

LEAP CONNECT

English Language Arts Sample Constructed-Response Directions for Administration Grades 6-8, 11

Purpose

The *LEAP Connect ELA Sample CR 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 6-8, 11 Directions for Administration*
2. *LEAP Connect ELA Sample CR Grades 6-8, 11 Stimuli*
3. LEAP Connect ELA rubric for grade level being evaluated (in the [LEAP Connect Assessment Guide](#), Appendix pages 30-33)

Guidance on Printed Materials

The *LEAP Connect ELA Sample CR Stimuli Grades 6-8, 11* 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 30-33, of the [LEAP Connect Assessment Guide](#) are used to score the students' response.

Grade 6-8, 11 Stimulus Materials: Activities People Do Inside and Outside School

Card 1a: Graphic Organizer

Card 2a: Take a test

Card 3a: Raise your hand

Card 4a: Go to a park

Card 5a: Ride in a car

Card 6a: Eat lunch

Card 7a: Talk to friends

Card 8a: Detail Example

Card 9a-10a: Student Response Template

Card 11a: Capital letters, end punctuation, and complete sentence

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.

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

Next, you will construct your written response here.

Last, you will revise and edit your response

Move Cards 9a and 10a out of view of the student.

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.

Selection of Activities: Inside School Activity

Present Card 1a. Point to Card 1a as you say the following statement.

You can use this graphic organizer to plan what you will tell about in your constructed response. The topic is to compare and contrast activities people do inside and outside school.

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

Point to the space for “Inside School Activity” in the first 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 inside school, present the student with Cards 2a and 3a. Say the following statement:

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

Point to and read each of the activities.

Take a test

Raise your hand

Remove the unselected activity. Place the selected activity at the top left of the work space where the student can refer to it and write the selected activity in the space for “Inside School Activity” in the first column on the left of Card 1a.

NOTE: If the student does not select an activity, select one of the two provided activities to which the student can provide details. If you select the activity, say the following statement:

You need an activity that a person might do inside school. I will add (Inside School Activity) to your graphic organizer.

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

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 third column on the right side of Card 1a.

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

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.

Which activity would you like to tell about? Pick one activity people do outside school.

Point to and read each activity to the student.

Go to a park

Ride in a car

Remove the unselected activity. Place the selected activity at the top right of the work space where the student can refer to it and write the selected activity in the space for “Outside School Activity” in the third column on the right of Card 1a.

NOTE: If the student does not select an activity, select one of the two provided activities to which the student can provide details. If you select the activity, say the following statement:

You need an activity that a person might do outside school. I will add (Outside School Activity) to your graphic organizer.

Write the selected activity in the corresponding space on Card 1a. Remove Cards 4a and 5a.

Selection of Activities: Inside and Outside School Activity

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

Point to the space for “Inside and Outside School Activity” in the column in the center of Card 1a.

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

If the student does NOT PROVIDE an activity that a person might do inside and outside school, present the student with Cards 6a and 7a. Say the following statement:

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

Point to and read each of the activities.

Eat lunch

Talk to friends

Remove the unselected activity. Place the selected activity at the top center of the work space where the student can refer to it and write the selected activity in the space for “Inside and Outside School Activity” in the second column in the center on Card 1a.

NOTE: If the student does not select an activity, select one of the two provided activities to which the student can provide details. If you select the activity, say the following statement:

You need an activity that a person might do inside and outside school. I will add (Inside and Outside School Activity) to your graphic organizer.

Write the selected activity in the corresponding space on Card 1a. Remove Cards 6a and 7a.

Details

Point to Card 1a.

Now that you have picked the activities, 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.

Remove Card 8a. Point to the “Inside School Activity” column on Card 1a.

You chose (Inside School Activity) as something people do at school. Add details about (Inside School Activity) here.

Point to the space for “Details” in the “Inside School Activity” column on the left of Card 1a.

You chose (Outside School Activity) as something people do outside school.

Now, add details about (Outside School Activity) here.

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

You chose (Inside and Outside Activity) as something people can do during both inside and outside school. Now, add details about (Inside and Outside School Activity) here.

Point to the space for “Details” in the “Inside and Outside School Activity” column in the center of the Card 1a.

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

Introduction

Now that you have planned your compare and contrast constructed response, you will use your notes and this response template to help you create the introduction.

Present student with Card 9a and Card 10a.

Remember, you will compare and contrast activities people do inside and outside school.

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

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

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 to use correct punctuation.

Move Card 11a to the side so that the student can refer to it. Present Cards 9a-10a.

You can use your notes to help you create your compare and contrast constructed response here.

Indicate Card 1a and the topic.

Remember, your introduction states that your constructed response is about comparing and contrasting activities people do inside and outside school. You will use your notes to help you compose your response.

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

Body

Point to Card 1a.

Next, you will construct the body of your response. Use the notes from your graphic organizer about comparing and contrasting activities people do inside and outside school.

First, you will tell about an activity people do inside school. I will read your notes to you.

Point to Card 1a. Point to the "Inside School Activity" column on Card 1a and the student's selected activity.

Use your notes to finish this sentence.

Read the second sentence starter on Card 9a using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

Inside school, _____

Now I will write your activity in the beginning of the next sentence and read it to you.

Point to the third sentence starter on Card 9a and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

When people (Inside School Activity), they _____

Look at your notes from the graphic organizer. Use the details that you chose (Inside School Activity) to finish this sentence. I will read your notes to you.

Read all student notes in the “Details” section of the “Inside School Activity” column on Card 1a.

Point to the third sentence starter on Card 9a and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

When people (Inside School Activity), they _____

Next, you will tell about an activity people do outside school. I will read your notes to you.

Point to Card 1a. Point to the “Outside School Activity” column on Card 1a and the student’s selected activity.

Use your notes to finish this sentence.

Read the fourth sentence starter on Card 9a using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

Outside school, _____

Now I will write your activity in the beginning of the next sentence and read it to you.

Point to the fifth sentence starter on Card 9a and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

When people (Outside School Activity), they _____

Look at your notes from the graphic organizer. Use the details that you chose (Outside School Activity) to finish this sentence. I will read your notes to you.

Read all student notes in the “Details” section of the “Outside School Activity” column on Card 1a.

Point to the fifth sentence starter on Card 9a and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

When people (Outside Activity), they _____

You chose (Inside and Outside School Activity) as something people do both inside and outside school. I will read your notes to you.

Point to the “Inside and Outside School Activity” column on Card 1a and the student’s selected activity.

Use your notes to finish this sentence.

Point to the first sentence starter on Card 10a and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

Both inside and outside school, _____

Now I will write your activity in the beginning of the next sentence and read it to you.

Point to the second sentence starter on Card 10a and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

When people (Inside and Outside School Activity), they _____

Look at your graphic organizer. Use the details that you told about (Inside and Outside School Activity) to finish this sentence. I will read your notes to you.

Read all student notes in the “Details” section of the “Inside and Outside School Activity” column on Card 1a.

Point to the second sentence starter on Card 10a and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

When people (Inside and Outside School Activity), they _____

Conclusion

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

Point to and read Cards 9a and 10a.

Remember, a conclusion restates the topic which is about comparing and contrasting activities people do inside and outside school.

The conclusion is started for you.

Point to the sentence starter on Card 10a.

Finish this sentence.

Point to the third sentence starter on Card 10a and 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, _____

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, including the sentence starters.

Introduction

I will read the introduction to you.

Point to and read the student's "Introduction" section on Card 9a, including the sentence starter.

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" section on Card 9a.

Is there anything you want to revise about how you state that your constructed response is about comparing and contrasting activities people do inside and outside school?

*If the student indicates no, move to the **Body** directions.*

If the student indicates revisions, ask the student to tell you the revisions to include on Card 9a.

Again, point to the “Introduction” on Card 9a.

Make your revisions here.

Body

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

Point to and read the first and second sentences in the “Body” section (for Inside Activity) on Card 9a, including the sentence starters.

You can use your notes as a checklist to be sure you included everything in the body. Remember you were to use details to describe something people do inside school.

Present Card 1a. Point to the “Inside School Activity” column on Card 1a.

Is there anything you want to revise about activities people do inside school?

If the student indicates no revisions, move to the next part of revising the body (Outside Activity section).

If the student indicates revisions, ask the student to tell you the revisions on Card 9a.

Make your revisions here.

Point to the first and second sentences in the “Body” section on Card 9a.

You were asked to use details to describe something people do outside school. I will read what you wrote.

Point to and read the third and fourth sentences in the “Body” section (for Outside Activity) on Card 9a, including the sentence starters.

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

Present Card 1a. Point to the “Outside School Activity” column on Card 1a.

Is there anything you want to revise about what people do outside school?

If the student indicates no revisions, move to the next part of revising the body (Inside and Outside Activity section on Card 10a).

If the student indicates revisions, ask the student to tell you the revisions to put on Card 9a.

Make your revisions here.

Point to the third and fourth sentences in the “Body” section of Card 9a.

You were asked to use details to tell about something people can do both inside and outside school. I will read what you wrote.

Point to and read the first and second sentences in the “Body” section (for Inside and Outside Activity) on Card 10a, including the sentence starters.

You may use your notes to be sure you included everything in the body.

Present Card 1a. Point to the “Inside and Outside School Activity” column on Card 1a.

Is there anything you want to add or change about what people do both inside and outside school?

*If the student indicates no revisions, move to the **Conclusion**.*

If the student indicates revisions, ask the student to tell you the revisions or edits to write on Card 10a.

Make your revisions here.

Point to the first and second sentences of the “Body” section on Card 10a.

Conclusion

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

Point to and read the student’s “Conclusion” on Card 10a.

You may use your notes to be sure you included everything in the conclusion.

Present Card 1a. Point to the “Topic” at the top of Card 1a.

Is there anything you want to revise about comparing and contrasting activities people do inside and outside school?

*If the student indicates no revisions, move on to **Editing**.*

If the student indicates revisions, ask the student to tell you the revisions to write on Card 10a.

Make revisions to the conclusion here.

Point to the final sentence starter on Card 10a.

Editing

Now, you can edit your constructed response.

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

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.

*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.

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.

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. Only read the final product once.