

LEAP CONNECT

Directions for Test Administration

High School Online Tools Training (OTT)

Table of Contents

Table of Contents	2
Purpose.....	3
Directions.....	3
Guidelines.....	4
Guidance on Printed Materials.....	4
Selected-Response Items	4
Reading Selected-Response Item Example.....	5
Mathematics Selected-Response Item Example.....	6
English Language Arts.....	8
Mathematics.....	28
Science.....	37

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

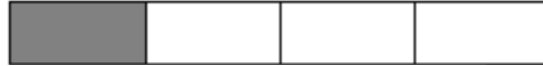
This item is about fractions.

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. $\frac{1}{8}$

TTS or TA reads answer choices.

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

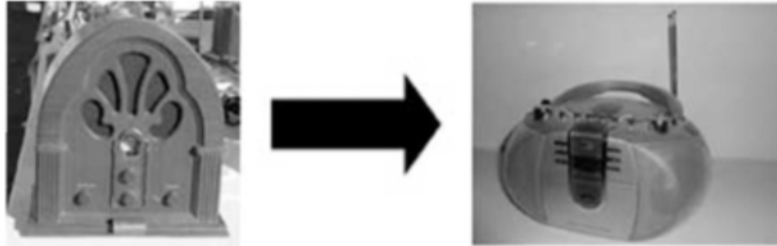
English Language Arts

Directions

We are going to read an informational text about the invention of the radio and television. After we read, you will be asked questions about details that support a conclusion.

The Impact of Radio and Television

There were two important inventions in the 20th century, radio and television. These two inventions changed people's daily lives.

**Radio**

The first radio transmitted the human voice in 1900. The radio was originally invented to send messages. Americans used radios for the first time to listen to music, news, and entertainment programs. By the 1930s, more than half of American homes had a radio. For the first time, people could hear breaking news from around the world while in their homes.

**Television**

Television was even more popular than the radio. It was invented in 1926. It allowed people to watch moving pictures in their own homes. At first, television shows were broadcast using black and white pictures. In 1953, television shows became available in color. By 1978, almost every family in America had at least one television in their home. Now people could see live images from around the world.



The invention of radio and television has had a great impact on our daily lives. Today, radios and televisions are widely used at home and in classrooms. Think how different your life would be without radios or televisions.

Sample Item 1

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

From reading the text you can conclude that radio changed people's daily lives. Which detail supports that radio changed people's daily lives?

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



A. There were two important inventions in the 20th century.



B. Television was more popular than the radio.



C. Americans used radio for the first time to listen to music.

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

Sample Item 2

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

What is another detail that supports that radio changed people's daily lives?

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



A. The radio was invented to send messages.



B. Every family in America had at least one television.



C. People could hear breaking news from around the world.

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

We just read about the impact of radio and television. We are going to read part of the text again. After we read, you will be asked a question about the author's point of view.



The invention of radio and television has had a great impact on our daily lives. Today, radios and televisions are widely used at home and in classrooms. Think how different your life would be without radios or televisions.

People can have different points of view. Remember, an author's point of view is how the author thinks about the subject.

Sample Item 3

What is the author's point of view about radio and television?

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



A. Radio and television have little use.



B. Radio and television are found in the workplace.



C. Radio and television have changed people's lives.

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

Sample Item 4

We read about radio and television. We are going to read part of the text again. The word **impact** is in this part. After we read, you will be asked a question about why the author uses the word **impact**.



The invention of radio and television has had a great **impact** on our daily lives. Today, radios and televisions are widely used at home and in classrooms. Think how different your life would be without radios or televisions.

Why does the author use the word **impact** in this part?

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



A. to show when radio and television were invented



B. to show that television was more popular than the radio



C. to show that radio and television have changed the way people live

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 High School Online Tools Training Reference Materials & Writing Stimuli*.

Writing Stimulus Materials List for Why Schools Should Have an Arts Club

Card 1a: Example Essay, “Plant More Trees”

Card 2a: have more creative time

Card 3a: meet new people

Card 4a: learn from one another

Card 5a: Graphic Organizer

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

Card 7a: Response Template

Card 8a: Signal Word Example Card

Card 9a: List of signal words

Directions

Sample Item 5

You are going to write a persuasive essay about why schools should have an arts club. In a persuasive essay, you try to convince someone else to agree with you. First, I will read an example of a persuasive essay.

This is an example of a persuasive essay. The topic is planting trees. The author makes the claim that the city should plant more trees.

Present and point to Card 1a.

Plant More Trees

In this essay, I will convince you that the city should plant more trees. One reason is that trees are helpful.

It is important to have trees because they provide shade for people to stay cool. Also, trees provide oxygen that helps us breathe.

In conclusion, I hope you are convinced that the city should plant more trees. This is important because trees are helpful.

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.

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

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

You are going to write a persuasive essay about why schools should have an arts club.

Present and point to Card 5a.

First, you will plan your essay here.

Move Card 5a to the side. Present and point to Card 7a or on the computer screen.

Next, you will write your persuasive essay here.

Last, you will revise and edit your essay.

Move Card 7a out of the view of the student.

Selection of Reason

Point to the “Claim” on Card 5a as you say the following statement:

You can use this graphic organizer to plan what you will write. First, you need to write a reason to support the claim that schools should have an arts club.

Point to the space for “Reason” on Card 5a.

Write a reason to support the claim that schools should have an arts club.

*If the student PROVIDES a relevant reason, the student writes the reason in the space for “Reason” on Card 5a. Go to the **Facts or Example** step below.*

If the student DOES NOT PROVIDE a reason or provides an irrelevant reason, present the three reasons on Cards 2a-4a.

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

Read the claim as stated below and then point to and read the corresponding Cards 2a-4a.

All schools should have an arts club. Having an arts club will help students:

have more creative time

meet new people

learn from one another

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

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

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

After the student has selected a reason, remove the unselected reasons. Place the selected reason above or next to Card 5a.

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

*The TA writes the selected reason in the corresponding space for “Reason” on Card 5a. Go to **Facts or Examples**.*

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

You need a reason to support the claim that schools should have an arts club. I will add (selected reason) to your graphic organizer.

TA writes the selected reason in the corresponding space for “Reason” on Card 5a. Remove Cards 2a-4a.

Facts or Examples

Present and point to the space for “Reason” on Card 5a.

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

Point to the space for “Fact or Example 1.” on Card 5a.

Write a fact or an example about your reason here.

After the student writes, point to the space for “Fact or Example 2.” on Card 5a.

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

After the student writes, move Card 5a to the side so the student can refer to it when writing.

Introduction

Now that you have planned your persuasive essay about why schools should have an arts club, you can write the introduction.

Present student with 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” 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.

Present Card 5a and point to the “Claim” as you say the following statement:

You can use your notes from the graphic organizer to help you finish the first part of the introduction about the claim that schools should have an arts club.

Present Card 7a.

The introduction is started for you. Finish this sentence.

Point to the first sentence starter (“In this essay, I will convince you that”) on the top of Card 7a or the computer screen.

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

In this essay, I will convince you that

After the student writes, say the following statement:

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

Read aloud the completed first sentence starter.

Point to the “Reason” on Card 5a as you say the following statement:

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

Read the “Reason” to the student.

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

Finish this sentence.

Point to the second sentence starter (“One reason”) on Card 7a or the computer screen.

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

One reason

After the student writes, say the following statement:

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

Read aloud the student’s Introduction.

Body

Next, you will write the body of your essay.

Present Card 5a and point to the “Reason” and “Fact or Example 1.” as you say the following statement:

The body states your reason and facts or examples to convince the reader that schools should have an arts club.

The body is started for you.

Point to the third sentence starter (“It is important to”) on Card 7a or the computer screen.

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

It is important to

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

Write the selected reason following the sentence starter (“It is important to”) on Card 7a or the computer screen. Point to the sentence as you read it to the student.

It is important to (selected reason)

Present and point to Card 8a.

You can add a signal word to connect the reason to your facts or examples. Listen to this sentence from the essay about planting more trees.

Point to the word “because” on Card 8a as you say the following statement:

It is important to make less pollution because pollution is bad for our health

In this sentence, the signal word “because” connects the reason, “makes less pollution” to the fact, “pollution is bad for our health.”

Remove Card 8a.

Present Card 9a. Point to each signal word on Card 9a as you read the following statement:

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

Point to the sentence starter (“It is important to”) and the selected reason on Card 7a or the computer screen.

Write a signal word here.

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

It is important to (selected reason)

After the student writes, say the following statement:

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

read your notes to you.

Read “Fact or Example 1.” on Card 5a.

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

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

It is important to (selected reason) (selected signal word)

After the student writes, read aloud the sentence.

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

Point to the “Fact or Example 2.” on Card 5a.

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

Read the “Fact or Example 2.” on Card 5a.

Use your notes to help you finish this sentence.

Point to the fourth sentence starter (“Also,”) on Card 7a or the computer screen.

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

Also,

After the student writes, say the following statement:

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

Read aloud the student’s Body.

Conclusion

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

Point to and read the student’s Introduction and the Body on Card 7a.

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

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

Point to the space after the sentence starter (“In conclusion,”) on Card 7a or the computer screen.

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

In conclusion,

After the student writes, say the following statement:

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

Read aloud the student's Conclusion.

Revising

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

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

Introduction

Present and point to the top of Card 7a or the computer screen.

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

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

Point to and read the first sentence ("In this essay, I will convince you that") in the student's Introduction on Card 7a.

Is there anything you want to revise about your claim that schools should have arts club?

If the student DOES NOT INDICATE any revisions, move to the next question.

If the student INDICATES revisions, ask the student to write the revisions to the Introduction on Card 7a or the computer screen, or to indicate them to you.

Point to the first sentence on Card 7a or the computer screen.

Make revisions to your claim here.

Point to the second sentence ("One reason") in the student's Introduction on Card 7a or the computer screen.

Is there anything you want to revise about your reason?

*If the student DOES NOT INDICATE any revisions, move to the **Body**.*

If the student INDICATES revisions, ask the student to write the revisions to the Introduction on Card 7a or the computer screen or to indicate them to you.

Point to the second sentence in the student's Introduction on Card 7a or the computer screen.

Make revisions to the reason here.

Body

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

Point to and read the student's Body. Then present and point to the "Reason" and "Fact or Example 1." on Card 5a.

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

Point to and read the completed sentence starter ("It is important to ___") in the student's Body on Card 7a or the computer screen.

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

If the student DOES NOT INDICATE any revisions, move to the next question.

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

Present and point to "Fact or Example 1." on Card 5a.

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

Point to the sentence starter ("It is important to") on Card 7a or the computer screen.

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

After the student makes revisions, point to and read the completed sentence starter ("Also") in the student's Body on Card 7a.

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

*If the student DOES NOT INDICATE any revisions, move to the **Conclusion**.*

If the student INDICATES revisions, ask the student to write the revisions to the Body on Card 7a or the computer screen or to indicate them to you.

Point to the second sentence ("Also") in the student's Body on Card 7a or the computer screen.

Make revisions to the second fact or example here.

Conclusion

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

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

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

Point to the sentence starter ("In conclusion,") in the student's Conclusion on Card 7a or the computer screen.

Is there anything you want to revise about your claim?

If the student DOES NOT INDICATE any revisions, move to the next question.

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

Point to the sentence starter ("In conclusion,") of the student's conclusion on Card 7a or the computer screen.

Make revisions to the claim here.

After the student writes, point to the sentence starter ("In conclusion,") again in the student's Conclusion on Card 7a.

Is there anything you want to revise about the reason it is important that schools should have an arts club?

*If the student DOES NOT INDICATE any revisions, move to **Editing**.*

If the student INDICATES revisions, ask the student to write the revisions to the Conclusion on Card 7a or the computer screen. Point to the sentence starter ("In conclusion,") in the student's Conclusion on Card 7a or the computer screen.

Make revisions to the reason here.

Editing

Now, you can edit your essay.

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." as you read the following statements:

Good writers use complete sentences.
Remember to write complete sentences,

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

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

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

If the student INDICATES edits, the student writes the edits on Card 7a or the computer screen.

Read Essay

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

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 finding the mean of a set of data.

The mean is the average of the numbers in a set of data.

This data table shows the number of algebra problems Chris did for homework each of 4 days last week.

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

[Graphic description: "This is a data table titled 'Number of Algebra Problems.' It shows the numbers of problems Chris completed for each day of homework. Five problems were completed on Monday, four problems were completed on Tuesday, five problems were completed on Wednesday, and six problems were completed on Thursday."]

Number of Algebra Problems

Day	Number of Problems
Monday	5
Tuesday	4
Wednesday	5
Thursday	6

To find the mean, add all of the values in the list and divide the sum by the number of values.

To find the mean number of problems, first add all of the values.

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

[Graphic description: "Five plus four plus five plus six equals twenty."]

$$5 + 4 + 5 + 6 = 20$$

Then divide the sum by the number of values. There are 4 values, so divide 20 by 4.

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

[Graphic description: "Twenty divided by four equals five."]

$$20 \div 4 = 5$$

The mean number of problems is 5.

This is another data table.

This data table shows the number of magazine articles Jan read each of 4 days last week.

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

[Graphic description: "This is a data table titled 'Number of Magazine Articles.' It shows the numbers of articles Jan read for four days last week. Four articles were read on Monday, two articles were read on Tuesday, four articles were read on Wednesday, and six articles were read on Thursday."]

Number of Magazine Articles

Day	Number of Articles
Monday	4
Tuesday	2
Wednesday	4
Thursday	6

What is the mean number of articles Jan read each day last week?

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

- A. 4 articles
- B. 6 articles
- C. 16 articles

Calculator not permitted on this item.

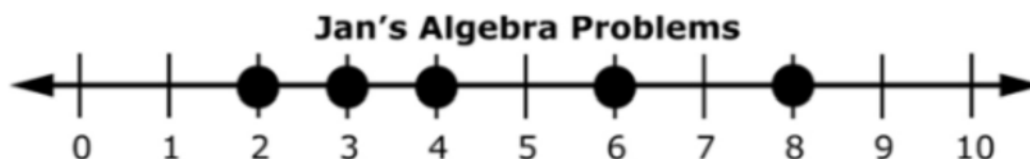
Sample Item 2

This item is about a number line.

This is a number line.

Point to the number line as the TTS or TA reads the graphic description.

[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. The second mark after zero has a point labeled two. The third mark after zero has a point labeled three. The fourth mark after zero has a point labeled four. The sixth mark after zero has a point labeled six. The eighth mark after zero has a point labeled eight.]



The least value is farthest to the left on the number line.

Point to the 0 on the number line.

The greatest value is farthest to the right on the number line.

Point to the 10 on the number line.

Jan does algebra problems. The dots on the number line show how many algebra problems Jan did in each of her math classes last week.

Point to each point on the number line.

What is the greatest number of algebra problems Jan did in math class last week?

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

A. 2

B. 8

Calculator may be used on this item.

Sample Item 3




This item is about using measurements shown in a data table.

A store sells paint in one-gallon cans. The number of gallons of paint and the equivalent number of quarts are shown in this data table.

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

[Graphic description: "This is a data table titled Gallons to Quarts. It has two columns. The first is titled Gallons of Paint and the other is titled Number of Quarts. The first row has one gallon of paint and it is equal to four quarts. The second row has two gallons of paint and is equal to eight quarts. The third row has three gallons of paint and is equal to twelve quarts."]

Gallons to Quarts

Gallons of Paint	Number of Quarts
 1gal	4
 1gal 1gal	8
 1gal 1gal 1gal	12

There are 4 quarts in one gallon of paint.

How many quarts are in 3 gallons of paint?

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

- A. 8 quarts
- B. 12 quarts

Calculator may be used on this item.

Sample Item 4

This item is about a data table of values and an equation.

A pet shop owner sells fish tanks containing white minnows and goldfish. This data table shows how many white minnows and goldfish are in the different tanks.

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

[Graphic description: "This is a data table titled Fish Tank Choices. It shows the Number of White Minnows (w) for the Number of Goldfish (g). When there are two white minnows, there are four goldfish. When there are four white minnows there are six goldfish. When there are six white minnows, there are eight goldfish. There is an unknown number of white minnows for ten goldfish."]

Fish Tank Choices

Number of White Minnows (w)	Number of Goldfish (g)
2	4
4	6
6	8
?	10

The data table shows that the pet shop owner always places 2 more goldfish than white minnows into each tank. The information in the data table can be used to write an equation.

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

[Graphic description: "w plus two equals g."]

$$w + 2 = g$$

The letter **w** stands for the number of white minnows.

Point to the letter w in the equation.

The number 2 is how many more goldfish than white minnows are in the tank.

Point to the number 2 in the equation.

The letter **g** stands for the number of goldfish.

Point to the letter g in the equation.

This equation can be used to find the number of white minnows in a tank when the pet shop owner places 10 goldfish in the tank.

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

[Graphic description: "w plus two equals 10."]

$$w + 2 = 10$$

This is another problem about a data table of values and an equation.

A different pet shop owner sells fish tanks containing fish. She always places 4 more tetras than guppies into each tank. This data table shows how many guppies and tetras are in the different tanks.

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

[Graphic description: "This is a data table titled Fish Tank Choices. It shows the Number of Guppies (g) for the Number of Tetras (t). When there are three guppies, there are seven tetras. When there are six guppies, there are ten tetras. When there are nine guppies, there are thirteen tetras. There is an unknown number of guppies for fifteen tetras."]

Fish Tank Choices

Number of Guppies (g)	Number of Tetras (t)
3	7
6	10
9	13
?	15

Which equation can be used to find the number of guppies placed in each tank, **g**, when 15 tetras are placed in a tank?

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

[Graphic description: "A. g plus four equals fifteen."]

A. $g + 4 = 15$

[Graphic description: "B. fifteen plus four equals g."]

B. $15 + 4 = g$

[Graphic description: "C. g plus fifteen equals four."]

C. $g + 15 = 4$

Science

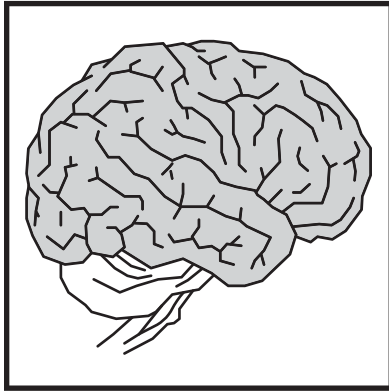
Sample Item 1

This item is about the human body.

Humans are made up of many different organs. Different organs have different functions.

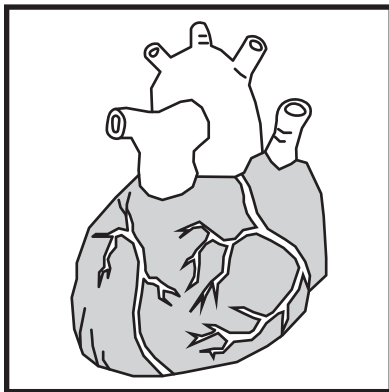
Which organ is used to pump blood throughout the body?

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



A.

brain



B.

heart

Sample Item 2

Provide student with the *Bacterial Infection Chart* and *cut-out Body Systems Tiles* from the *High School Science Reference Materials*.

This item is about bacteria.

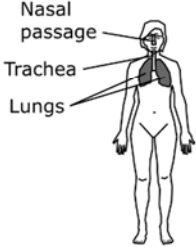
Bacteria can grow in the body leading to infectious disease.

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

This is a chart titled *Bacterial Infection*. The first row is labeled, “Infection/Symptom.” This describes a symptom of a bacterial infection. The second row is labeled, “Body System Impacted,” It shows a body system affected by the infection.”

The first box is filled in with “Body System Impacted” for “Pneumonia/Coughing.”

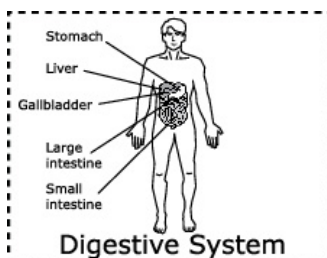
Bacterial Infection

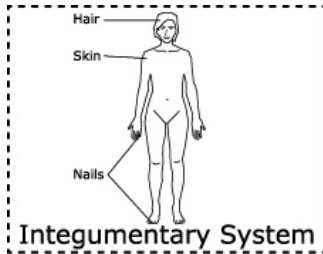
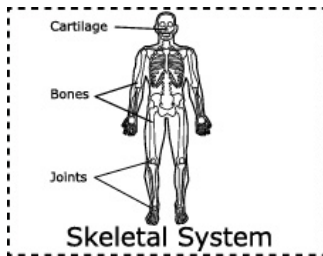
Infection/ Symptom	Pneumonia/ Coughing	Cellulitis/ Skin Rash	Food Poisoning/ Vomiting
Body System Impacted	 <p>Respiratory System</p>		

These are body systems.

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

[For students with visual impairment, read: “These are body system tiles. The first tile shows the Digestive System. It shows the diagram of a human body with arrows pointing to the stomach, liver, gall bladder, large intestine, and small intestine. The second tile shows the skeletal system. It shows a diagram of a human body with arrows pointing to the cartilage, bones, and joints. The third tile shows the Integumentary System. It shows a diagram of a human body with arrows pointing to the hair, skin, and nails.”]





Place the body system that is impacted by the symptoms described onto this chart. Not all the tiles are needed to complete 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 “Integumentary System” next to “Cellulitis/Rash” and “Digestive System” next to “Food poisoning/Vomiting”.
0	Student does not correctly place “Integumentary System” next to “Cellulitis/Rash” and “Digestive System” next to “Food poisoning/Vomiting”.

Sample Answer

Bacterial Infection			
Infection/Symptom	Pneumonia/ Coughing	Cellulitis/ Skin Rash	Food Poisoning/ Vomiting
Body System Impacted	<p>Respiratory System</p>	<p>Integumentary System</p>	<p>Digestive System</p>

Sample Item 3

This item is about humans and the environment.

Humans interact with their environment every day. Some interactions are harmful to the environment.

Humans can pollute the land, water, and air with trash. For example, millions of tons of trash are dumped into the oceans each year.

How can pollution caused by humans affect the environment?

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

- A. About 18 million acres of trees are cut every year for wood.
- B. Arctic ice and glaciers are melting and raising ocean levels.
- C. A whale died because it ate a large amount of garbage.

Sample Item 4

Provide student with the cut-out Things Humans Do Tiles and the Things Human Do Chart from the High School Science Reference Materials.

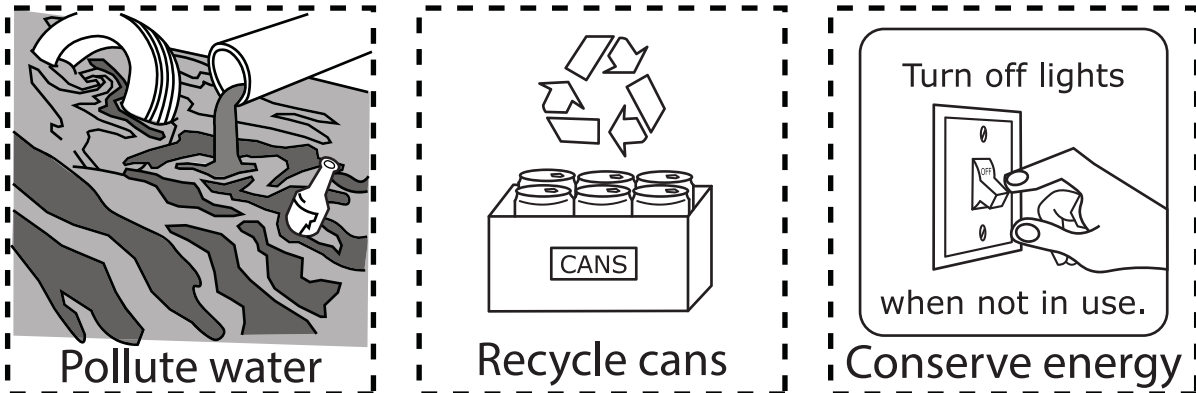
This item is about how humans impact the environment.

Humans interact with their environment every day. Some ways that humans affect the ecosystem are positive and some are negative.

These are things humans can do.

Place the tiles in front of the student in the order shown. Point to the tiles as the TTS or TA reads the graphic description.

[Graphic description: “These are Things Humans Do Tiles. The first shows an image of trash in water and is titled ‘Pollute water’. The second shows an image of cans in a box and is titled ‘Recycle cans’. The third shows a light switch with the words ‘Turn off lights when not in use’ and is titled ‘Conserve energy’. ”]



This is a chart. It is titled “Things Humans Do”.

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

The left side is labeled “Protect the Environment.” Place the things humans do to protect the environment on this side of the chart.

The right side is labeled “Harm the Environment.” Place the things humans do to harm the environment on this side of the chart.

Things Humans Do

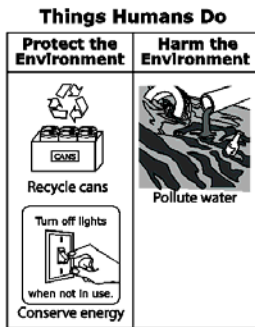
Protect the Environment	Harm the Environment

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 “Recycle cans” and “Conserve energy” on the left side of the chart and “Pollute water” on the right side of the chart.
0	Student does not correctly place “Recycle cans” and “Conserve energy” on the left side of the chart and “Pollute water” on the right side of the chart.

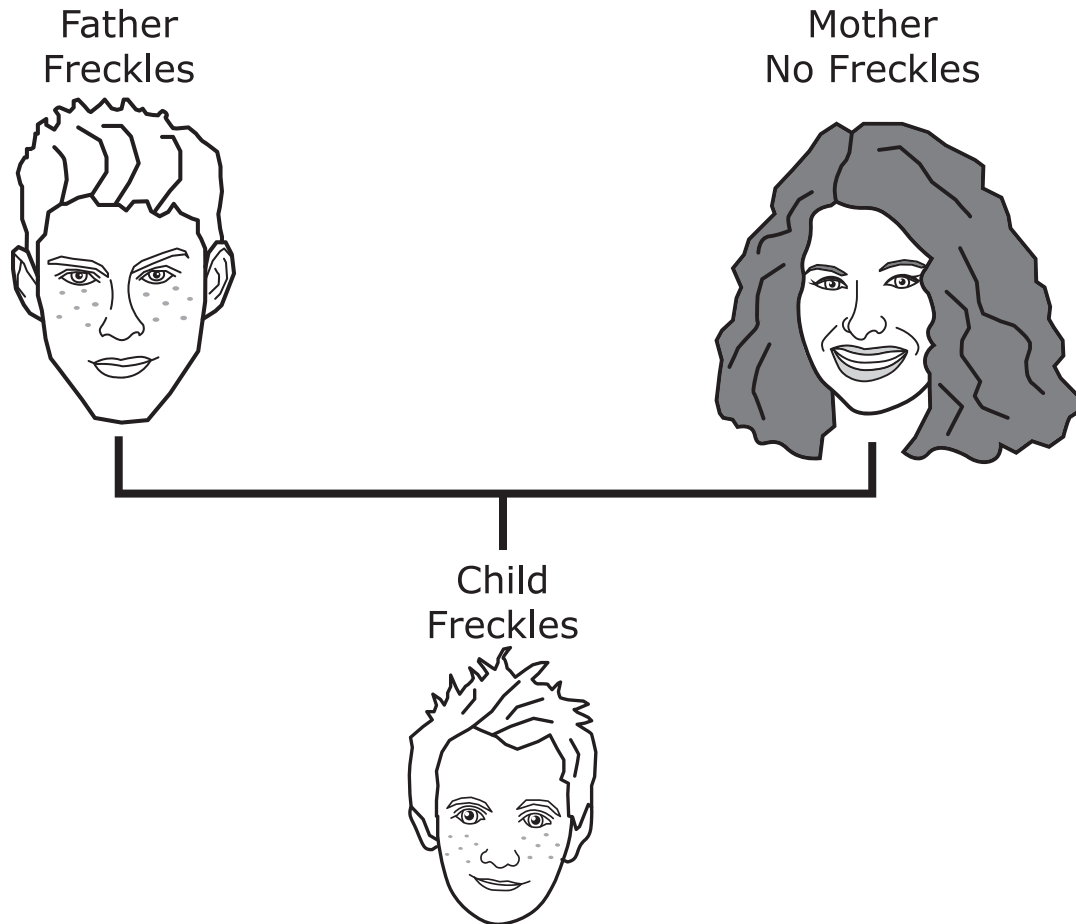
Sample Answer



Sample Item 5

This item is about traits.

A father with freckles and a mother with no freckles may have a child with freckles.



What does this indicate about parents' traits?

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

- A. No traits are passed from parent to offspring.
- B. Some traits are passed from parent to offspring.

Sample Item 6

Provide student with the Punnett Square and the cut-out Punnett Square Tiles from the High School Science Reference Materials.

This item is about the Punnett square.

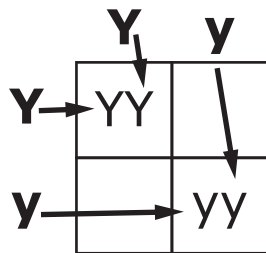
A Punnett square represents how alleles could be inherited when two organisms reproduce.

In this cross, *[Graphic description: "big Y"]* "Y" stands for yellow peas and *[Graphic description: "little y"]* "y" stands for green peas. For pea color, yellow is a dominant trait and green is the recessive trait.

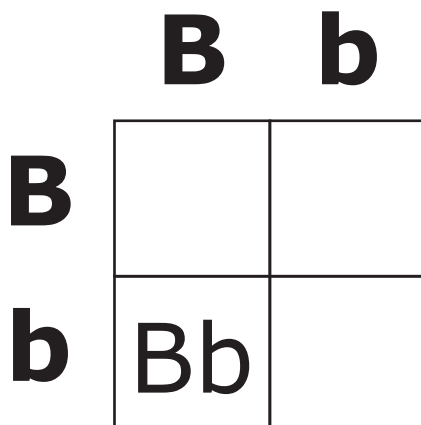
Both parents are heterozygous for color. Heterozygous means both parents have two different alleles *[Graphic description: "big Y, little y"]* (Yy) and are yellow.

Each offspring represented by a box in the Punnett square inherits letters from its row and column. For example, one *[Graphic description: "big Y"]* "Y" from the mother and one *[Graphic description: "big Y"]* "Y" from the father combine in the top left cell. This creates an offspring with yellow peas described as *[Graphic description: "big Y, big Y"]* "YY".

A different combination occurs when one *[Graphic description: "little y"]* "y" from the mother and one *[Graphic description: "little y"]* "y" from the father combine in the bottom right cell. This creates an offspring with green peas described as *[Graphic description: "little y, little y"]* "yy".



This is another Punnett square.



In this cross, *[Graphic description: "big B"]* "B" stands for brown eyes and *[Graphic description: "little b"]* "b" stands for blue eyes. For eye color in humans, brown is a dominant trait and blue is the recessive trait. Both parents are heterozygous for eye color *[Graphic description: "big B, little b"]* (Bb) and they both have brown eyes.

The first combination is done. One *[Graphic description: "big B"]* "B" from the mother and one *[Graphic description: "little b"]* "b" from the father combine in the bottom left cell. This creates an offspring with brown eyes described as *[Graphic description: "big B, little b"]* "Bb".

What color eyes could their offspring have?

These are the tiles to use to complete the Punnett square.

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

[For students with visual impairment, read: "There are three tiles. The first tile has big B, big B. The second tile has big B, little b. The last tile has little b, little b."]



Place the tiles to complete the Punnett square.

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 on the Punnett square in the correct order (BB and Bb in top row, column 1 and 2 respectively; bb in bottom row).
0	Student does not correctly place exactly 3 on the Punnett square in the correct order.

Sample Answer

	B	b
B	BB	Bb
b	Bb	bb

Sample Item 7

This item is about how animals survive in their environment.

For example, if brown rabbits and white rabbits are living in a snowy environment, the white rabbit is more likely to survive. The white rabbit is less noticeable against the white snow.



What characteristic helps the white rabbit survive?

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

- A. being very quiet
- B. having a fluffy tail
- C. blending in with its environment

Sample Item 8

Provide student with the Cause and Effect Chart and the cut-out Cause and Effect Statements from the High School Science Reference Materials.

This item is about how human activity causes changes in the traits of wild animal populations.

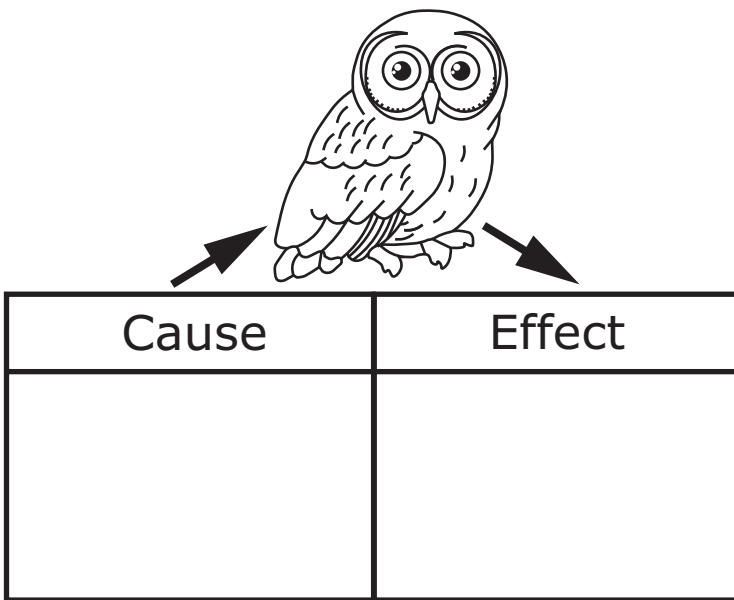
Feather color is hereditary in owls. In some owls, grey feathers are dominant over brown feathers. Brown owls are more visible to predators when there is snow. Grey owls have an advantage over brown owls because they blend in with the snow.

This is a cause and effect relationship. A white snowy environment has a high number of grey owls.

Recently, winters are not as cold and there is less snow. Brown owl populations have greatly increased because of the changes to Earth's climate.

This is a cause and effect chart.

Point to the chart.



These are statements to use to describe the cause and effect relationship. Not all of the statements need to be used.

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

[Graphic description: "These are three statement tiles. The first tile has the statement 'The number of gray owls decreased. The second tile has the statement 'Owls have big eyes.' The third tile has the statement 'There is less snow each year.'"]

The number of grey owls decreased.	Owls have big eyes.	There is less snow each year.
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Point to the chart as the TTS or TA reads the description.

The left side of the chart is labeled “Cause.” Place the reason why something happened onto this side of the chart.

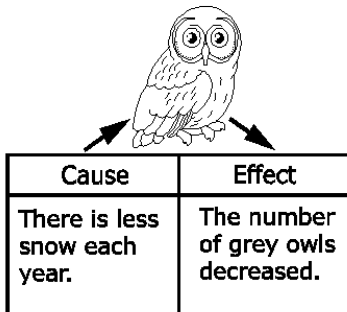
The right side of the chart is labeled “Effect.” Place the result of what happened onto this side of the chart.

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 “There is less snow each year.” under the “Cause” category and “The number of grey owls decreased.” under the “Effect” category.
0	Student does not correctly place “There is less snow each year.” under the “Cause” category and “The number of grey owls decreased.” under the “Effect” category.

Sample Answer



Sample Item 9

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 human diseases.

Infectious diseases can be spread from one person to another.

Which is a cause of an infectious disease?

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

A. bacteria

B. hand sanitizer

Sample Item 10

Provide student with the *Some Treatments of Infectious Diseases Chart* and the *cut-out Treatment Tiles* from the *High School 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 bacteria.

Bacteria and viruses can enter the body causing infectious disease. Both can be spread by coughing and sneezing. Medicines are often used to fight bacterial infections. Vaccines can provide immunity to certain types of viral infections.

This is a chart titled *Some Treatments of Infectious Diseases*.

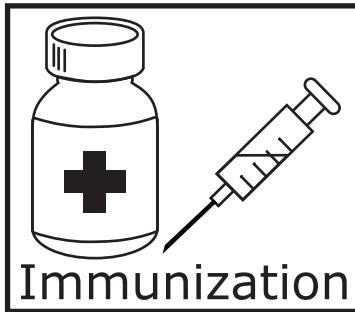
Point to the chart as the TTS or TA reads the description.

The left side is labeled “Bacterial.” The right side is labeled “Viral.”

A treatment for viruses is shown on this side of the chart.

[For students with visual impairment, read: “The treatment of virus shown on the right side of the chart is titled ‘Immunization’ and it shows an image of a prescription bottle and a shot.”]

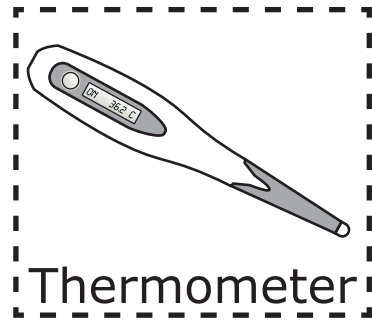
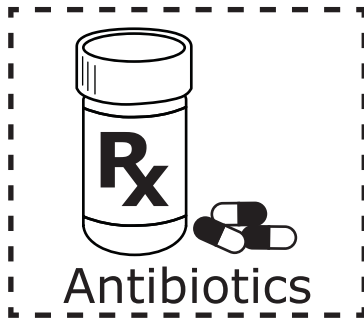
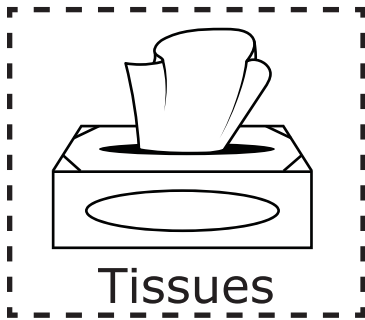
Some Treatments of Infectious Diseases

Bacterial	Viral
	

These are picture tiles to use to complete the chart. Not all of the tiles need to be used.

Place the tiles in front of the student in the order shown. Point to the tiles as the TTS or TA reads the graphic description.

[Graphic description: “Tissues, Antibiotics, Thermometer.”]



The left side of the chart is labeled “Bacterial.” Place the treatment for a bacterial infection 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 “Antibiotics” beneath “Bacterial.”
0	Student does not correctly place “Antibiotics” beneath “Bacterial.”

Sample Answer

Some Treatments of Infectious Diseases

Bacterial	Viral
<p>Antibiotics</p>	<p>Immunization</p>