Welcome!

Please make sure that your phone or computer is muted and that you have turned off your computer’s camera.

To do this, hover over the bottom left-hand side of your screen and click “Mute” and “Stop Video”. Once both have been turned off, you should see this visual.
The LEAP Connect ELA assessment contains one Constructed Response (CR) item per grade. CRs require students to produce a permanent product in response to a prompt while using stimuli, templates, and TA guidance.

The sample CRs give educators and students a chance to practice these items.

Teachers may use these items as often as they wish to familiarize themselves and their students with the process.

Students may use their preferred method of communication.
1. **Preview the item** and go through the motions of taking the item as a student.
2. Read the LEAP Connect Sample CR Guidance.

1. **Review the writing standards** in the appropriate grade level for the: [Louisiana Connectors for Students with Significant Disabilities](#)
The purpose of this webinar is to provide support in using the LEAP Connect sample Constructed Response item.

1. Overview
2. Materials needed
3. Administration
4. Troubleshooting
5. Wrap Up
Overview
Why a Constructed Response?

All grade levels have writing standards, but most of them use the language of:

- Produce a permanent product
- Making it accessible

using scripted guidance, visuals, a template and more

using the student’s preferred mode of communication
## Writing Connectors

### Grade 6

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC.W.7.2a</td>
<td>Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.</td>
</tr>
<tr>
<td>LC.W.6.4</td>
<td>Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).</td>
</tr>
<tr>
<td>LC.W.6.5a</td>
<td>With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).</td>
</tr>
</tbody>
</table>

### Grade 8

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC.W.8.2a</td>
<td>Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.</td>
</tr>
<tr>
<td>LC.W.8.3b</td>
<td>Organize events so they unfold naturally.</td>
</tr>
<tr>
<td>LC.W.8.3e</td>
<td>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
</tr>
</tbody>
</table>

### Grade 11

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC.W.9-10.2c</td>
<td>Develop the topic (i.e., add additional information related to the topic) with facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.</td>
</tr>
<tr>
<td>LC.W.11-12.2a</td>
<td>Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.</td>
</tr>
<tr>
<td>LC.W.11-12.1a</td>
<td>Introduce claim(s) for an argument that reflects knowledge of the topic.</td>
</tr>
<tr>
<td>LC.W.11-12.2g</td>
<td>Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
</tr>
</tbody>
</table>
Materials Needed
This document has specific instructions for the sample CR items such as:

1. exact wording of the items to be read by the TA
2. a list of materials needed
3. guidelines for how to present the items to the student

Download this from the Assessment Guidance Library: https://www.louisianabelieves.com/resources/library/assessment-guidance
The stimuli guide the student through the process to produce a permanent product. The stimuli include:

- graphic organizer
- school activity cards
- outside activity cards
- school and outside activity cards
- grammar and punctuation cards
- Student Response Template

Some of the cards may need to be cut before administration.
Student Response Template

The Student Response Template is where students will produce their constructed response.

It contains sentence stems that are identified in the Directions for Administration.

In this constructed response, I will compare and contrast

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Inside school, __________________________________________________________________
________________________________________________________________________
When people __________________________, they ____________________________
Administration
Getting Ready

Have these ready, side-by-side.

Sample
**Constructed Response**
Directions for Administration

Sample
**Constructed Response**
Stimuli
Before You Start

Read through the Directions for Administration and the Constructed Response Stimuli to see if you:

- need to **prepare materials** for student to use
- should download materials to an alternative communication device
- need to **create additional** images or stimuli cards
- have questions about format or administration

Send your questions to [assessment@la.gov](mailto:assessment@la.gov).
Step 1

Begin reading--

Standard print contains text to be read aloud to the student.

*Directions*

You are going to construct a written response that compares and contrasts activities someone would do inside and outside school.

*Present Card 1a: Graphic Organizer Compare/Contrast.*

First, you will plan your constructed response here.

*At this stage of the item administration, the TA will work with the student using the printed stimulus material by writing on Cards 9a and 10a (Student Response Template).*

*Move Card 1a out of view of the student. Present and point to Cards 9a and 10a.*

The italicized print describes action instructions for the TA.
The Prompt

This Sample CR begins with a prompt that explains what the student needs to do.

Comparing means showing how two things are alike. For example, one way bats and birds are alike is that they both fly. Contrasting means showing how two things are different. One way bats and birds are different is that bats are mammals and birds are not. In your constructed response, you will compare and contrast what people do inside and outside school.

You may want to create images to go along with this prompt if you feel that it will help students understand better. However, you do not want them to focus on the images themselves for their own CR.
Continuing Administration

Continue reading and following the instructions in the Directions for Administration while keeping the stimuli close at hand.

Pay especially close attention to when the instructions tell you to remove certain cards.

Tell me one thing that describes an activity someone would do inside school.

*Point to the space for “inside school activity” in the column on the left side of Card 1a.*

*If the student PROVIDES a relevant activity, write it down under **Inside School Activity** on the graphic organizer and go to **Selection of Activities: Outside School Activity**.*

*If the student does NOT PROVIDE an activity that a person might do at school, present the student with Cards 2a and 3a. Say the following statement:*

This refers to the graphic organizer

This lets you know which cards to present and when.
Following the Directions

Selection of Activities: Outside School Activity

Choose one activity that a person might do outside school here.

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

If the student PROVIDES a relevant activity, write it down go to Inside and Outside School Activity prompt.

If the student does NOT PROVIDE an activity that a person might do outside school, present the student with Cards 4a and 5a. Say the following statement:

Here are activities that a person might do outside school. You need to pick one activity.

Point to and read each of the activities.

The directions give students an opportunity to come up with their own activity to use. If they don’t, they can use one from the stimuli.
The DTA continues with steps to fill out the graphic organizer including adding details.

**Details**

*Point to Card 1a.*

Now that you have picked the activities people do inside or outside school, you can add more information about them.

*Present Card 8a.*

Listen to this sentence: “The young boy likes to read books at the library.”

The detail “young boy” tells the reader about the boy. The detail “at the library” makes it easier to picture a place. Using details makes your writing more clear. When you write, remember to use details to describe the activities.
Directions Match the Student Response Template

The introduction is started for you. Finish this sentence.

*Point to the lines after the first sentence starter on Card 9a.*

In this constructed response, I will compare and contrast_____________________

Now I will read the introduction of your compare and contrast constructed response to you.

*Read aloud the introduction the student has composed.*

In this constructed response, I will compare and contrast

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Remember that a student may use a scribe. No actual physical writing is required for the CR activity.
Revising

The Directions for Administration include steps for editing/revising.

This is the part of the process that may need to be practiced most.

Revising

Now I will read your compare and contrast response. Then, you can revise and make changes.

*Point to and read all parts of Cards 9a and 10a.*

**Introduction**

I will read the introduction to you.

*Read the student’s Introduction on Card 9a.*

*Present Card 1a. Point to the “Topic” on Card 1a.*

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

Start with the introduction. You can revise the introduction.

*Point to the student’s Introduction on Card 9a.*

*Is there anything you want to revise about how you state that your constructed response*
Adding Punctuation

The Directions for Administration includes scripted instructions for students to add end punctuation.

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

Good sentences use a period, exclamation point, or question mark at the end of each.

Point to “Good communicators use complete sentences.”

Good communicators use complete sentences.

Remember to use complete sentences,

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

and use correct punctuation.

Move Card 11a to the side so that the student can refer to it when writing. Present student with Cards 9a and 10a.

Now you can make edits.

If the student does not indicate any edits, move to Read CR.

If the student indicates edits, ask the student to tell you the edits to write on Cards 9a and 10a.

A a J j

. ! ?

Good communicators use complete sentences.
Final Step in Administration

The final step is to **read the completed response** to the student.

**Read CR**

> Point to Cards 9a and 10a. If the student makes revisions or edits as the constructed response is read, make the revisions or edits. Only read the final product once.

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

> Read the final product to the student.
On the operational test, the CR items are hand-scored by the test administration vendor. If the student’s teacher wishes to score the student’s response, they may do so using the rubrics found in the [LEAP Connect Assessment Guide Grades 6-8](http://example.com) or [High School](http://example.com).

### Scoring

<table>
<thead>
<tr>
<th>Rubric Elements</th>
<th>Full Evidence</th>
<th>Partial Evidence</th>
<th>Limited Evidence</th>
<th>Unrelated Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The essay includes at a minimum:</td>
<td>The essay includes at a minimum:</td>
<td>The essay includes at a minimum:</td>
<td>There is no evidence of organization or the evidence is off topic.</td>
</tr>
<tr>
<td></td>
<td>• an introduction that states the essay is about two opposing conditions</td>
<td>• an introduction that states one activity or topic</td>
<td>• an introduction some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• a body that includes:</td>
<td>• a body that relates two conditions with activities</td>
<td>• a conclusion that states an activity or the topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o one activity for each of the two opposing conditions;</td>
<td>• a conclusion that states two opposing conditions or summarizes the content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o one activity common to both conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• a conclusion that states two opposing conditions or summarizes the content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Idea Development</strong></td>
<td>The essay includes at a minimum:</td>
<td>The essay includes at a minimum:</td>
<td>The essay includes at a minimum:</td>
<td>There is no evidence of idea development or the evidence is off topic.</td>
</tr>
<tr>
<td></td>
<td>• three activities, each with relevant details (the same detail may be used for all activities if relevant to each)</td>
<td>• One activity with a relevant detail</td>
<td>• One activity with a relevant detail</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>The essay includes more than one sentence and at a minimum:</td>
<td>The essay includes at a minimum:</td>
<td>The essay includes at a minimum:</td>
<td>There is no evidence of Standard English conventions.</td>
</tr>
<tr>
<td></td>
<td>• end punctuation for more than one thought unit</td>
<td>• end punctuation for one thought unit</td>
<td>• end punctuation for one thought unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• one complete sentence with subject/verb agreement</td>
<td>• one complete sentence with subject/verb agreement</td>
<td>• one complete sentence with or without subject/verb agreement</td>
<td></td>
</tr>
</tbody>
</table>
Breaking Down the Rubric

On the assessment, the CR is worth 9 points.

3 points are awarded for each category.

Look over this rubric.

What does a student have to do to get full credit in each category?

<table>
<thead>
<tr>
<th>Rubric Elements</th>
<th>Full Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong> —</td>
<td>The essay includes at a minimum:</td>
</tr>
<tr>
<td>— The essay addresses</td>
<td>- an introduction that states the essay is about two opposing conditions</td>
</tr>
<tr>
<td>— The essay addresses</td>
<td>- a body that includes:</td>
</tr>
<tr>
<td>— The essay includes</td>
<td>- one activity for each of the two opposing conditions; and</td>
</tr>
<tr>
<td>— The essay includes</td>
<td>- one activity common to both conditions</td>
</tr>
<tr>
<td>— The essay includes</td>
<td>- a conclusion that states two opposing conditions or summarizes the</td>
</tr>
<tr>
<td>— The essay includes</td>
<td>- The essay includes at a minimum:</td>
</tr>
<tr>
<td>— The essay includes</td>
<td>- three activities, each with relevant details (the same detail may be</td>
</tr>
<tr>
<td>— The essay includes</td>
<td>- The essay includes more than one sentence and at a minimum:</td>
</tr>
<tr>
<td>— The essay includes</td>
<td>- end punctuation for more than one thought unit</td>
</tr>
<tr>
<td>— The essay includes</td>
<td>- one complete sentence with subject/verb agreement</td>
</tr>
</tbody>
</table>

Louisiana Believes
Then, look back at the Student Response Template

In this constructed response, I will compare and contrast

[Template content]

The template is designed to guide the students through the process of constructing a narrative.

They’re then scored on those pieces.
Troubleshooting
Common Obstacles

- Student is non-verbal
  - TA must work with student’s preferred communication modality
  - TA should review materials before administering to see what accommodations must be made
  - TA should reproduce or cut out stimuli for use during administration

- Student cannot physically write/type
  - TA should review the sample CR materials and the grade-specific rubric
  - student may point to or indicate responses through their preferred communication modality
  - TA may scribe the entire response (however those are conveyed) on the Student Response Template for the student
Wrap Up
Next Steps

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Now</strong></td>
<td>• Administer LEAP Connect Sample ELA CR</td>
</tr>
<tr>
<td></td>
<td>• Review Guidance for the LEAP Connect ELA Sample CR Guidance</td>
</tr>
<tr>
<td></td>
<td>• Use the LEAP Connect OTT (access with Google Chrome)</td>
</tr>
<tr>
<td></td>
<td>• Review the LEAP Connect Assessment Guides</td>
</tr>
<tr>
<td>January 2019</td>
<td>Receive and review LEAP Connect TA training and materials</td>
</tr>
<tr>
<td>February 4 - March 15, 2019</td>
<td>LEAP Connect assessment window</td>
</tr>
</tbody>
</table>

Email [assessment@la.gov](mailto:assessment@la.gov) with any questions.
Resources

- **LEAP Connect Assessment Guides**—provides information about the LEAP Connect assessments
- **LEAP Connect Achievement Level Descriptors**—a guide to the Achievement Levels with a list of the skills and knowledge students at each level are generally able to demonstrate
- **Online Tools Training**—provides students and teachers opportunities to become familiar with the tools available in the online testing platform
- **LA Connectors for Students with Significant Disabilities**—K-12 ELA and math standards for instruction of SWSD
- **LA Connectors Essential Elements Cards**—cards that assist educators with individualizing instruction for SWSD both in inclusive and self-contained environments
- **Lesson Plan Adaptation-ELA** and **Lesson Plan Adaptation-Math**—templates for lesson plans with supports and accommodations for SWSH for ELA and math at any grade level