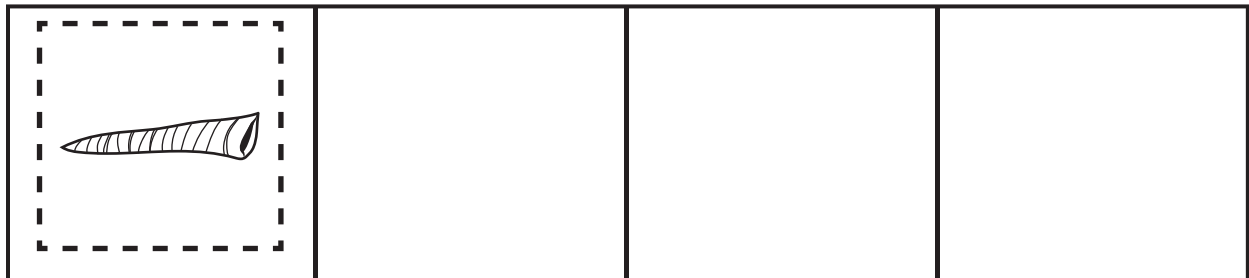
[For students with visual impairment, read: "This is an image of a cut piece of earth. It is divided into four sections from top to bottom. The top shows a shell that is in the shape of a spiral. The second layer shows a shell that is flat with lines on it. The third layer shows the fossil of a prehistoric horseshoe crab. The last layer shows a long shell in the shape of a cone."]



This is a chart.

[For students with visual impairment, read: "This is a chart titled 'Earth's History' It has four squares. The first one has an image of a shell shaped like a cone. The next three squares are blank. Below the chart there is the word Oldest and an arrow pointing to the words Most Recent."]

Earth's History



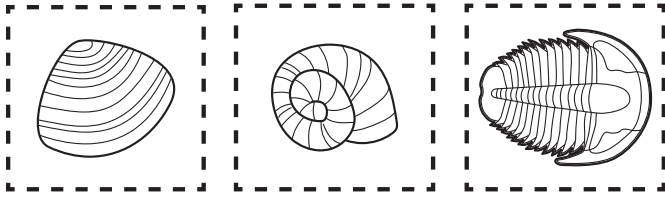
Oldest → Most Recent

The oldest fossil is shown on the left side of the chart.

These are pictures of fossils to use to complete the chart.

Place the tiles horizontally in front of the student in the order shown.

[For students with visual impairment, read: "These are picture tiles of three fossils. The first is an image of a flat shell with lines on it. The second is an image of a shell in the shape of a spiral. The last is a fossil of a prehistoric horseshoe crab."]



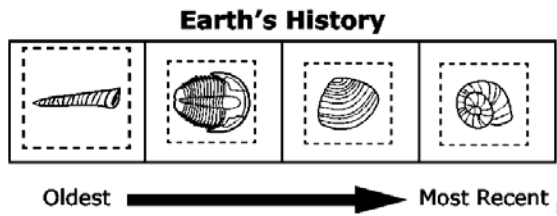
Complete the chart by placing the pictures of fossils in the correct order from oldest to most recent on the chart.

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 exactly 3 pictures of the fossils on the chart in the correct order.
0	Student does not correctly place exactly 3 pictures of the fossils on the chart in the correct order.

Sample Answer



Sample Item 5

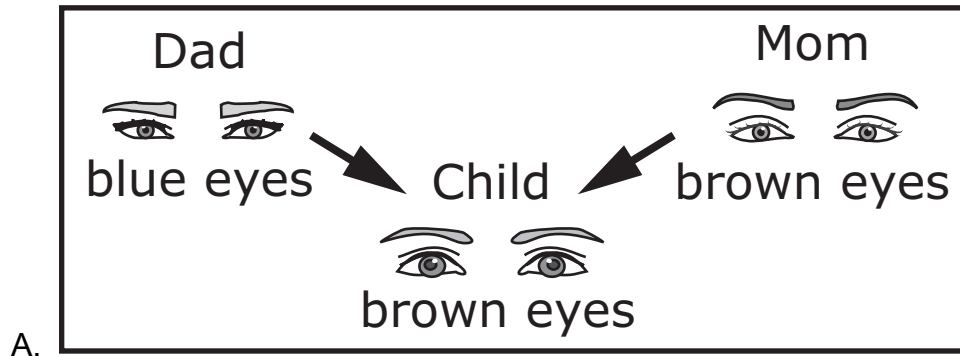
This item is about parents and offspring.

Traits are characteristics passed from parents to offspring.

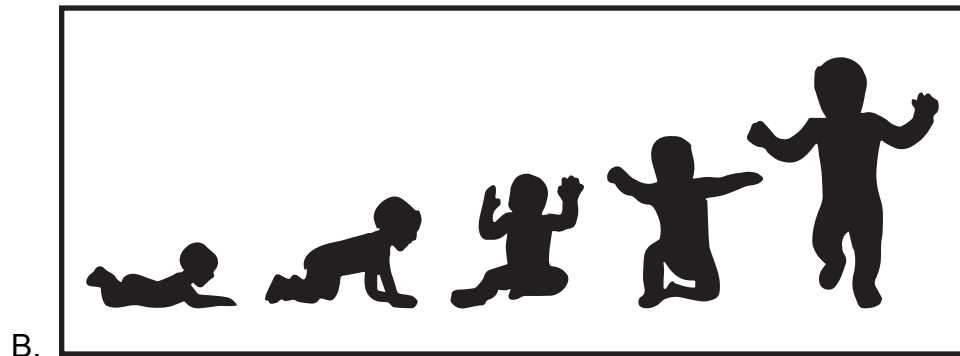
Which shows how parents and offspring may have different traits?

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

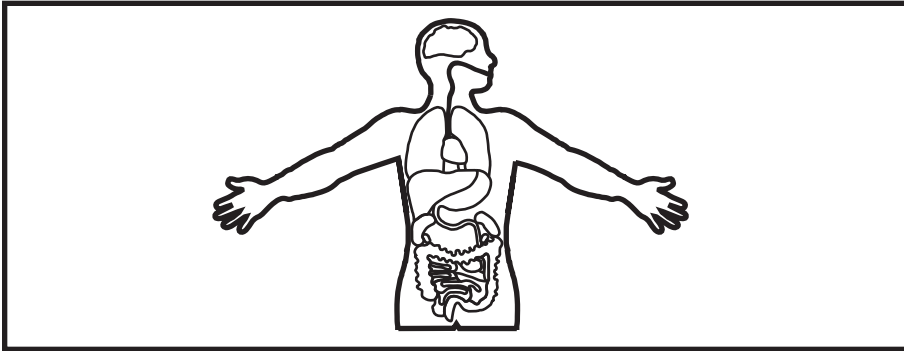
[Graphic description: "A. This is a chart that shows Dad, Mom and Child. It shows Dad with blue eyes and an arrow pointing to Child. Mom has brown eyes with an arrow pointing to Child. Child has brown eyes."]



[Graphic description: "B. This is an image of a human child at five different stages of growth. It starts at baby, crawling, sitting up, trying to stand, and then walking."]



[Graphic description: "C. This is an image of the inside of a human. It shows different organs including the brain, lungs, liver, stomach and intestines."]



C.

Sample Item 6

Provide student with the *Stages of Pig Development Chart*, *Stages of Chicken Development Chart* and *cut-out Chicken Development Tiles* from the *Grade 8 Science Reference Materials*.

This item is about how animals develop and grow.

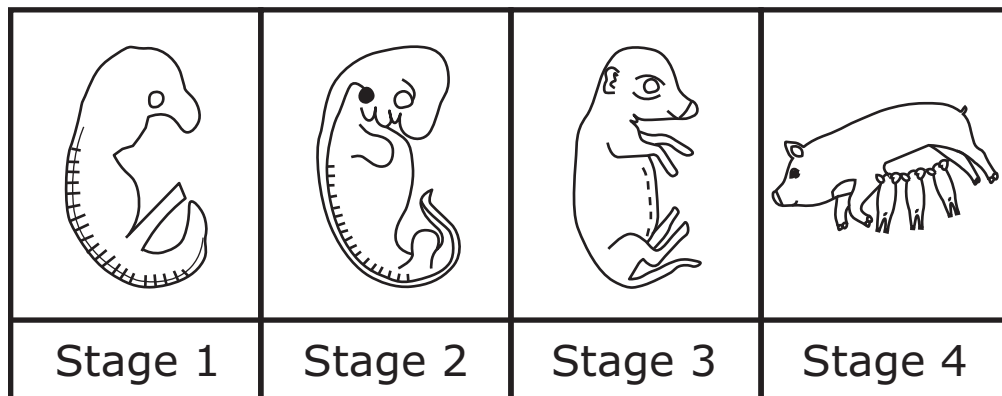
An embryo is the earliest stage of development of an unborn or unhatched animal.

Point to each stage in the chart as the TTS or TA reads the description.

For example, a pig starts life as an embryo and then is born and grows as a piglet.

[For students with visual impairment, read: "This is a chart titled 'Stages of Pig Development. It has four stages. In Stage 1 it shows the embryo of a pig which has very few physical characteristics. Stage 2 shows a more developed pig with eyes, mouth and tail. Stage 3 shows an almost fully developed pig with a nose, eyes, ears and feet. Stage 4 shows the pig drinking milk from its mother with other fully developed baby pigs."]

Stages of Pig Development



Other animals begin life with similar stages of embryo development.

Present the student with the Stages of Chicken Development Chart. Point to the stages as the TTS or TA reads the description.


This is a chart to show stages of a chicken's development.

The first stage shows the Stage 1 embryo development of a chicken. It looks similar to the Stage 1 embryo development of the pig.

[For students with visual impairment, read: "This is a chart titled 'Stages of Chicken Development. It has four stages. In Stage 1 it shows the embryo of a

chicken which has very few physical characteristics. Stages 2 through 4 are blank.”]

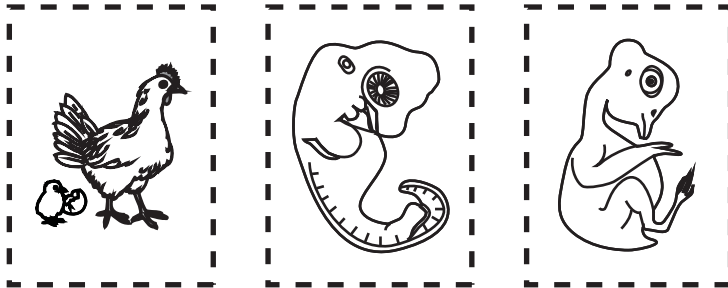
Stages of Chicken Development

			
Stage 1	Stage 2	Stage 3	Stage 4

These are pictures to use to complete the chart of a chicken’s development.

Place the Chicken Development tiles in front of the student in the order shown.

[For students with visual impairment, read: “These are Chicken Development Tiles. There are three tiles. The first shows an adult chicken with a baby chicken next to it and part of an egg shell. The second shows a developing chicken with some features like eyes, a tail and holes for ears. The last tile shows a developing chicken with a head, eyes, nose, feet and small wings.”]



Complete the chart by placing the stages of chicken development in the correct order from Stage 2 to Stage 4.





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 exactly 3 pictures of the chicken development stages on the chart in the correct order.
0	Student does not correctly place exactly 3 pictures of the chicken development stages on the chart in the correct order.

Sample Answer

Stages of Chicken Development

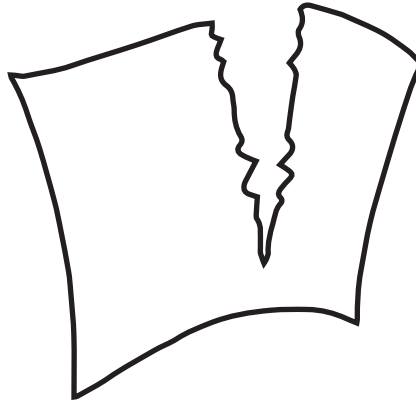
			
Stage 1	Stage 2	Stage 3	Stage 4

Sample Item 7

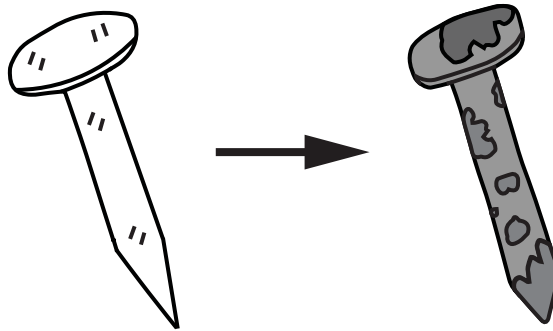
This is a two-part item. Be sure the student responds to this item before presenting the second item of this three-part item.

This item is about changes.

During a physical change, a material may change shape. For example, tearing a piece of paper is a physical change.



During a chemical change, a material may change into a different substance. For example, a new nail becoming rusty.



What type of change is burning wood?

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

- A. physical
- B. chemical

Sample Item 8

Provide student with the Chemical Reactions Chart and cut-out Chemical Reaction Tiles from the Grade 8 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 chemical reactions.

Some chemical reactions release heat or light.

This is a chart.

[For students with visual impairment, read: "This is a chart titled 'Chemical Reactions'. It has two columns. The first column is titled 'Release Heat'. The second column is titled 'Release Light'".]

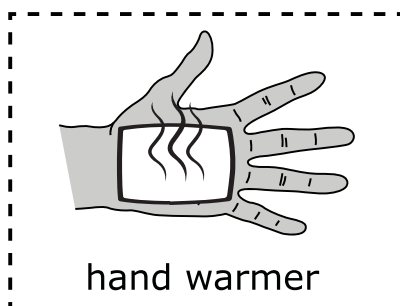
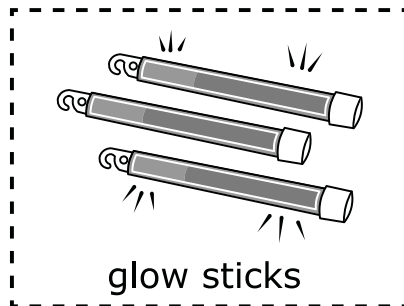
Chemical Reactions

Release Heat	Release Light

These are chemical reactions.

Place cut-out Chemical Reaction Tiles in front of student in the order shown here.

[For students with visual impairment, read: "These are Chemical Reaction Tiles. This first one is an image of glow sticks. The second one is a hand warmer."]



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

The left side of the chart is labeled “Release Heat.” Place the chemical reaction that releases heat onto this side of the chart.

The right side of the chart is labeled “Release Light.” Place the chemical reaction that releases light onto this side of the chart.

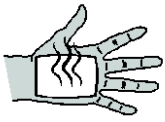
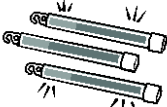
Rubric

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 the hand warmer under the “Release Heat” category and the picture of glow sticks under the “Release Light” category.
0	Student does not correctly place the picture of the hand warmer under the “Release Heat” category and the picture of glow sticks under the “Release Light” category.

Sample Answer

Chemical Reactions

Release Heat	Release Light
 hand warmer	 glow sticks