Directions for Practice Test Administration

English Language Arts
Grade 4

DEPARTMENT of EDUCATION
Louisiana Believes

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Purpose

The *Directions for Practice Test Administration* (DPTA) provides the Test Administrator (TA) of the LEAP Connect practice test with specific instructions for administration of this particular practice test. Each DPTA provides the exact wording of the items to be used by the TA, the materials needed in preparation of the practice test, and guidelines for how to present the items to the student.

Materials

Materials needed for the LEAP Connect Practice Test Administration:

1. *Directions for Practice Test Administration* (DPTA)
2. *Procedures for Assessing Students Who Are Visually Impaired, Deaf, or Deaf-Blind*
3. *Grade 4 ELA Practice Test Reference Materials and Writing Stimuli*

Directions

1. **Know and follow all directions for test administration** provided in the *DPTA* and *Procedures for Assessing Students Who Are Visually Impaired, Deaf, or Deaf-Blind*.
2. Be familiar with and utilize the Text to Speech (TTS) as appropriate. The DRC INSIGHT Assessment System includes TTS that will read aloud the text of directions, 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.
3. 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.

Guidance on Printed Materials

ELA Reference Materials and Writing Stimuli include required graphics and the answer options for each test item. The DPTA 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).

The LEAP Connect practice test includes one constructed-response writing item at each grade level. Writing Stimuli are provided for the constructed-response item. Review the item and prepare materials as needed **prior to the administration** of the constructed-response writing items.

Selected-Response Items

Selected-response items are presented in the following order:

- 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 can 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 practice test items 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 practice test items. 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.

Reading Item Example

Directions

TTS or TA reads item direction.

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 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.

TTS or TA reads question text.

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

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.

Open-Response Foundational Reading Items

Open-Response Foundational Reading items are included on the reading assessment, in grades 3 and 4 only. In Sessions 1 and 2, the open-response items follow the second passage. These items are word identification tasks. Students identify three to five words as each item is presented. The TA enters the student's score into the DRC INSIGHT Assessment System.

Students with clear and consistent oral speech are administered the Open-Response Foundational Reading items. Students using communication other than oral speech, such as AAC devices, American Sign Language, or eye gaze are administered the Selected-Response Foundational Reading items.

The TA must become familiar with the directions for administering, scoring, and entering the student score. Be aware that after an open-response item has been administered and answered, the student's answer is considered final, and the student may not retake the item. After recording the student score for all three to five items, the Open-Response reading section is complete.

Students who will not be administered the Open-Response Foundational Reading items will be administered an alternate set of Selected-Response Foundational Reading items. The TA must follow the directions in the DPTA to turn to the indicated page and administer the correct Foundational Reading items for those students.

Scoring and Entering Open-Response Items

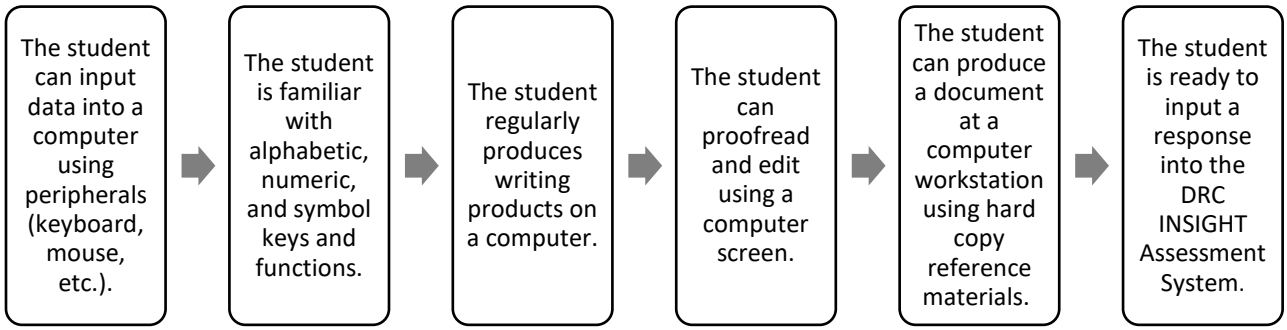
Following the administration of each item, the TA will:

- Independently score each student performance on an Open-Response item.
- Record each student score on the computer as "The student provided the correct answer." or "The student did not provide the correct answer."

Constructed-Response Item

The constructed-response (CR) item requires students to produce a response to a writing prompt (i.e., expressive language). The item is presented to the student in a standardized, scripted sequence of steps that include statements read by the TTS and TA and directions for the presentation of grade- and prompt-specific materials that need to be prepared as appropriate for each student. The Student Response Template is identified by a card number for each CR item in the Writing Stimuli. The student may use the Student Response Template located in the *ELA Reference Materials and Writing Stimuli* to write a response to the CR item, but **the final product is entered into the DRC INSIGHT Assessment System**. Please note that if the TA makes the determination that a student is capable of entering an online response utilizing a keyboard, the student is not required to use the Student Response Template and may type and edit the response in the response spaces in the DRC INSIGHT Assessment System.

A TA needs to determine the way in which a student will create a constructed response in writing. A student can use the Student Response Template to write a response or can enter an online response utilizing a keyboard. The following statements are provided to assist TAs in determining whether to allow the student to enter an online response into the DRC INSIGHT Assessment System.



The CR writing prompt is administered in the following manner:

1. The student is presented with the writing 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 writing task as planning, writing, revising, and editing a response, using a script that includes references to materials to present to the student to support the construction of a response.
4. First, the student organizes ideas related to the topic. Next, the student writes a response using the provided Student Response Template or types into the DRC INSIGHT Assessment System. Then the student is allowed to revise and edit the response. Last, the TA reads aloud the finished product to the student.
5. If the student types the response into the DRC INSIGHT Assessment System, the student may not utilize the computer's browser functions during CR item administration.

6. If the student did not type the response into the DRC INSIGHT Assessment System, the TA must transcribe the student response into the DRC INSIGHT Assessment System in the appropriate boxes. **The TA must also type any necessary annotations in the text box beneath the item. (See *Procedures for Annotation* and *Procedures for Transcription* below.)**

Procedures for Annotation of Writing CR Item

To ensure student's written product is easily interpreted during scoring (e.g., use of inventive spelling or symbolic expressions), the TA **must** provide annotations in the DRC INSIGHT Assessment System in the text box beneath the item labeled "*For Test Administrator use if annotations are necessary.*" The annotation is to be written by the TA and must not alter the intent of the student's original response; rather annotation ensures that the response is interpretable and meaningful to a scorer.

After students have finished composing their written responses, the TA will read the student's response and do the following:

- Add annotation to describe or clarify the intended meaning of pictures, symbols, or objects included in the student's original response.
- Add annotation to clarify incorrect spelling as needed to ensure correct interpretation.
- Make annotations in the proper location (the text box beneath the item) to distinguish from the student's original response.
- If a student types an uninterpretable word (e.g., inventive spelling), type the intended word in parentheses directly following the uninterpretable word in the DRC INSIGHT Assessment System to clarify student wording. DO NOT remove student wording or phrasing.
- Not include comments or explanations of the student's response except if needed for clarification.
- Provide an opportunity for the student to review and modify what has been annotated.
- The annotation box is **not** intended for TA feedback about the CR item or the LEAP Connect assessments. TAs may send any feedback or questions to assessment@la.gov.

Procedures for Transcription of Writing CR Item

If a student did not type the response into the DRC INSIGHT Assessment System, the TA must transcribe the student's response including any annotations into the response area(s) for that item.

The TA will:

- Enter the response after completing the administration of the CR item.
- Enter the entire response exactly as the student has written it and annotate as appropriate (see *Procedures for Annotation of Writing CR Item)*.

- Not revise, edit, or alter the student's response in any way, unless directed to do so by the student.
- Not provide feedback regarding any aspect of the student's response unless directed to do so by the student.

If the student is able to provide a response to the system independently, the TA is encouraged to allow the student to do so. In this case, the TA is not required to complete the task of transcription.

After the TA has transcribed and provided annotations for a constructed-response item, the item is considered completed. When all transcriptions and annotations are completed for the CR item, the session is completed and the test must be submitted.

Use of a Scribe for Writing CR Item

The TA may decide before testing begins, based on student need, that the use of a scribe is the best way to capture the student's response for the writing CR item. This process should be practiced with the student prior to testing during regular classroom instruction in order to ensure that the student and the TA understand the process. The process of scribing should not be a barrier for the student. If a scribe is utilized, the scribe must: 1) transcribe the work into the online system and 2) annotate.

The scribe will:

- Begin the session with an introduction, explain the process, and direct the student to indicate when to use capitalization and punctuation when needed, and must allow the student to revise and edit what the scribe has written.
- Write exactly what the student communicates on paper or directly into the DRC INSIGHT Assessment System.
- Correctly spell all words.
- Capitalize words or punctuate text only when indicated by the student.
- Make student-requested changes, even if incorrect.
- Allow the student to edit for punctuation, capitalization, or other edits as described in the DPTA.
- Orally confirm meaning of homonyms and commonly used homophones (e.g., than and then; to, two, and too; there, their, and they're).

Augmentative and Alternative Communication Guidelines for Writing

Ensure that AAC and AT that are used routinely for instruction are available to support the student in communicating answer responses. Allow students to complete the tasks using their preferred method of communication (e.g., pointing, eye gaze, assistive technology, oral response, sign language).

Please refer to the *LEAP Connect Test Administration Manual*, Appendix B, which provides detailed methods and protocols for using AAC systems and devices to respond to the writing CR items.

Session 1

Directions

We are going to read a story about a girl named Ava, who likes butterflies, and her sister. After we read, you will be asked a question. Listen for what the story is about.

Butterfly Eyes

Ava loves butterflies. She draws pictures of them. She reads books about butterflies. Ava even has a butterfly booksack.

Ava has a sister. Her name is Wilda. Wilda likes frogs. Wilda does not like butterflies.

Ava and Wilda go for a walk. Ava **searches** for butterflies. She looks at flowers. She looks at bushes. She cannot find any butterflies. Wilda is not having fun. She wants to look for a frog.

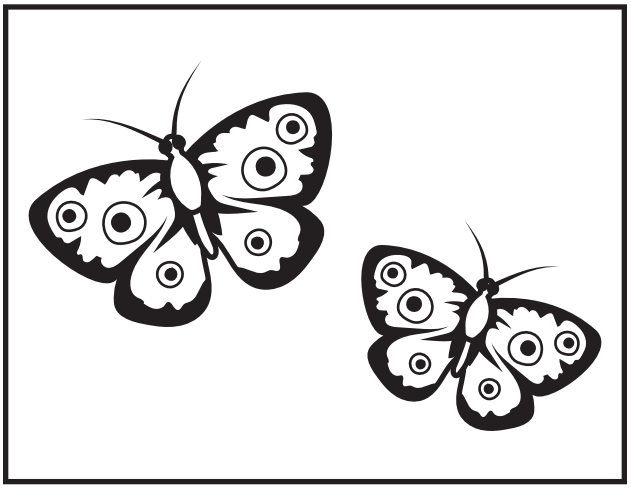
Then, Ava points to a bush. She sees a butterfly. The butterfly has spots on its wings. The spots look like eyes. Wilda shouts, “Wow, that butterfly has six eyes!” Wilda decides she likes butterflies.

Item 1

What is this story about?

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

A. picking flowers



B. looking for butterflies

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

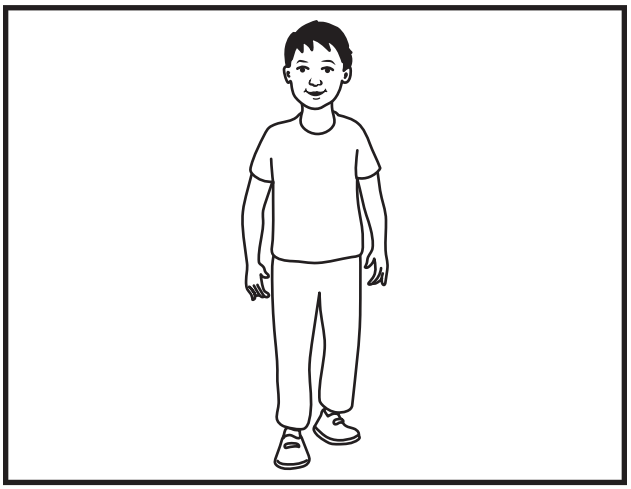
Item 2

Remember, a character is a person in a story.

Who is a character in this story?

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

A. Ava



B. Mario

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

Item 3

We read about a girl named Ava, who likes butterflies, and her sister, named Wilda. We are going to read part of the story again. Then you will be asked a question. Listen for which character likes frogs.

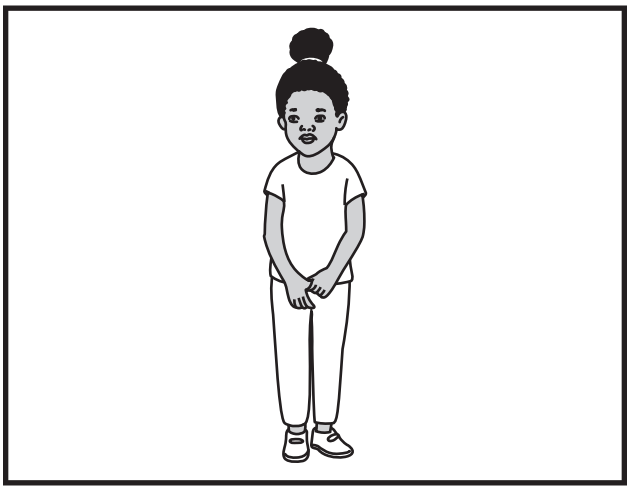
Ava has a sister. Her name is Wilda. Wilda likes frogs. Wilda does not like butterflies.

Item 3, continued

Which character likes frogs?

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

A. Ava



B. Wilda

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

Item 4

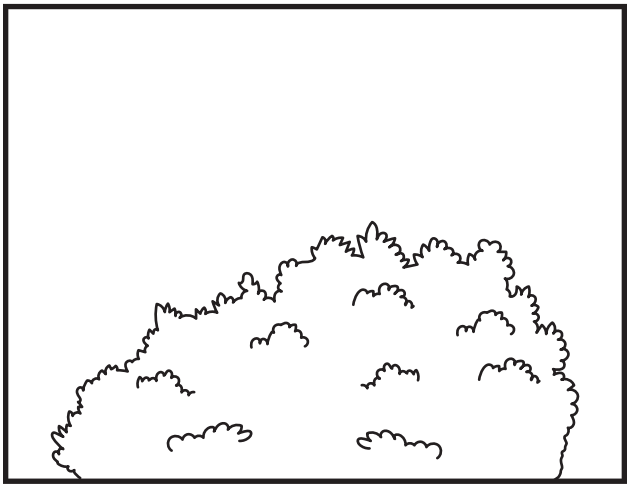
We read about a girl named Ava, who likes butterflies, and her sister, Wilda. We are going to read part of the story again. Then you will be asked a question. Listen for where Ava finds a butterfly.

Then, Ava points to a bush. She sees a butterfly. The butterfly has spots on its wings. The spots look like eyes. Wilda shouts, “Wow, that butterfly has six eyes!” Wilda decides she likes butterflies.

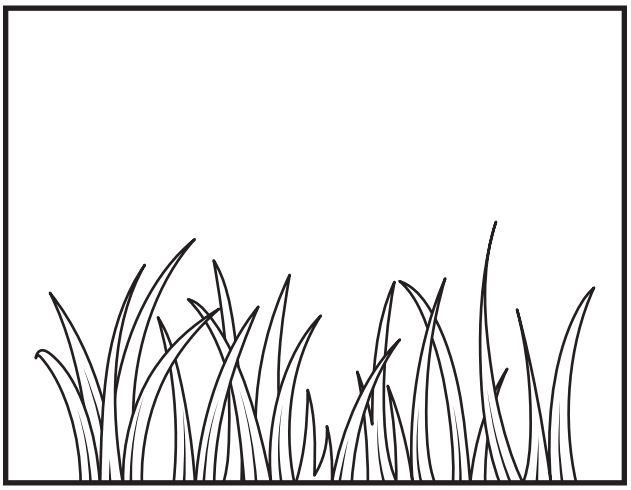
Item 4, continued

Where does Ava find the butterfly?

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



A. on a bush



B. in the grass

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

Item 5

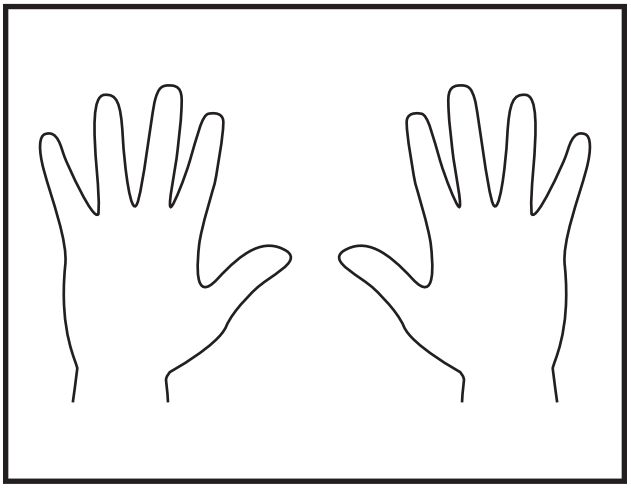
We read about a girl named Ava, who likes butterflies, and her sister, Wilda. We are going to read part of the story again. Then you will be asked a question. Listen for what the butterfly spots look like.

Then, Ava points to a bush. She sees a butterfly. The butterfly has spots on its wings. The spots look like eyes. Wilda shouts, “Wow, that butterfly has six eyes!” Wilda decides she likes butterflies.

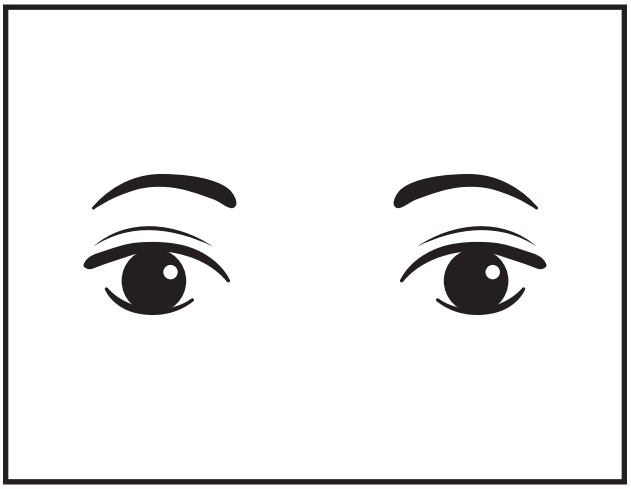
Item 5, continued

What do the butterfly spots look like?

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



A. hands



B. eyes

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

Item 6

We read about a girl named Ava, who likes butterflies, and her sister, Wilda. We are going to read part of the story again. Listen for clues that tell you what the word **searches** means.

Ava and Wilda go for a walk. Ava **searches** for butterflies. She looks at flowers. She looks at bushes. She cannot find any butterflies. Wilda is not having fun. She wants to look for a frog.

Item 6, continued

Point to the bolded word.

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

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

A. listens to

B. looks for

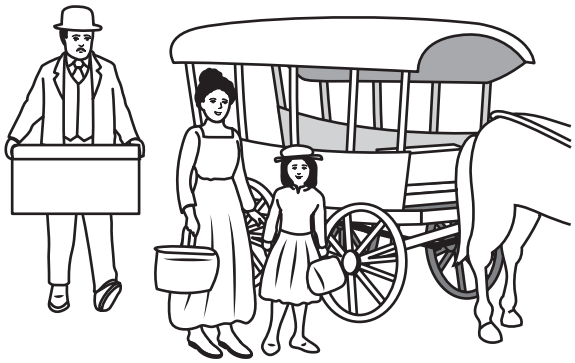
Would you like to read this part again before you answer the question?

Directions

We are going to read an informational text about people moving west and railroads. Listen for an important idea of the text.

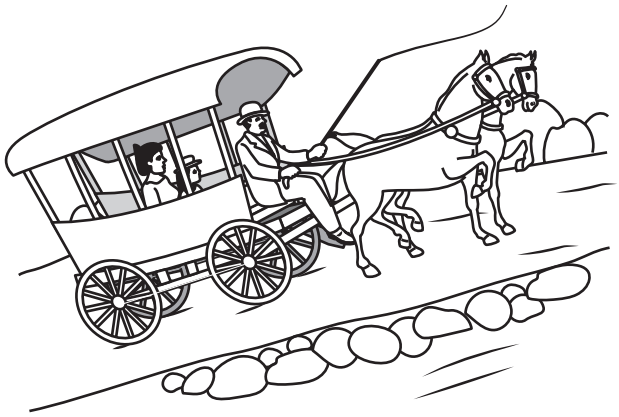
A Railroad across America

A long time ago, Americans wanted to travel to the West.



Railroads did not cross the United States. People had to travel in wagons. Horses pulled the wagons.

People carried **supplies** in the wagons. All of their food, clothing, and tools needed to fit in the wagons.



Mountains were crossed. The weather was bad some of the time. Travel across the land was hard. But, many people made it across to the West. They started a new life.

New towns were built. Then, people needed to get supplies to live. The fastest way to travel was by railroad. More railroads were needed.

Point to the title and each bullet and fact as the TTS or TA reads the graphic description.

[Graphic description: "This is a chart titled, 'Facts about the Transcontinental Railroad'. It includes information about the railroad. The Transcontinental Railroad was a train route across America. The railroad took a lot of money to build. The railroad took over six years to build. The railroad tracks crossed about 3,500 miles of land."]

Facts About the Transcontinental Railroad

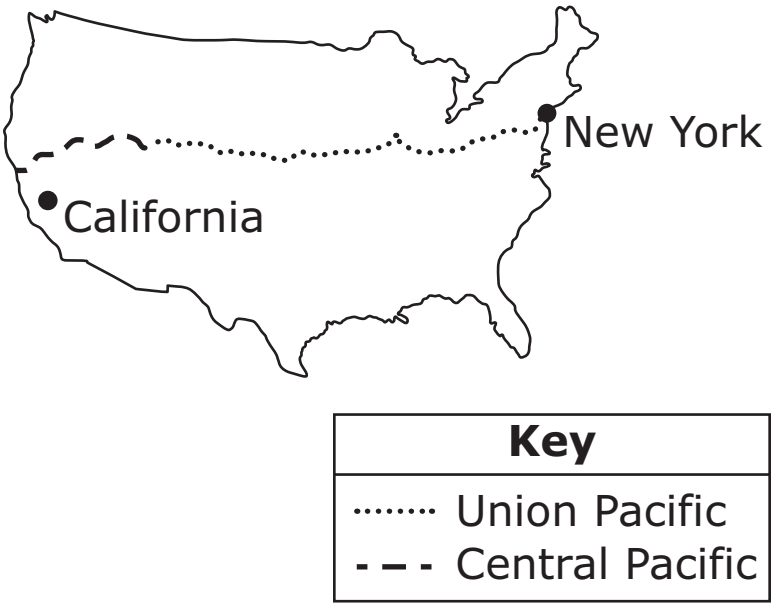
• cost a lot of money
• took over six years to build
• crossed about 3,500 miles of land

The Transcontinental Railroad was built. It took a long time to build. It was hard work. The railroad could bring passengers and supplies across the land in days.

Point to the title, key, the route, New York, and California as the TTS or TA reads the graphic description.

[Graphic description: "This is a map titled, 'Transcontinental Railroad.' The map shows the route of the Transcontinental Railroad. The key uses a dotted line to show the route of the Union Pacific railroad. The key uses a dashed-line to show the Central Pacific railroad. The Transcontinental Railroad started in New York. It ended in California."]

Transcontinental Railroad



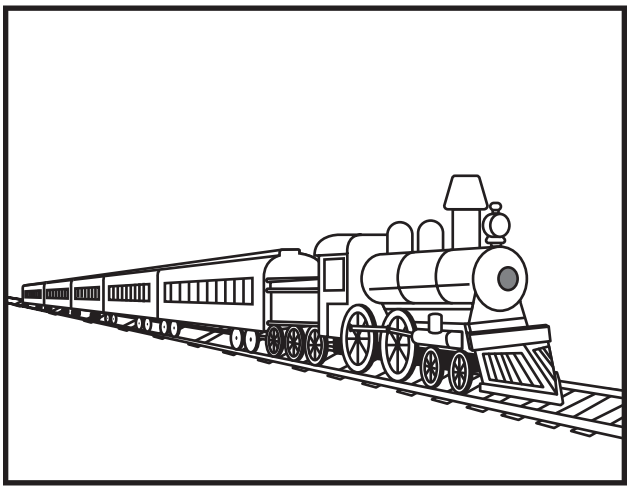
The Transcontinental Railroad helped many Americans start a new life. It was a railroad across America.

Item 7

Remember, the main idea is an important idea of the text.

What is the main idea of this text?

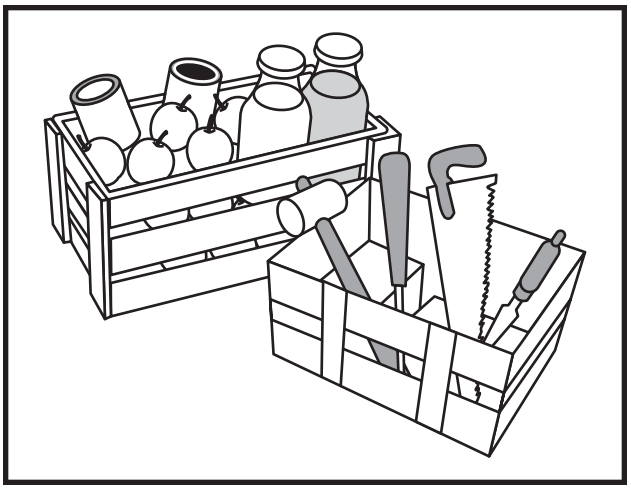
Point to each option as the TTS or TA reads each option.



A. finding a better way to move west

B. building more towns for people

Item 7, continued



C. gathering needed supplies

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

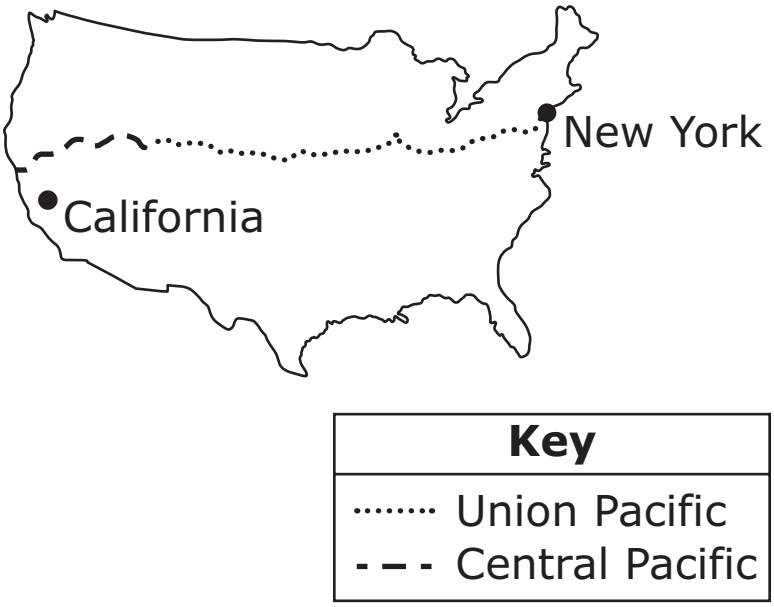
Provide student with Map 1, "Transcontinental Railroad" from the Grade 4 ELA Practice Test Reference Materials.

Item 8

We read about people moving west and railroads. We are going to read part of the text and look at the map again. Then you will be asked a question. Listen for what kind of map this is.

> *Point to the title, key, the route, New York, and California as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This is a map titled, 'Transcontinental Railroad.' The map shows the route of the Transcontinental Railroad. The key uses a dotted line to show the route of the Union Pacific railroad. The key uses a dashed-line to show the Central Pacific railroad. The Transcontinental Railroad started in New York. It ended in California."]*

Transcontinental Railroad

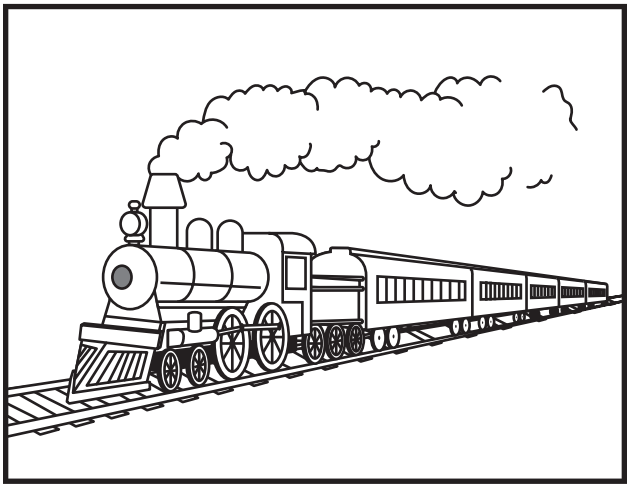


The Transcontinental Railroad helped many Americans start a new life. It was a railroad across America.

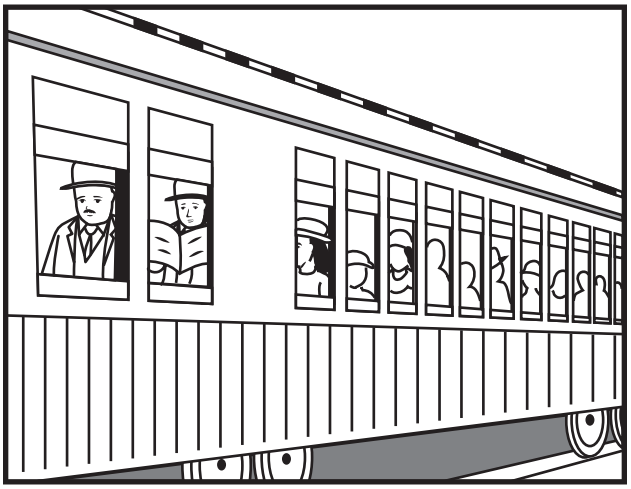
Item 8, continued

What does the map show?

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

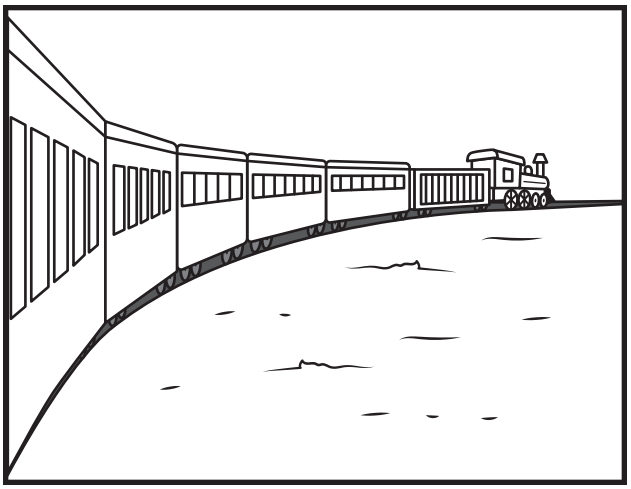


A. the speed of the train



B. the people on the train

Item 8, continued



C. the route of the train

Would you like to read this part and look at the map again before you answer the question?

Provide student with Chart 1, "Facts About the Transcontinental Railroad" from the Grade 4 ELA Practice Test Reference Materials.

Item 9

We read about moving west and railroads. We are going to read part of the text and look at the chart again. Then you will be asked a question about the chart. Listen and look at the chart for what it shows.

> *Point to the title, each bullet, and fact as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This is a chart titled, 'Facts about the Transcontinental Railroad'. It includes information about the railroad. The Transcontinental Railroad was a train route across America. The railroad took a lot of money to build. The railroad took over six years to build. The railroad tracks crossed about 3,500 miles of land."]*

Facts About the Transcontinental Railroad

• cost a lot of money
• took over six years to build
• crossed about 3,500 miles of land

The Transcontinental Railroad was built. It took a long time to build. It was hard work. The railroad could bring passengers and supplies across the land in days.

Item 9, continued

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

What does the chart tell you about the railroad?

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

A. It tells you who liked the railroad.

B. It tells you about building the railroad.

C. It tells you who built the railroad.

Would you like to read this part and look at the chart again before you answer the question?

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

Provide student with Chart 1, "Facts About the Transcontinental Railroad" from the Grade 4 ELA Practice Test Reference Materials.

Item 10

This is the second item of a two-part item. Student may not return to the previous item.

The chart shows information about building the railroad.

What does the chart show about building the railroad?

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

A. Building the railroad was difficult.

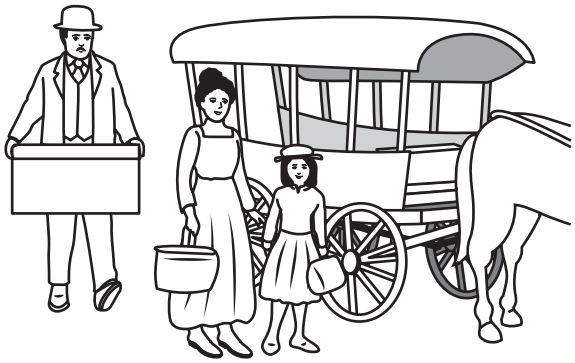
B. Building the railroad was easy.

C. Building the railroad was fun.

Would you like to read this part and look at the chart again before you answer the question?

Item 11

We read about people moving west and railroads. We are going to read part of the text again. Listen for clues that tell you what the word **supplies** means.



Railroads did not cross the United States. People had to travel in wagons. Horses pulled the wagons.

People carried **supplies** in the wagons. All of their food, clothing, and tools needed to fit in the wagons.

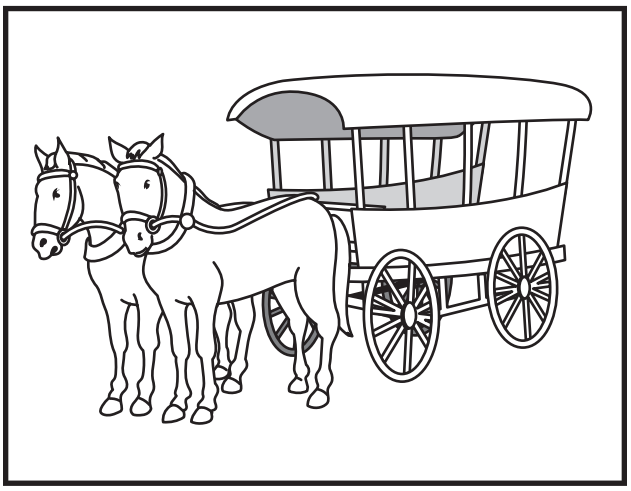
Item 11, continued

Point to the bolded word.

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

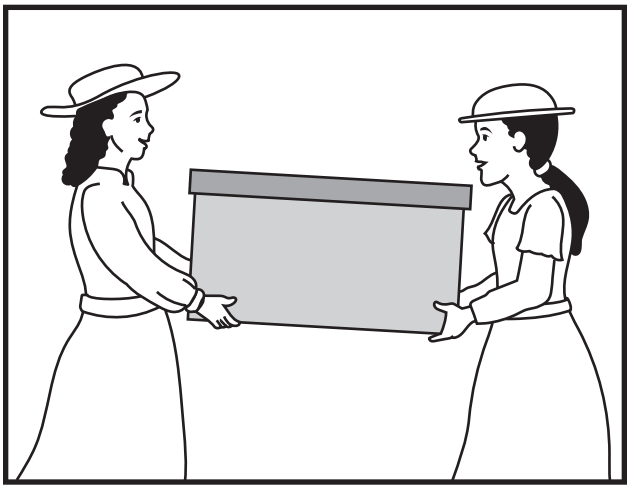
Point to each answer option as the TTS or TA reads each option.

[For students with visual impairment, read "A. This is a picture of horses pulling a wagon."]



A. strong horses

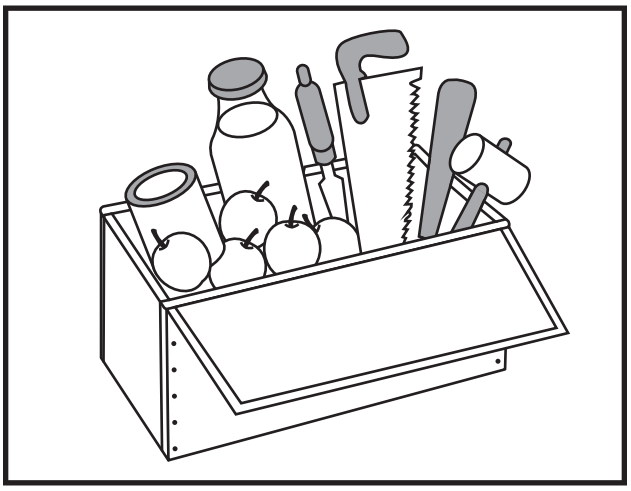
[For students with visual impairment, read "B. This is a picture of a girl giving something to her friend."]



B. nice gifts

Item 11, continued

[For students with visual impairment, read "C. This is a picture of a box with apples, jars, and tools inside."]



C. needed things

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

If the student has clear and consistent oral speech and will be administered the Open-Response Foundational Reading items, continue on this page. If the student is using communication other than oral speech (e.g., Augmentative and Alternative Communication devices, American Sign Language, eye gaze) and will be administered the Selected-Response Foundational Reading items, turn to page 43.

Directions

You are going to read some words. Read each word aloud.

Item 12

Here is the first word.

Read this word aloud.

bob

A. The student provided the correct answer.

B. The student did not provide the correct answer.

Item 13

Read this word aloud.

dim

A. The student provided the correct answer.

B. The student did not provide the correct answer.

Item 14

Read this word aloud.

lad

A. The student provided the correct answer.

B. The student did not provide the correct answer.

Item 15

Read this word aloud.

sum

A. The student provided the correct answer.

B. The student did not provide the correct answer.

Item 16

Read this word aloud.

tax

A. The student provided the correct answer.

B. The student did not provide the correct answer.

*If the student was administered the Open-Response Foundational Reading items, turn to page 48 to complete Session 1. If the student was **not** administered the Open-Response Foundational Reading items, continue on this page to administer the Selected-Response Foundational Reading items. These items may be found in the Grade 4 ELA Practice Test Reference Materials where they can be copied and used with students who use alternate forms of communication (e.g., eye-gaze boards).*

Directions

You are going to read some words.

Item 12

Show me the word.

Point to the image of each answer choice as the TTS or TA reads the question. ***DO NOT READ ANSWER OPTIONS.***

*[Question: "Which word is **bob**?"]*

A. bad

B. bob

C. fix

Item 13

Show me the word.

Point to the image of each answer choice as the TTS or TA reads the question.
DO NOT READ ANSWER OPTIONS.

*[Question: "Which word is **dim**?"]*

A. cut

B. top

C. dim

Item 14

Show me the word.

Point to the image of each answer choice as the TTS or TA reads the question.
DO NOT READ ANSWER OPTIONS.

*[Question: "Which word is **lad**?"]*

A. dad

B. lad

C. mud

Item 15

Show me the word.

Point to the image of each answer choice as the TTS or TA reads the question.
DO NOT READ ANSWER OPTIONS.

*[Question: "Which word is **sum**?"]*

A. dig

B. fat

C. sum

Item 16

Show me the word.

Point to the image of each answer choice as the TTS or TA reads the question.
DO NOT READ ANSWER OPTIONS.

*[Question: "Which word is **tax**?"]*

A. tax

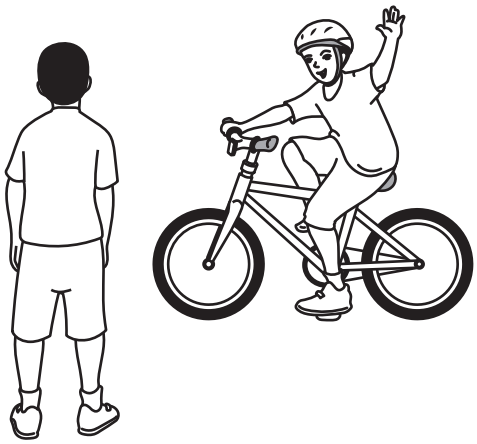
B. dig

C. bit

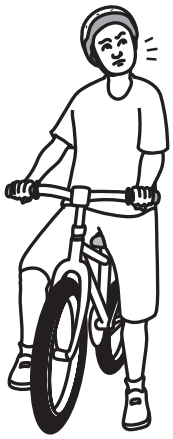
Directions

We are going to read a story about a boy named Jack and an experience he shares with his mom. After we read, you will be asked a question about the theme.

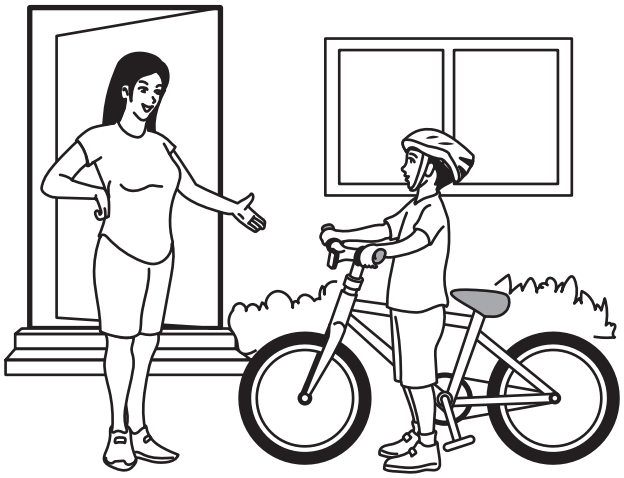
Who's Hooting up There?



Jack jumped on his bike to head home. He waved goodbye to Charlie and called out, "See you tomorrow!" The afternoon had gone by quickly. It always did when Jack and Charlie played. Now, Jack was in a hurry to get home. It was almost four o'clock and Jack's mom said to be home by then.

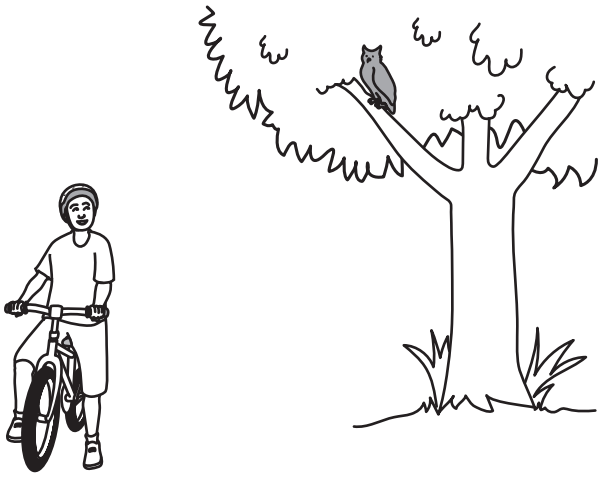


Jack slowed down when he reached the corner by his house. He could see his mom. "Yes!" he thought. "I'm going to make it home in time." He started to call out to his mom, but then he heard an unusual sound. He stopped to listen and heard the sound again.



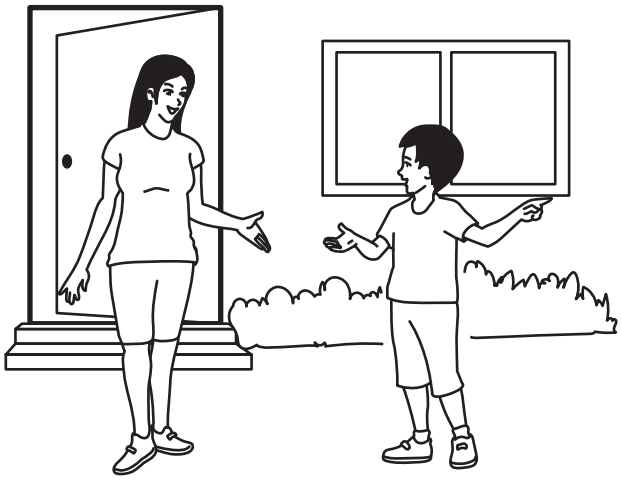
“Hoot. Hoot.” The sound was coming from over his head. Jack looked up into the trees, but he could not see anything. The sunshine was **brilliant**. Jack had to look away.

But, there was no time to spare—Jack rushed home. When he arrived, his mom said with a smile, “Thanks for getting home on time.”



The next day, Jack and Charlie had another fun afternoon. Jack left so he could arrive at home by four o’clock. But just like the day before, he heard that same sound, “Hoot. Hoot.”

There in a tree, hidden by the leaves, Jack spotted the source of the sound. It was an owl! Jack stared up at the owl and the owl stared back at him. When Jack moved to the left, the owl tracked his movement. When Jack moved to the right, the owl turned its head.



Wow! Jack had never heard or seen an owl before. When Jack arrived at home, it was after four o’clock. “Mom, guess what I saw?” Jack shouted. Jack told his mom all about the owl.

“Oh, I’ll bet it was a great horned owl. This is the perfect reason for being late,” Mom said kindly. Jack smiled and was glad his mom understood. Seeing a great horned owl was a special experience!

Item 17

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

Remember, the theme is the message of the story.

What is the theme of this story?

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

A. valuing new experiences

B. growing up

C. playing outside

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

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

Item 18

This is the second item of a two-part item. Student may not return to the previous item.

The theme of this story is valuing new experiences.

Which sentence shows that Jack's mom values new experiences?

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

A. "It was almost four o'clock and Jack's mom said to be home by then."

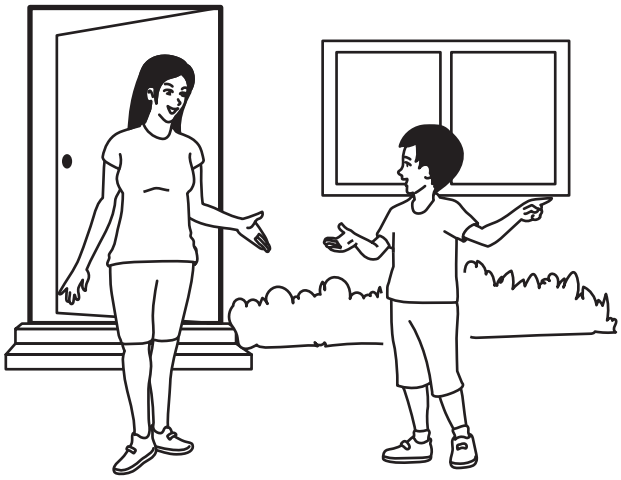
B. "The next day, Jack and Charlie had another fun afternoon."

C. "Jack smiled and was glad his mom understood."

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

Item 19

We read about a boy named Jack. We are going to read part of the story again. Then you will be asked a question about how Jack feels.



Wow! Jack had never heard or seen an owl before. When Jack arrived at home, it was after four o'clock. "Mom, guess what I saw?" Jack shouted. Jack told his mom all about the owl.

"Oh, I'll bet it was a great horned owl. This is the perfect reason for being late," Mom said kindly. Jack smiled and was glad his mom understood. Seeing a great horned owl was a special experience!

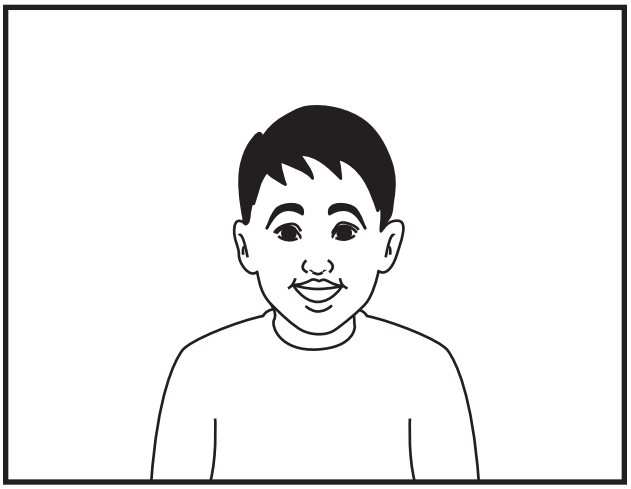
Item 19, continued

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

How does Jack feel about seeing the owl?

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

A. He feels sad.



B. He feels excited.

Item 19, continued

C. He feels tired.

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

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

Item 20

This is the second item of a two-part item. Student may not return to the previous item.

Jack feels excited about seeing the owl.

Which sentence shows that Jack feels excited?

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

A. “Jack slowed down when he reached the corner by his house.”

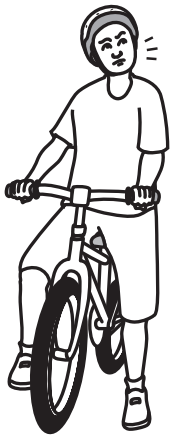
B. “Jack looked up into the trees, but he could not see anything.”

C. “Jack told his mom all about the owl.”

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

Item 21

We read about a boy named Jack. We are going to read part of the story again. Then you will be asked a question about a detail from the story.

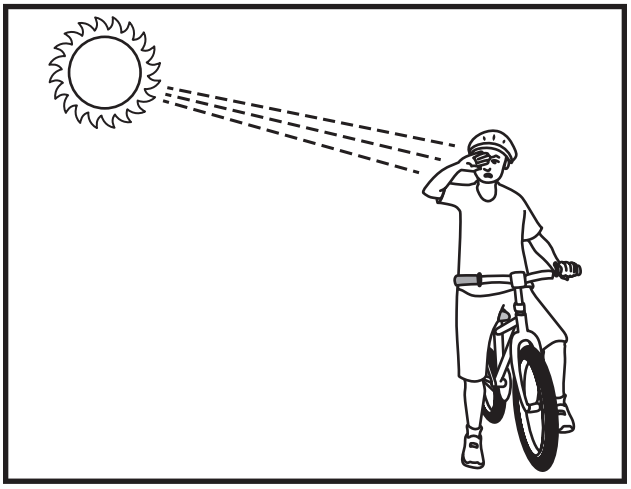


Jack slowed down when he reached the corner by his house. He could see his mom. “Yes!” he thought. "I’m going to make it home in time.” He started to call out to his mom, but then he heard an unusual sound. He stopped to listen and heard the sound again.

Item 21, continued

What makes Jack stop riding his bike?

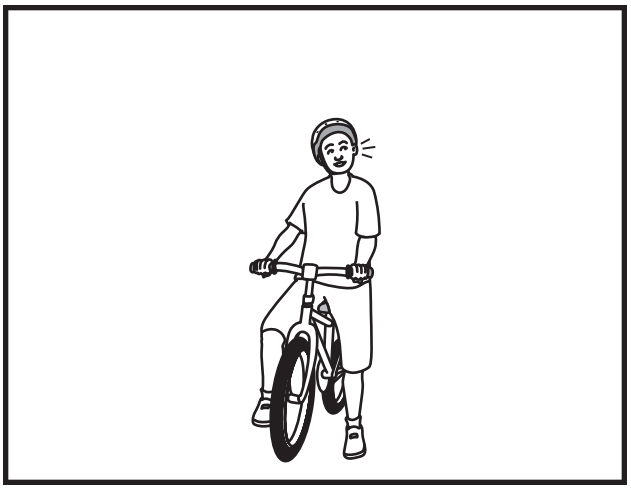
Point to each option as the TTS or TA reads each option.



A. the sunshine

B. a storm

Item 21, continued

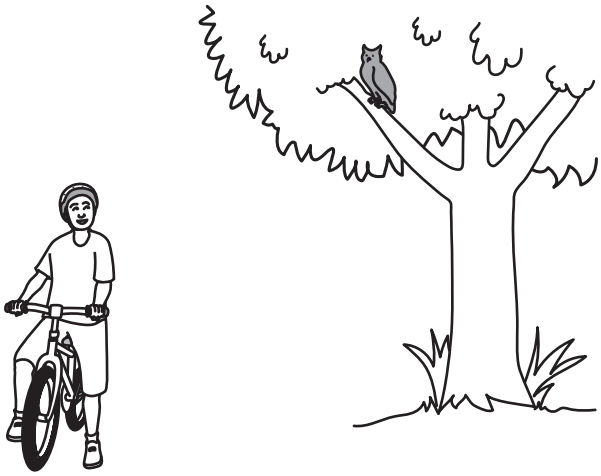


C. a sound

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

Item 22

We read about a boy named Jack. We are going to read part of the story again. Then you will be asked a question about a detail from the story.



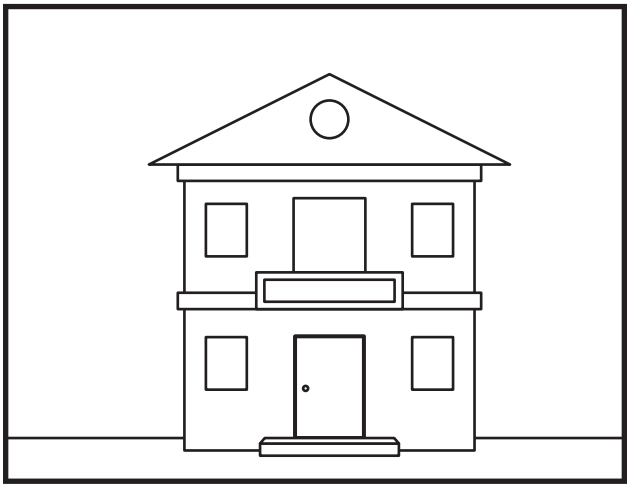
The next day, Jack and Charlie had another fun afternoon. Jack left so he could arrive at home by four o’clock. But just like the day before, he heard that same sound, “Hoot. Hoot.”

There in a tree, hidden by the leaves, Jack spotted the source of the sound. It was an owl! Jack stared up at the owl and the owl stared back at him. When Jack moved to the left, the owl tracked his movement. When Jack moved to the right, the owl turned its head.

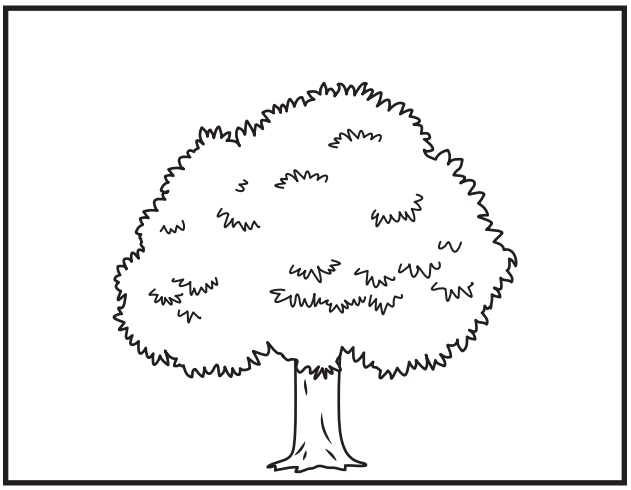
Item 22, continued

Where does Jack see the owl?

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

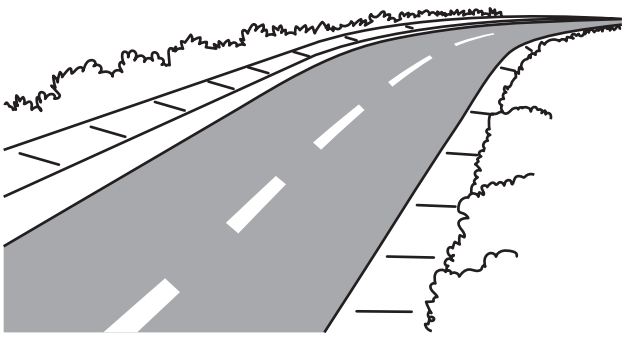


A. at home



B. in a tree

Item 22, continued



C. on the street

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

Item 23

We read about a boy named Jack. We are going to read some sentences again. Listen for clues that tell you what the word **brilliant** means.

“Hoot. Hoot.” The sound was coming from over his head. Jack looked up into the trees, but he could not see anything. The sunshine was **brilliant**. Jack had to look away.

But, there was no time to spare—Jack rushed home. When he arrived, his mom said with a smile, “Thanks for getting home on time.”

Item 23, continued

Point to the bolded word.

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

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

A. bright

B. smart

C. wonderful

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

You have reached the end of this Session.

You may choose from the following options:

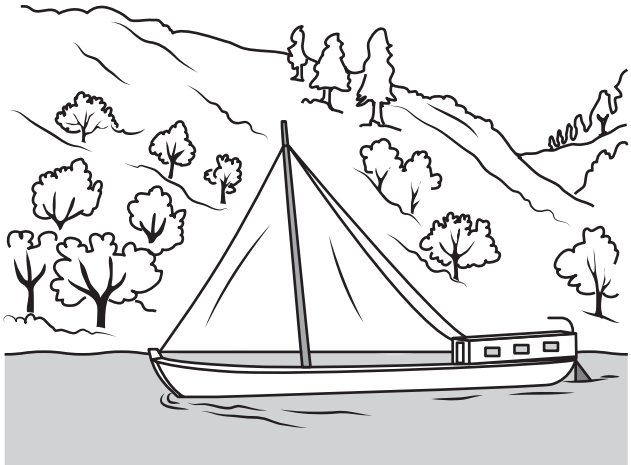
- Review items in this session
- **Pause** this test and **Resume** later
- Complete this session (**End Test**, then **Submit**) and begin Session 2.

Session 2

Directions

We are going to read an informational text about Lewis and Clark's travels across the West. After we read, you will be asked a question about the main idea.

New Discoveries



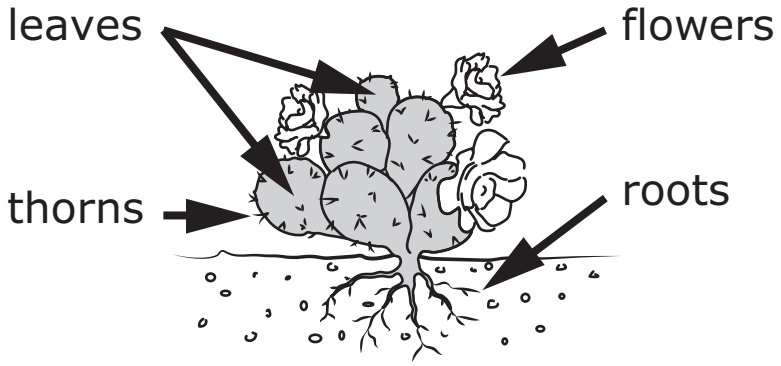
Lewis and Clark traveled by boat all across the West. They were looking for a water route to the Pacific Ocean. They also planned to record information along their route.

Lewis and Clark found plants and animals they had never seen before. They saw about 200 plants. They saw more than 100 animals.

Lewis and Clark did more than just see these plants and animals. They wrote about them in journals. Lewis and Clark told what each plant and animal looked like. They explained what the animals did. They reported important information.

[Graphic description: "This is a diagram of a Prickly Pear cactus. There is a label for leaves with arrows pointing to two flat oval shaped leaves of the cactus. There is a label for thorns with an arrow pointing to long, pointy thorns on the cactus. There is a label for flowers with an arrow pointing to flowers on the cactus. There is a label for roots with an arrow pointing to roots on the cactus."]

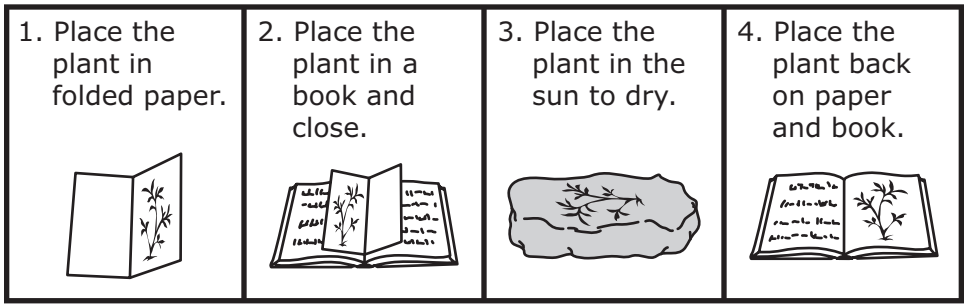
Prickly Pear Cactus



Lewis wrote about the Prickly Pear cactus plant. He wrote that the cactus was pretty. But, he did not always like the cactus. The cactus had thorns that would stick into his feet. Lewis had to walk carefully because there were so many cactus plants.

[Graphic description: "This is a chart titled 'Pressing Plants.' It has four steps. Step one is 'Place the plant in folded paper.' and there is a picture of a flower on a folded piece of paper. Step two is 'Place the plant in a book and close.' and there is a picture of the plant on the folded piece of paper on the pages of a book. Step 3 says 'Place the plant in the sun to dry.' and there is a picture of the plant on a large rock. Step 4 says 'Place the plant back on the paper and book.' and there is a picture of the plant on the folded piece of paper on the pages of a book."]

Pressing Plants



Lewis shared information about new plants another way. He collected some plants. He pressed them flat. Then Lewis sent the pressed plants back home with other travelers.

Lewis and Clark’s journals and the pressed plants were important to science. Lewis and Clark did not find the water route they were looking for. But their journals helped people learn about new plants and animals that lived in the West.

Item 24

Remember, the main idea is an important idea of the text.

What is the main idea of this text?

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

A. Lewis and Clark traveled by boat.

B. Lewis and Clark saw about 200 plants.

C. Lewis and Clark recorded information about new plants and animals.

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

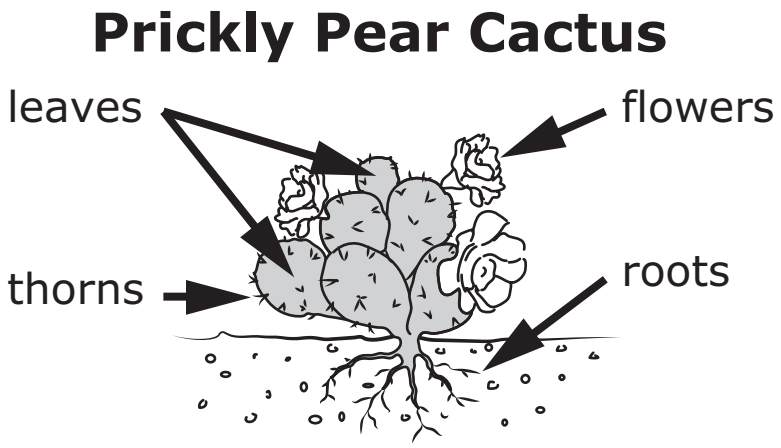
Provide student with Diagram 1, "Prickly Pear Cactus" from the Grade 4 ELA Practice Test Reference Materials.

Item 25

We read about Lewis and Clark's travels across the West. We are going to read part of the text and look at a diagram again. Then you will be asked a question about the diagram.

Lewis wrote about the Prickly Pear cactus plant. He wrote that the cactus was pretty. But, he did not always like the cactus. The cactus had thorns that would stick into his feet. Lewis had to walk carefully because there were so many cactus plants.

> *[Graphic description: "This is a diagram of a Prickly Pear cactus. There is a label for leaves with arrows pointing to two flat oval shaped leaves of the cactus. There is a label for thorns with an arrow pointing to long, pointy thorns on the cactus. There is a label for flowers with an arrow pointing to flowers on the cactus. There is a label for roots with an arrow pointing to roots on the cactus."]*



Item 25, continued

Where are the thorns located on the Prickly Pear cactus?

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

A. on the roots

B. on the leaves

C. on the flowers

Would you like to read this part and look at the diagram again before you answer the question?

Provide student with Chart 2, "Pressing Plants" from the Grade 4 ELA Practice Test Reference Materials.

Item 26

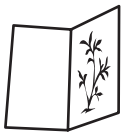
> *This is the first item of a two-part item. Student may not return to this item after responding to this item.*

We read about Lewis and Clark's travels across the west. We are going to read part of the text and look at a chart again.

Lewis shared information about new plants another way. He collected some plants. He pressed them flat. Then Lewis sent the pressed plants back home with other travelers.

> *[Graphic description: "This is a chart titled, 'Pressing Plants.' It has four steps. Step one is 'Place the plant in folded paper.' and there is a picture of a flower on a folded piece of paper. Step two is 'Place the plant in a book and close.' and there is a picture of the plant on the folded piece of paper on the pages of a book. Step 3 says 'Place the plant in the sun to dry.' and there is a picture of the plant on a large rock. Step 4 says 'Place the plant back on the paper and book.' and there is a picture of the plant on the folded piece of paper on the pages of a book."]*

Pressing Plants

1. Place the plant in folded paper. 	2. Place the plant in a book and close.	3. Place the plant in the sun to dry.	4. Place the plant back on paper and book.

Item 26, continued

This is the first item of a two-part item. Student may not return to this item after responding to this item.

What does the chart show you?

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

A. how to press plants

B. where to find plants

C. when to save plants

Would you like to read this part and look at the chart again before you answer the question?

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

Provide student with Chart 2, "Pressing Plants" from the Grade 4 ELA Practice Test Reference Materials.

Item 27

> *This is the second item of a two-part item. Student may not return to the previous item.*

The chart shows how Lewis pressed plants to send back home.

How do the steps help you understand the materials for pressing plants?

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

A. They show the best place to press plants.

B. They show what is needed to press plants.

C. They show different books used to press plants.

Would you like to read this part and look at the chart again before you answer the question?

Provide student with Chart 2, "Pressing Plants" from the Grade 4 ELA Practice Test Reference Materials.

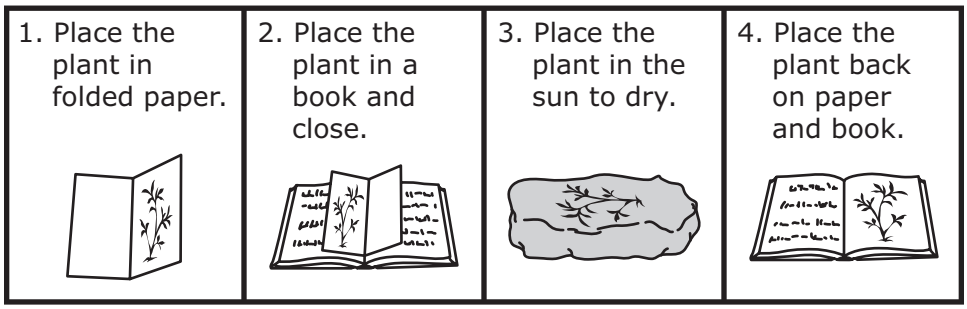
Item 28

We read about Lewis and Clark's travels across the West. We are going to read part of the text and look at a chart again.

Lewis shared information about new plants another way. He collected some plants. He pressed them flat. Then Lewis sent the pressed plants back home with other travelers.

> *[Graphic description: "This is a chart titled, 'Pressing Plants.' It has four steps. Step one is 'Place the plant in folded paper.' and there is a picture of a flower on a folded piece of paper. Step two is 'Place the plant in a book and close.' and there is a picture of the plant on the folded piece of paper on the pages of a book. Step 3 says 'Place the plant in the sun to dry.' and there is a picture of the plant on a large rock. Step 4 says 'Place the plant back on the paper and book.' and there is a picture of the plant on the folded piece of paper on the pages of a book."]*

Pressing Plants



Item 28, continued

Which is the first step in the process of pressing plants?

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

A. Place the plant in folded paper.

B. Place the plant in the sun to dry.

C. Place the plant back on paper and book.

Would you like to read this part and look at the chart again before you answer the question?

Item 29

Directions

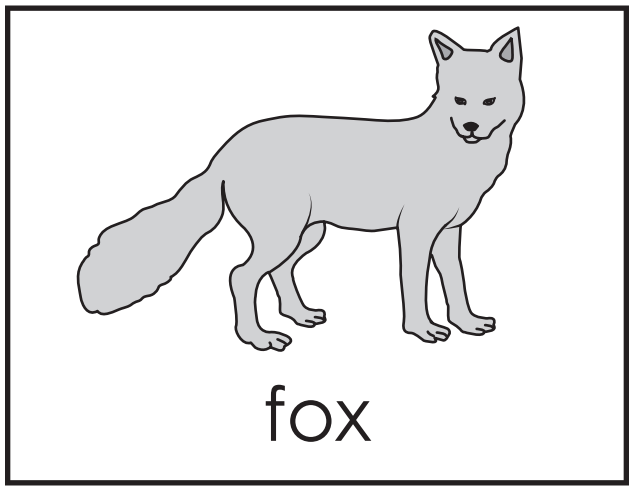
You are going to read some words.

Here are two words.

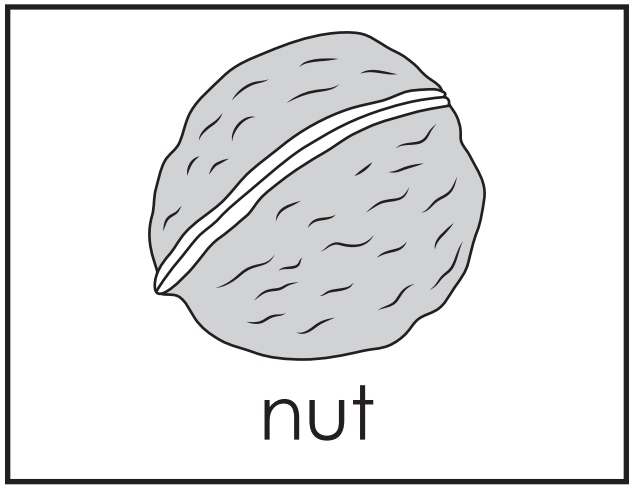
Point to each word as the TTS or TA reads the question. ***DO NOT READ ANSWER OPTIONS.***

Which word is fox?

A.



B.



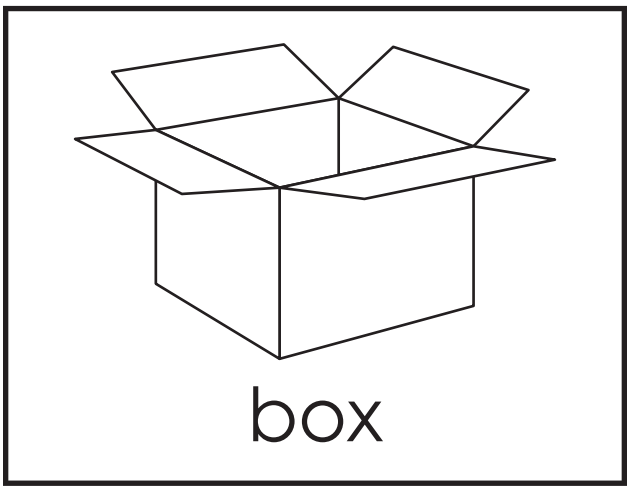
Item 30

Here are two words.

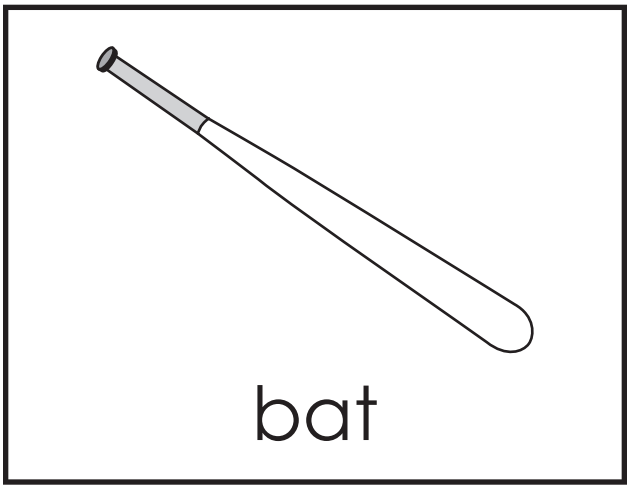
Point to each word as the TTS or TA reads the question. ***DO NOT READ ANSWER OPTIONS.***

Which word is bat?

A.



B.



Item 31

Here are two words.

Point to each word as the TTS or TA reads the question. ***DO NOT READ ANSWER OPTIONS.***

Which word is sad?

A.

B.

You have reached the end of this Session.

You may choose from the following options:

- Review items in this session
- **Pause** this test and **Resume** later
- Complete this session (**End Test**, then **Submit**) and begin Session 3.

Session 3

Item 32

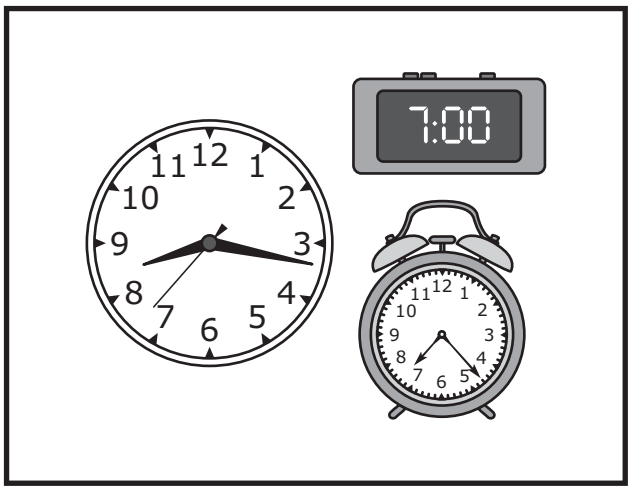
Read this paragraph. Listen for the conclusion.

Point to the paragraph as the TTS or TA reads the paragraph.

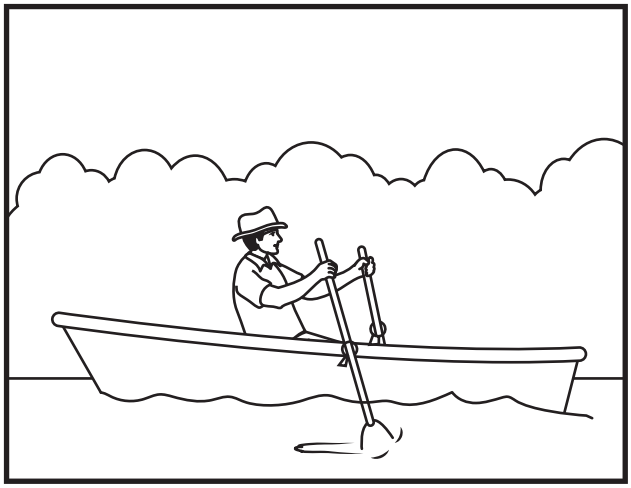
Lakes have lots of water. They are different shapes and sizes. Lakes are home to many plants and animals. People can swim in lakes. People can take boat rides on lakes. In conclusion, lakes are places where you can see and do different things.

Which sentence is the conclusion of the paragraph?

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



A. Clocks are different shapes and sizes.



B. In conclusion, lakes are places where you can see and do different things.

Item 32, continued

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

Item 33

Writers often use pictures. Pictures can show new information.

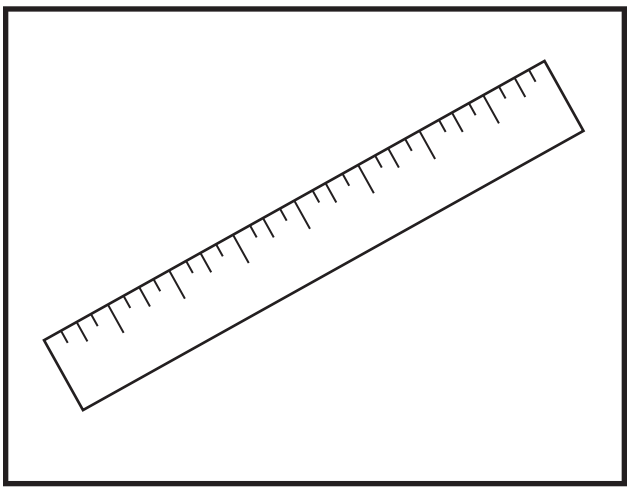
Here is some information. Listen for what this information is about.

Point to the information as the TTS or TA reads the information.

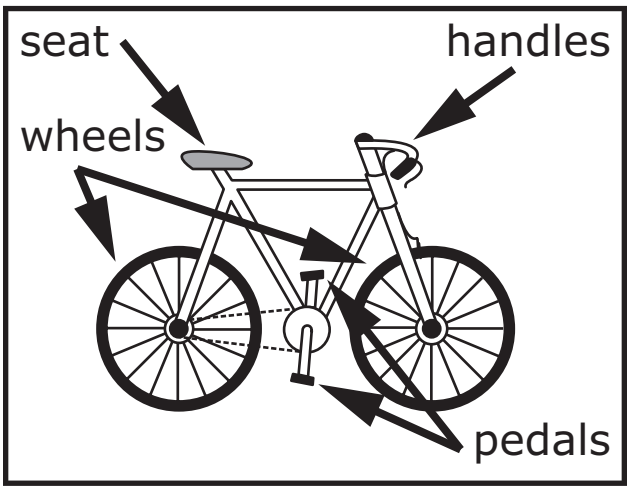
A bicycle has many parts. It has two round wheels. It has two pedals and two handles. It has a seat to sit on.

What is the best way to show this information?

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

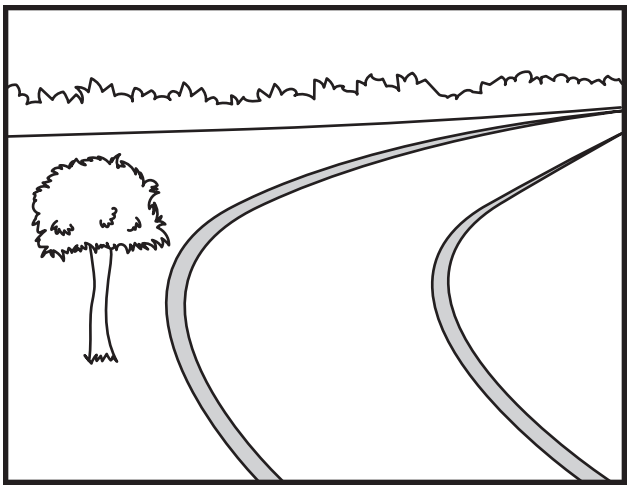


A. a drawing of a ruler



B. a labeled diagram of a bicycle

Item 33, continued



C. a drawing of a bicycle path

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

Item 34

Writers use conclusions to end their paragraphs.

Here is a paragraph with no conclusion.

Point to the paragraph as the TTS or TA reads the paragraph.

Sylvia plays many sports. On Tuesdays, she plays tennis. On Wednesdays and Thursdays, she plays baseball. On the weekends, Sylvia plays basketball.

Remember, conclusions remind readers of what they just read about.

What is the best conclusion for this paragraph?

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

A. Sylvia also plays piano.

B. Sylvia runs fast during baseball.

C. Sylvia spends most days playing sports.

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

Item 35

Here is some information.

Point to the information as the TTS or TA reads the information.

There are many steps to grow a garden. First, plant some seeds in the dirt outside. Next, water the seeds. Then, let the sun shine on the seeds. Finally, wait for the garden to grow.

What is the best heading for this information?

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

A. When to Buy Seeds

B. Where to Dig the Dirt

C. How to Grow a Garden

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

Item 36

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

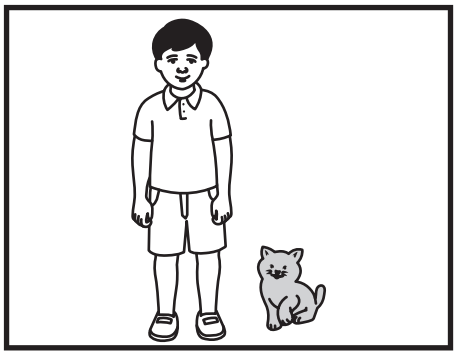
Place Writing Stimuli 1, "Max and His Cat" from the Grade 4 ELA Practice Test Reference Materials at the side of the student's workspace. Use a blank sheet of paper to mask the contents.

You are going to write a story. Your story is about a boy named Max who has a problem with his cat.

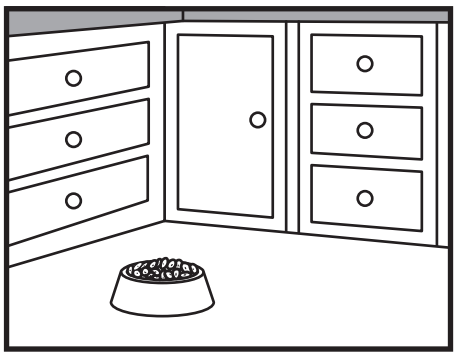
First, you will write about the character. Remember, characters are the people in stories. In this story, the character is Max.

Which sentence tells about the character, Max?

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



A. Max has a pet cat.



B. The pet food is in the kitchen.

Item 37

This is the second item of a four-part item. Students may not return to the previous item. Be sure the student responds to this item before presenting the third item of this four-part item.

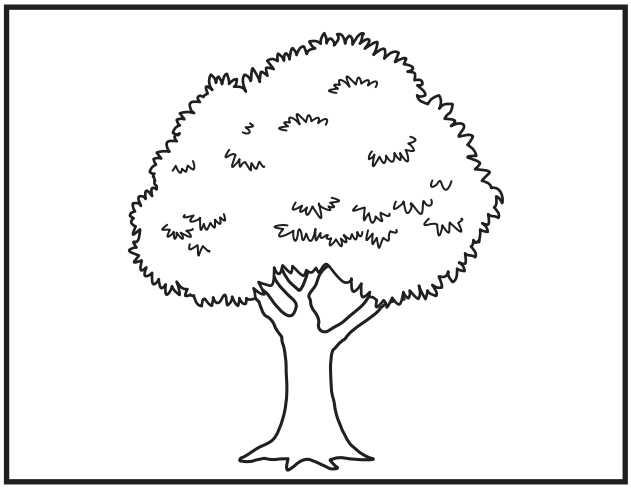
Point to the Writing Stimuli 1, "Max and His Cat" from the Grade 4 ELA Practice Test Reference Materials. Unmask the first sentence of text as the TTS or TA reads the following statement:

Max has a pet cat.

Next, you will describe the problem Max has with his pet cat.

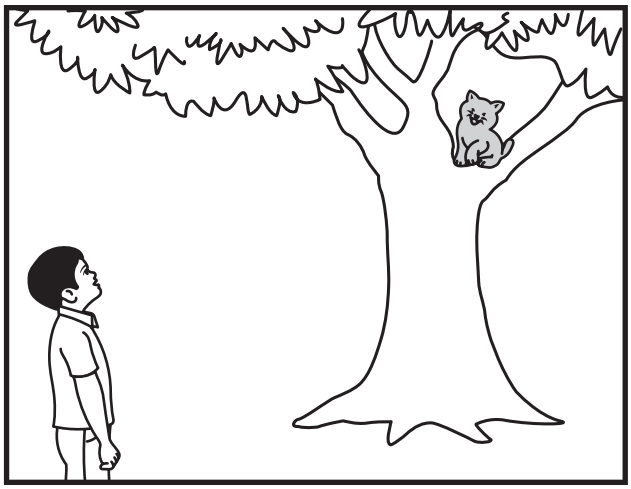
Which sentence describes the problem Max has with his cat?

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



A. Trees have many leaves.

Item 37, continued



B. Max sees his cat stuck in the tree.

Item 38

This is the third item of a four-part item. Students may not return to the previous item. Be sure the student responds to this item before presenting the fourth item of this four-part item.

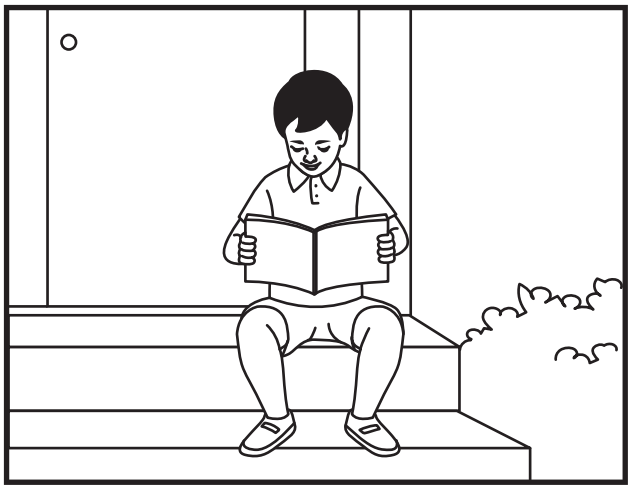
Point to Writing Stimuli 1, "Max and His Cat" from the Grade 4 ELA Practice Test Reference Materials. Unmask the second sentence of text as the TTS or TA reads the following statement:

Max sees his cat stuck in the tree.

Next, you will write about an event. Remember, events are what characters do in stories. In this story, Max does something to try to solve a problem.

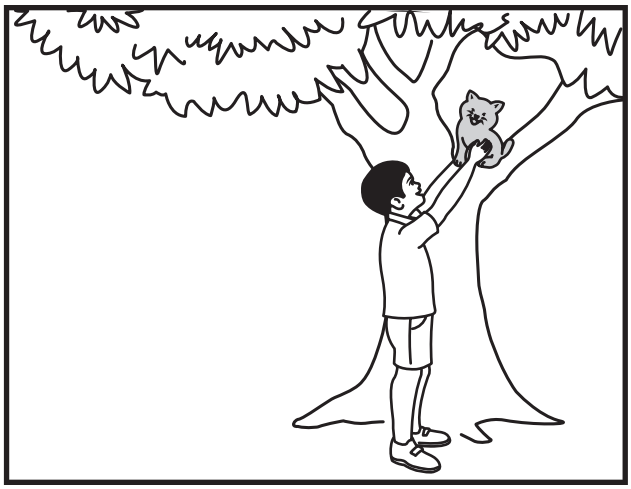
Which sentence tells what Max does?

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



A. Max reads his favorite book.

Item 38, continued



B. Max helps his cat get down from the tree.

Item 39

This is the fourth item of a four-part item. Students may not return to the previous item.

Point to Writing Stimuli 1, "Max and His Cat" from the Grade 4 ELA Practice Test Reference Materials. Unmask the third sentence of text as the TTS or TA reads the following statement:

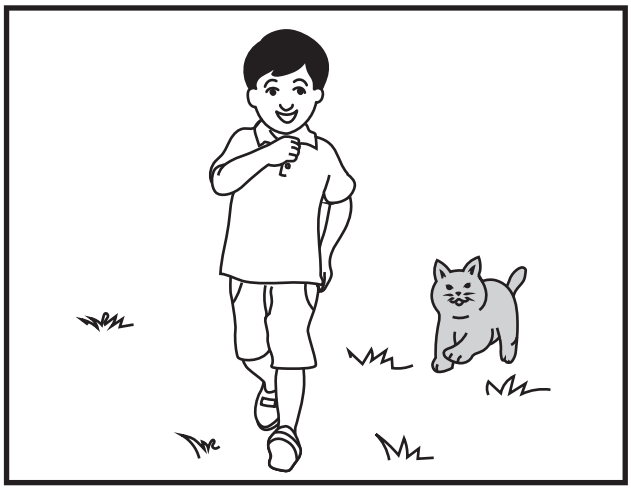
Max helps his cat get down from the tree.

Next in the story, Max and his cat play. Let's read what we have written so far.

Max has a pet cat. Max sees his cat stuck in the tree. Max helps his cat get down from the tree.

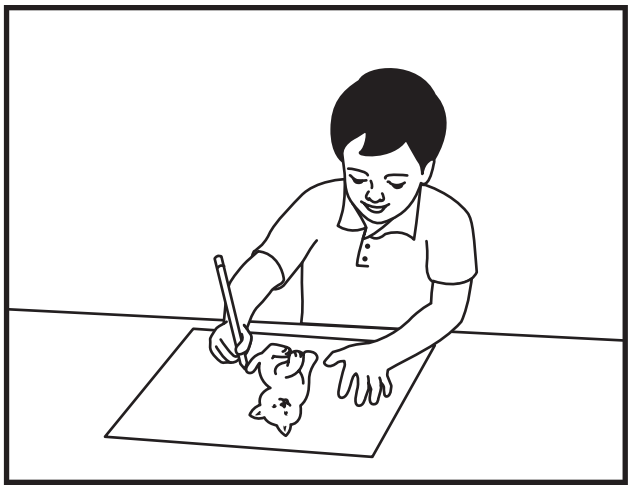
Which sentence ends the story?

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



A. Max and his cat play outside and have fun.

Item 39, continued



B. Max likes to paint and draw pictures of his cat in art class.

Wait for student response. Then read the following

Max and his cat play outside and have fun.

Now your story is finished. I will read your completed story to you.

Point to Writing Stimuli 1, "Max and His Cat" from the Grade 4 ELA Practice Test Reference Materials. Unmask all sentences of text and read the following statement:

Max has a pet cat. Max sees his cat stuck in the tree. Max helps his cat get down from the tree. Max and his cat play outside and have fun.

You have reached the end of this Session.

You may choose from the following options:

- Review items in this session
- **Pause** this test and **Resume** later
- Complete this session (**End Test**, then **Submit**) and begin Session 4.

Session 4

Gather the stimulus materials for Went Somewhere and turn to page 99 to begin test administration. The stimulus materials can be found in the *Grade 4 ELA Practice Test Reference Materials & Writing Stimuli*.

Grade 4 Stimulus Materials: Went Somewhere

Card 1a: A Day at the Lake

Card 2a: Four Illustrations of “A Day at the Lake”

Card 3a: Me

Card 4a: Blank character card

Card 5a: Blank place card

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

Cards 7a-8a: Response Template

Item 40

Directions

You are going to write a story about going somewhere. First, you are going to listen to a story about a girl who went to the lake to give you some ideas for your story.

Present Card 1a: A Day at the Lake as the TTS or TA reads 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.

A Day at the Lake

One day, Ruby went to the lake with her family. She had fun at the lake.

First, Ruby went swimming. She put on her swimsuit and life jacket. She ran to the lake and jumped in. The water was cold, but she had fun splashing in the water.

Then, Ruby went fishing. She caught one tiny fish. Ruby laughed! The fish was as small as her hand.

In the end, Ruby went home. She had fun on her visit to the lake.

After Card 1a is read, move it and Card 2a to the side where the student can refer to them.

In the story, a girl went to the lake. Now you are going to write a story about going somewhere. You can either write about a time you went somewhere or make up a story about someone else who went somewhere.

In your story, you will include two events 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. If the student will enter the response in the DRC INSIGHT Assessment System, the student may type in the response areas on the screen instead of writing on Cards 7a and 8a.

Now, remove Cards 1a and 2a.

Selection of a Character

Present Card 3a.

Item 40, continued

In the story we just read, the character's name was Ruby. 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 themselves, 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 write about yourself, you can write "I."

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

If the student picks 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 writing.

Selection of Place

In the story we just read, Ruby went to the lake with her family. Where does your character go in your story?

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

If the student DOES NOT PROVIDE a place, provide two options of places where the student has gone. Say the following statement:

Here are two places that you have been to. You need to pick one place your character goes to in your story.

Provide the two places to the student.

Item 40, continued

Which place would you like to write about?

*Write the selected place on Card 5a. Go to the **Writing the Story** step.*

NOTE: If the student does not select a place, the TA selects one of the two provided places to which the student can write about. If the TA selects the place, say the following statement:

You need a place that a person might go to. I will add [selected place] to your story.

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

Writing 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 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.

Point to the sentence starter "One day," in the beginning section of Card 7a or the computer screen and say the following statement:

Now that you have picked the character and a place, you can start to write your story here.

Point to the character's name on Card 4a and the place on Card 5a.

This is your character and the place your character went to.

Item 40, continued

Point to the space following the first sentence starter "One day," on Card 7a or the computer screen.

Write your character's name here.

After the student writes, remove Card 4a, and say the following statement:

Finish this sentence with the place [selected character] went to.

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] went to _____

After the student writes, say the following statement:

Now, I will read the beginning of your story to you.

Read the student's Beginning.

Describing the Events

Point to the middle section of Card 7a.

Now you can write about what happens first in your story.

In the story we just read, first Ruby went swimming. The water was cold, but she had fun splashing in the water. "Swimming" describes the first thing Ruby did. The detail "cold" describes how the water felt.

One way to include details is to tell how things look, sound, or feel. Remember to use details when you write about your events.

What event happened first in your story when [selected character] went to [selected place]?

Be sure to use details to describe how things look, sound, or feel.

Point to the sentence starter "First," on Card 7a or the computer screen.

Finish this sentence.

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

Item 40, continued

First, _____

After the student writes, 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 write about what happens next in your story.

In the story we read, the next thing that happened is that Ruby went fishing and caught one tiny fish. "Went fishing" tells what happens next. The detail "She caught one tiny fish" describes how well Ruby fished.

Write about the next event that happened when your character, [selected character], went to [selected place].

Be sure to use details to describe your character's actions, thoughts, or feelings.

Point to the second sentence starter "Then," on Card 8a.

Finish the sentence.

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

Then, _____

Ending

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

Point to and read the student's Beginning and Middle on Cards 7a and 8a or the computer screen.

Now you can write what happens at the end of your story.

The ending of the story we just read was "In the end, Ruby went home. She had fun on her visit to the lake."

Point to the sentence starter "In the end," on Card 8a.

You wrote about [selected character] going to [selected place]. Now, write the ending of your story. Finish this sentence to end your story.

Item 40, continued

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 Cards 7a and 8a or the computer screen.

Beginning

Point to the beginning section on Card 7a or the computer screen with all sentences covered except for the first one. (Use the Masking Tool to cover the other sentences if using the DRC INSIGHT Assessment System instead of Cards 7a and 8a.)

You were asked to write about a character going somewhere in your story. I will read the beginning of your story again.

Read the first sentence in the beginning section "One day, _____ went to _____" on Card 7a including the sentence starter.

Is there anything you want to revise about how you described your character and the place they went?

*If the student INDICATES NO revisions, go to the **Middle** step.*

If the student INDICATES revisions, make the revisions as given by the student on Card 7a or the computer screen. 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," in the middle section on Card 7a or on the computer screen.

You were asked to include two events and describe what happened when your character, [selected character] went to [selected place]. You were asked to use details to describe how things look, sound, or feel. You wrote:

Item 40, continued

Read the student's response to "First," on Card 7a or the computer screen including the sentence starter.

Is there anything you want to revise about how you described how things look, sound, or feel 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 or the computer screen. 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 8a or the computer screen.

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

Read the student's response to sentence starter "Then," on Card 8a including the sentence starter.

Is there anything you want to revise about how you described your character's actions, thoughts, or feelings?

*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 8a or the computer screen. 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 8a or the computer screen.

You were asked to write what happens to [selected character] after going to [selected place] to finish your story. You wrote:

Read the student's response to "In the end," on Card 8a or the computer screen, including the sentence starter.

Item 40, continued

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 8a or the computer screen. 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 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."

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 story.

*If the student INDICATES NO edits, go to the **Read Story** step below.*

If the student INDICATES edits, make the edits on Cards 7a and 8a or the computer screen.

Read Story

Point to Cards 7a and 8a or the computer screen. If the student indicates revisions or edits to the final story as it is read, make the revisions or edits on the final copy. Only read the story once. Whatever is typed into the DRC INSIGHT Assessment System will be scored and is the final product.

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

Read the final essay to the student.

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LEAP CONNECT

Practice Test