

LEAP CONNECT

English Language Arts Sample Constructed-Response Directions for Administration Grades 3-5

Purpose

The *LEAP Connect ELA Sample CR Grades 3-5 Directions for Administration* contains specific instructions to practice a constructed-response (CR) item. This document provides the exact wording of the item to be used by the Test Administrator (TA), the materials needed, and guidelines for how to present the item to the student.

Materials

Materials needed for the LEAP Connect ELA Sample CR:

1. *LEAP Connect ELA Sample CR Grades 3-5 Directions for Administration*
2. [LEAP Connect ELA Sample CR Stimuli Grades 3-5](#)
3. LEAP Connect ELA rubric for grade level being evaluated (in the [LEAP Connect Assessment Guide](#), Appendix pages 27-29)

Guidance on Printed Materials

The [LEAP Connect ELA Sample CR Stimuli Grades 3-5](#) is provided as a separate document and can be downloaded from the [Assessment Guidance Library](#). Please review the item and prepare materials as needed **prior to administration** of the CR item.

Constructed-Response Item

The CR item requires students to produce a permanent product in response to a prompt. The item is presented to the student in a standardized, scripted sequence of steps that includes statements read by the teacher and directions for the presentation of grade- and prompt-specific materials that need to be prepared as appropriate. The Student Response Template is identified by a card number in the stimuli and will be where the final product is constructed.

The sample CR is administered in the following manner:

1. The student is presented with the task and the text type (e.g., story or essay) to be produced.
2. The student is then presented with a model of the text type.
3. The TA presents the steps of the CR as planning, composing, revising, and editing a permanent product.
4. To administer each step, the TA is provided with a script that includes references to stimulus materials to be presented to the student to support the construction of a permanent product.
5. First, the student organizes ideas related to the topic. Next, the student constructs a response using the provided Student Response Template. Then, the student is allowed to revise and edit the response. Last, the TA reads aloud the finished product to the student.

Scoring

Rubrics from Appendix, pages 27-29, of the [LEAP Connect Assessment Guide](#) are used to score the students' response.

Grade 3-5 Stimulus Materials: Adventure

Card 1a: Laura's Adventure

Card 2a: 4 Illustrations of "Laura's Adventure"

Card 3a: Me

Card 4a: Blank character card

Card 5a: Blank activity card

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

Card 7a: Student Response Template

Directions

You are going to construct a story about someone going on an adventure. First, you are going to listen to a story about a girl who goes on an adventure to give you some ideas for your story.

Present Card 1a: Laura's Adventure and read the story aloud. Point to the illustrations from Card 2a from left to right as the story is read. The illustrations are indicated by superscripts in the passage on Card 1a.

Laura's Adventure

¹One day, Laura had an adventure. The adventure was playing at the park with her friend Joey.

²First, Laura and Joey walked slowly around the pond. They saw birds and fish. They saw a bird catch a fish. ³Then, they played on the swings. Joey went higher than Laura.

⁴In the end, Laura and Joey ate apples by a tree. Laura had fun on her adventure at the park.

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

In the story, Laura goes on an adventure at a park. Now you are going to construct a story about someone going on an adventure. You can either tell about a time you went on an adventure or make up a story about someone else who went on an adventure.

In your story, you can include two events that happened on the adventure and tell about those two events.

At this stage of the item administration, the TA will work with the student using the printed stimulus material provided and Card 7a.

Selection of a Character

Present Card 3a.

In the story we just read, one character was named Laura. First, you need to choose the character for your story. Is your story going to be about YOU or is it going to be about SOMEONE ELSE?

If the student selects someone else, go to the next question and present Card 4a.

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

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

Me

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

When you tell about yourself, you can use "I."

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

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

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

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

Selection of the Adventure

In the story we just read, Laura goes on an adventure at the park. What adventure does (selected character) have in your story?

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

If the student does NOT PROVIDE an adventure, provide two options of new adventures that the student might go on. You may create images or have the ideas written on cards for the student to use. Say the following statement:

Here are two ideas for an adventure. You need to pick one adventure your character went on in your story.

Provide the two adventure ideas to the student.

Which adventure would you like to tell about?

*Write the selected adventure on Card 5a. Go to the **Constructing the Story** step below.*

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

You need a new adventure that a person might go on. I will add (selected adventure) to your story.

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

Constructing the Story

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

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

Point to “Good communicators use complete sentences.” on Card 6a as you read the following statements.

Good communicators use complete sentences.

Remember to create complete sentences,

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

and use correct punctuation.

Move Card 6a to the side so that the student can refer to it when creating the story.

Point to the sentence starter (“One day,”) in the beginning section of Card 7a and say the following statement:

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

Point to the character’s name on Card 4a and the adventure on Card 5a.

This is your character and the adventure your character had.

Point to the space following the first sentence starter (“One day, _____”) on Card 7a.

Put your character’s name here.

After the student or the TA writes the character’s name, remove Card 4a, and say the following statement:

Finish this sentence with the adventure (selected character) had.

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

One day, (selected character) had an adventure. The adventure was _____ at the _____.

The student can add more detail about the place, the character, or the adventure on the extra lines provided. See example story for more ideas.

Describing the Events

Point to Card 7a.

You can add more information about what happened while (selected character) had an adventure at the (selected place) using details about the character’s actions, thoughts, or feelings.

In the story we just read, first, Laura and Joey walked slowly around the pond. The first event is that they walked. The detail “slowly” describes how they walked around the pond.

Now you can tell about what happens first in your story. What event happened first in your story when (selected character) went on an adventure to (selected place)?

Remember to use details to describe your character's actions, thoughts, or feelings during the first event.

Point to the sentence starter ("First, ____") in the middle section of Card 7a.

Finish this sentence.

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

First, _____

After the student writes or indicates a response, say the following statement:

I will read what happened first in your story.

Read the student's response for the sentence starter ("First, ____") on Card 7a.

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

In the story we read, the next thing Laura did was play on the swings with Joey. Joey went higher than Laura. The detail "higher" describes how Joey went on the swings.

Tell about the next event that happened when (selected character) went on an adventure to (selected place). Remember to use details to describe your character's actions, thoughts, or feelings during the next event.

Point to the second sentence starter ("Then, ____") on Card 7a.

Finish this sentence.

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

Then, _____

Ending

I will read what you have already selected. Then, you can construct your ending.

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

Now you can construct the last part of your story.

The ending of the story we just read was, "In the end, Laura and Joey ate apples by a tree. Laura had fun on her adventure at the park."

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

You told about the adventure (selected character) went on. Now construct the ending of your story. Finish this sentence to end your story.

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

In the end, _____

Revising

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

Point to and read the student’s Beginning, Middle, and End on Card 7a.

Beginning

Point to the beginning section on Card 7a with all sentences covered except for the first one.

You were asked to tell about a character that goes on an adventure in your story. I will read the beginning to you.

Read the first sentence in the beginning section (“One day, ____ had on an adventure”) on Card 7a including the sentence starter.

Is there anything you want to revise about the character or adventure?

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

If the student indicates revisions, the TA makes the revisions as given by the student on Card 7a. If the student indicates revisions, say the following statement:

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

Uncover and point to the next sentence on Card 7a.

You were asked to tell where your character went on an adventure. You told me:

Read the student response (“The adventure was _____ at the _____”) on Card 7a.

Is there anything you want to revise about where your character went on an adventure?

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

If the student indicates revisions, make the revisions as given by the student. If the student indicates revisions, say the following statement:

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

Middle

Uncover and point to the sentence starter (“First,”) on Card 7a.

You were asked to include two events and describe what happened when your character, (selected character), went on an adventure. You were asked to use details about the character’s actions, thoughts, or feelings. You told me:

Read the student response to (“First,”) on Card 7a, including the sentence starter.

Is there anything you want to revise about how you described the character’s actions, thoughts, or feelings during the first event?

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

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

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

Uncover and point to the sentence starter (“Then,”) on the top section on Card 7a.

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

Read the student response to (“Then,”) on Card 7a, including the sentence starter.

Is there anything you want to revise about how you described the character’s actions, thoughts, or feelings during this event?

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

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

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

Ending

Uncover and point to the sentence starter (“In the end,”) on Card 7a.

You were asked to tell what happens when (selected character) goes on an adventure to (selected place) to finish your story. You told me:

Read the student’s response to (“In the end,”) on Card 7a including the sentence starter.

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

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

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

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

Editing

Next, you can edit your story.

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

Good communicators use a period, an exclamation point, or a question mark at the end of each complete sentence.

On Card 6a, 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. Now you can make edits to your story.

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

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

Read Story

Point to Card 7a. If the student indicates revisions or edits to the final story as it is read, make the revisions or edits on the final copy.

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

Read the student’s final story to them. Only read the story once.