Alternate Assessment Design–
English Language Arts

Technical Report 4: Design Patterns

The Background and Role of Design Patterns in the Evidence-Centered Design Process

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Contents

Figure

Tables

Introduction and Background

Evidence-Centered Design (ECD) is a view of assessment as evidentiary argument: it is an argument from what we observe students say, do, or make in a few circumstances to inferences about what they say, do or make more generally (Mislevy, Steinberg & Almond, 2003). ECD can serve as a cornerstone of test validation, providing items that are well-matched to the domain definition and inferences that can be drawn from students' performances. As the ECD process is implemented and the test is developed, the domain from which the content is drawn is delineated at both general and specific levels and items are created to assess the key aspects of the domain. Thus, both content and construct evidence for validity is built in during the development of the items (Ebel & Frisbie, 1991; Fuhrman, 1996). This technical report lays out the basic ideas of ECD and then focuses intensively on the second stage of ECD, referred to as domain modeling and the theory and use of Design Patterns. Below the layers of ECD are introduced and some details about each layer are presented. Attention is paid, in particular, to the domain modeling layer during which Design Patterns are created.

Layers in Evidence-Centered Assessment Design

ECD is organized around the five layers described in Table 1. The layers are referred to in terms of the roles they play in the assessment design and development process: Domain Analysis, Domain Modeling, Conceptual Assessment Framework, Implementation, and Assessment Delivery. Each layer involves the use of key concepts and entities, knowledge representations, workflow, and communications tools.

Because ECD enables test developers to refine, document, and implement the functions and design decisions within each of the five layers independently, the developers can carry decisions through the other layers to guarantee that the eventual pieces of the operational assessment are consistent with each other and with the intended assessment argument. Not all elements of all layers may be detailed in a given assessment; different assessments, depending on their nature and purpose, will focus more attention on some layers than others. Each layer in the assessment design process is briefly described below.

Domain Analysis (Layer 1)

In Domain Analysis, the assessment designer gathers information about concepts, terminology, representational forms, and ways of interacting in the domain to be assessed. Lists of content and process standards, statements of "big ideas," sample assessment items, knowledge representations (e.g., charts, flow diagrams) used in the domain, classroom experience, and cognitive research are examples of sources that can be collected and examined during the domain analysis process. In the AAD-ELA project, the domain analysis layer of ECD is expressed in the Common Core State Standards (CCSS) for English-Language Arts and the North Carolina Extended CCSS.

Domain Modeling (Layer 2)

In Domain Modeling, information that is gathered during Domain Analysis is organized along the lines of an assessment argument. This layer articulates the argument that connects observations of students' actions in various situations to inferences about what they know or can do. In Domain Modeling, the assessment argument takes a narrative form—the assessment designer specifies proficiencies of interest, sketches observations that provide evidence of those

proficiencies, and identifies ways of arranging situations in which students can provide evidence of their proficiencies. This is the layer of ECD in which the knowledge representation referred to as a Design Pattern is created. Design Patterns were developed originally in an NSF-funded project, "*Principled Assessment Designs for Inquiry* (PADI)" (Mislevy, et al., 2003).

Table 1. Layers of Evidence-Centered Design for Educational Assessments

Layer	Role	Key Entities	Selected Knowledge Representations
Domain Analysis	Gather substantive information about the domain of interest that has direct implications for assessment; how knowledge is constructed, acquired, used, and communicated.	Domain concepts, terminology, tools, knowledge representations, analyses, situations of use, patterns of interaction.	Representational forms and symbol systems used in domain (e.g., algebraic notation, Punnett squares, maps, computer program interfaces, content standards, concept maps).
Domain Modeling	Express assessment argument in narrative form based on information from Domain Analysis.	Knowledge, skills, and abilities; characteristic and variable task features, potential work products, potential observations.	Toulmin and Wigmore diagrams, PADI design patterns, assessment argument diagrams, "big ideas" of science.
Conceptual Assessment Framework	Express assessment argument in structures and specifications for tasks and tests, evaluation procedures, measurement models.	Student, evidence, and task models; student, observable, and task variables; rubrics; measurement models; test assembly specifications; PADI templates and task specifications.	Algebraic and graphical representations of measurement models; PADI task template; item generation models; generic rubrics; algorithms for automated scoring.
Assessment Implementation	Implement assessment, including presentation-ready tasks and calibrated measurement models.	Task materials (including all materials, tools, affordances); pilot test data to hone evaluation procedures and fit measurement models.	Coded algorithms for rendering tasks, interacting with examinees and evaluating work products; tasks as displayed; IMS/QTI representation of materials; ASCII files of item parameters.
Assessment Delivery	Coordinate interactions of students and tasks: task-and test-level scoring; reporting.	Tasks as presented; work products as created; scores as evaluated.	Renderings of materials; numerical and graphical summaries for individual and groups; IMS/QTI results files.

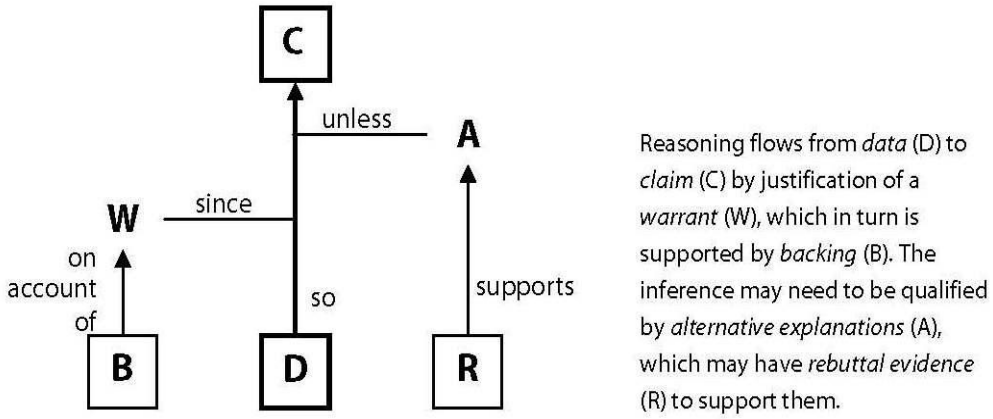
The original PADI project ended in 2008, but the online assessment design system that was developed through the NSF grant continues to be used by others involved in designing assessments. Approximately 200 Design Patterns have been developed—some of these Design Patterns were created during the original PADI project, but others during subsequent assessment design projects. These subsequent projects encountered Design Patterns either as a software template that was part of the PADI online assessment design system or as a stand-alone word document that was completed during an assessment design process implemented outside of the PADI system.

A core of Design Pattern attributes are specified in each Design Pattern; these core attributes are introduced later in this technical report. They are associated with Messick's (1994) conceptualization of the assessment argument. Oftentimes, however, a particular project may add an attribute to the standard set of design pattern attributes in order to address a particular feature

needed for their design work. For example, in the NSF-funded project titled, "*An Application of Evidence-Centered Design to a State's Large Scale Science Assessment*," the Design Pattern attribute called Narrative Structures was added to the Design Pattern. Narrative Structures are helpful in thinking through the storylines that are presented as contexts for the items included in the scenario-based assessment tasks that were developed in that project. In the AAD-ELA project, no additional attributes were added to the Design Pattern form, although the list of Additional Knowledge, Skills, and Abilities (AKSAs) to be identified was extended to include not only Cognitive Background Information (e.g., prerequisite knowledge about the content being assessed), but also many types of Universal Design for Learning (UDL) knowledge and skills that might be required for successful performance. Thus, the Design Pattern form and attributes for any particular assessment design process may vary to reflect project requirements.

The focus of ECD at this domain modeling layer is to articulate the key elements of an assessment argument schema. Toulmin's (1958) diagram for argument structures provided a general structure that captures the features of arguments, in terms of claims, data, and warrants. These argument features provide a starting point for domain modeling. (See Figure 1 for the basic structure of Toulmin's argument.) In applying the Toulmin argument structure to the design of assessment arguments, the components of the argument are adapted, as follows. The claim (C) refers to the target of the assessment, such as level of proficiency in scientific problem-solving, or ability to use language appropriately in varying contexts. Data (D) refers to the quality of responses to questions, or behaviors observed in particular situations and are provided to support the claims. The warrant (W) is the logic or reasoning that explains why certain data should be considered appropriate evidence for certain claims. The backing for the argument (B) refers to the research, observations, and other types of evidence that support the argument being put forth. The alternative explanations (A) are the counterfactuals that might explain the claims being put forth. The alternative explanations are based on rebuttal evidence (R). Much of the information for constructing an assessment argument will have been marshaled during Domain Modeling, although iterating among the ECD layers in order to refine the assessment argument is typical of most assessment design efforts.

Figure 1: Toulmin's (1958) Structure for Arguments



Design Patterns are an example of a knowledge representation that supports work in the domain modeling layer (Mislevy et al. 2003; Mislevy & Haertel, 2006; Mislevy, Behrens et al., 2010). Analogous to design work in architecture (Alexander, Ishikawa, & Silverstein, 1977) and

software engineering (Gamma et al., 1994), users of ECD in assessment rely on Design Patterns to help organize information from domain analysis into the form of an assessment argument. In the world of design, Design Patterns function like design objects.

Design Patterns help assessment designers complete an assessment argument around some theme in the domain of interest, such as model-based reasoning in science (Mislevy, Riconscente, & Rutstein, 2009), negotiating apology situations in language testing , interpreting fractions in mathematics, or analyzing the plot of a story in English-Language Arts. The structure of the Design Pattern is organized around the structure of an assessment argument. Thus, filling in the Design Pattern renders explicit the relationships among the information that is required to guide the development of assessment tasks in a particular domain. The information entered into the Design Pattern is related to the components that comprise the assessment argument—the student, evidence and task models. The student, evidence, and task models are foreshadowed in the Design Pattern attributes and further specified by the assessment experts in the third layer of ECD, the Conceptual Assessment Framework (CAF); while the domain content to be assessed is contributed by the content experts as they participate with the assessment experts to complete the Design Pattern.

Table 2 shows: (1) the attributes of a Design Pattern, (2) definitions of the attributes, (3) the connection of attributes to the Toulmin assessment argument (claims, actions, and situations), and (4) connections of the attributes to the student, evidence and task models which comprise the Conceptual Assessment Framework (CAF), the third layer of ECD. (The CAF is discussed in the following section of this report) Centered on the knowledge, skills and abilities (KSAs) in a content domain, a Design Pattern offers approaches for gathering evidence about those capabilities, organized in such a way as to lead toward the design of particular tasks, scoring rubrics, measurement models, and other more technical elements required in a well-designed assessment.

In the AAD-ELA project, Design Patterns were created to represent selected North Carolina Extended Common Core State Standards, which had been aligned to the CCSS.

Table 2: Assessment Argument Elements and Design Pattern Attributes

Assessment Argument Elements & Guiding Questions	Design Pattern Attribute	Definition of Design Pattern Attribute
	Title	Short name for the Design Pattern
	Summary	Brief description of the family of tasks implied by the Design Pattern
	Rationale	Nature of the KSA of interest and how it is manifest
Student Model/Claim What construct (complex of student attributes) should be assessed?	Focal KSAs	The primary knowledge/skills/abilities targeted by this Design Pattern
	Supported Benchmarks	State benchmarks that this Design Pattern supports
	Additional KSAs	Other knowledge/skills/abilities that may be required by tasks motivated by this Design Pattern
Evidence Model/Actions What behaviors should reveal the construct?	Potential Observations	Things students say, do, or make that can provide evidence about the Focal KSAs
	Potential Work Products	Features of Work Products that encapsulate evidence about the Focal KSAs
Task Model/ Situation What tasks elicit those behaviors?	Characteristic Features	Aspects of assessment situations likely to evoke the desired evidence.
	Variable Features	Aspects of assessment situations that can be varied in order to control difficulty or target emphasis on various aspects of the KSAs

Conceptual Assessment Framework (CAF) (Layer 3)

The work at Layer 3, the Conceptual Assessment Framework, focuses on technical specifications for the "nuts and bolts" of the assessment. Three models comprise the CAF: student, evidence, and task. These three models are specified by the assessment designers and psychometricians and are linked via the student-model variables, observable variables, work products, and task model variables (Mislevy & Riconcente, 2005). In the CAF, details about task features, measurement models, structures, and stimulus materials are expressed in terms of representations and data structures.

The Student Model identifies aspects of student proficiencies. The number, character, and grain size are determined to serve the purpose of the assessment.

The Task Model describes the environment in which students say, do or make something. It specifies the forms and key features of directives, stimulus materials, and features of the presentation such as simulation capabilities in technology-based tasks. A key decision in specifying the Task Model is the identification of work products – the assessment designer may choose among alternative formats such as multiple choice items, open-ended items, performance tasks, artifacts (e.g., a drawing, physical model), video, oral presentations, or essays. Other examples of task related decisions that assessment designers make include specifying the number, sequence, and complexity of steps to be completed in a multipart task such as an investigation, specifying the "look and feel" of the graphical interface that is used in online assessment tasks, or the degree of scaffolding provided for a task.

The Evidence Model bridges the student and task models. It consists of two sub-models: the evaluation component and the statistical component. The first component is task-level scoring: identifying and evaluating salient aspects of student work, to produce values of observable variables. This component typically specifies the rubrics that are used in scoring tasks. The second sub-model, the statistical component, synthesizes data across tasks using a measurement model, such as simple number-right scores (proficiencies), Item Response Theory (IRT) modeling, or Rasch analyses. In the AAD-ELA project, a formalized version of the CAF was not built. A summary task template was created to document key information about the scoring and measurement model used by each state participating in the project, but detailed scoring specifications and modeling parameters were not pursued. Since the goal of the AAD-ELA project was to illustrate the use of Design Patterns and their support for assessment task development, the specification of the CAF was beyond the resources of this project.

Assessment Implementation (Layer 4)

The work at the Assessment Implementation layer includes authoring tasks, finalizing rubrics or automated scoring rules, estimating parameters in the measurement models, and producing fixed test forms or algorithms to assemble tailored tests**.** Because of the compatible data structures developed in the prior layers, the assessment designer can leverage the value of the design system for authoring or generating future tasks, calibrating items, presenting materials, or interacting with examinees. In the AAD-ELA project, the authoring of ELA items exemplifies the Assessment Implementation Layer of ECD.

Assessment Delivery (Layer 5)

In the Assessment Delivery layer of ECD, the test taker interacts directly with tasks, performances are evaluated, and feedback and reports are produced. One delivery system architecture that has been incorporated in ECD is the Four Process Delivery System (Almond, Steinberg & Mislevy, 2002). In the AAD-ELA project, the assessment items were individually administered to all participating students. Students used their typical response mode in answering items.

The Design Pattern

Design Patterns bridge knowledge about aspects of a domain that an individual wants to assess and the structures of a coherent assessment argument in a format that can guide task creation and assessment implementation. The focus at the Design Pattern level is on the substance of the assessment argument rather than on the technical details of operational elements and assessment delivery systems, which are addressed at subsequent layers of the ECD process (i.e., the Conceptual Assessment Framework (CAF) layer, the Implementation layer, and the Delivery layer). In this section of the technical report, the nature and role of Design Patterns in assessment design is considered. Appendix A contains a Design Pattern in the area of Reading. It is a fully developed example of a Design Pattern developed for the AAD-ELA project. This Design Pattern is titled "Reading: Ask and Answer Questions Using Text." Other AAD-ELA technical reports contain examples of additional Design Patterns that were used to guide the development of exemplar English-Language Arts tasks for students with significant cognitive disabilities as part of the AAD-ELA project. Appendix A also contains a Development Specifications and Exemplar Task Template. This template is used to support the development of the assessment tasks.

The Role Design Patterns Play in Assessment Design

As stated in the prior section, the domain modeling layer of ECD specifies the relationships among the knowledge and skills in the domain to be assessed. Design Patterns are an example of a domain modeling tool. In the case of the AAD-ELA project, all of the Design Patterns generated are all within the domain of English Language Arts (grades 3-8 and high school) and each Design Pattern falls within one of the strands of the Common Core State Standards in English-Language Arts—Reading :Literature, Informational Text, and Foundational Skills; Writing; Language; and Speaking and Listening. Each Design Pattern is also aligned with the North Carolina Extended Common Core State Standards (NCECCSS) for ELA. The decision to align to the NCECCSS was made by the states participating in the project after determining that strictly aligning to the CCSS was not going to produce items appropriate for students with significant cognitive disabilities. The states requested permission from North Carolina to use their extended ELA standards in designing the assessment items for the current project. This domain analysis of the ELA content to be assessed is fully described in Technical Report 3. The AAD-ELA project developed a Design Pattern using a codesign approach that involves experts in ELA content, measurement, and instruction in academics of students with significant cognitive disabilities. All of these types of expertise are needed to create operational assessment tasks and items in the domain of ELA for students with significant cognitive disabilities.

As assessment diagrams, like the Toulmin diagram displayed in Figure 1, provide graphic support for understanding the structure of an overall assessment argument, Design Patterns provide support for detailing the substance of the assessment argument for the purposes of the assessment task development. Expertise research has provided common themes in the ways increasingly proficient people structure and use their knowledge in areas as diverse as chess, architecture, volleyball, shipboard navigation, and emergency room medicine (Ericsson, 1996). Identifiable kinds of things people do in certain kinds of situations are observed in domains and at levels of education quite different in their particulars. An example is the phenomenon of "design under constraint," which is clearly at the heart of engineering and architecture but is equally apropos in creative domains such as writing a story or play and everyday activities such

as planning a vacation. Being able to recognize constraints, use strategies to address them, and monitor how one is progressing are common skills required for developing proficiency in any domain where one must "design in the face of constraints."

"Designing under constraints" is a schema that assessment designers may want to recognize in any domain that is the target of assessment. Design Patterns can be developed for different purposes. For example, a pattern for "designing under constraints" can be created to "flesh" out the attributes of an assessment argument to be applied ***across domains*** of expertise. A Design Pattern for "designing under constraints" also could be used to create a family of assessment tasks ***within a specific domain***. Many times assessment designers are asked to develop tasks that evince this aspect of proficiency in the context of the domain's particulars. A Design Pattern also can be created to develop an assessment argument that would generate a family of tasks ***within a standard***. For example, an assessment designer can create a Design Pattern about "describing the shape and important features of data" and in so doing lays out the underlying assessment argument structure. As part of creating a Design Pattern, several KSAs can be identified for a given standard, objective, domain of expertise or cross-domain theme. Then using the potential variable features, which are part of the task model, and identified in the Design Pattern, the assessment designer can change the surface features of tasks and generate new tasks associated with the particular KSA. Thus, a Design Pattern can be used to guide the creation of a family of assessment tasks in a systematic and reliable way and ensure that the tasks will be closely aligned to the standard, learning objective, domain of expertise or cross-domain theme that they are intended to measure. Thus, Design Patterns are analogous to design objects in other fields. They organize experience across many particular situations in ways that help a designer recognize and tackle challenges such as planning work flow in a kitchen, generating software objects, creating clothing with intricate details and features on a large scale, or building a complex structure with several interdependent processes. Design Patterns for assessment design likewise help domain experts and assessment specialists "fill in the slots" of an assessment argument built around recurring themes in learning (Mislevy et al., 2003).

"Filling in the Slots" of a Design Pattern to Create an Assessment Argument

Design Patterns are intentionally non-technical, "centered around some aspect of KSAs, a Design Pattern is meant to offer a variety of approaches that can be used to get evidence about that knowledge or skill, organized in such a way as to lead toward the more technical work of designing particular tasks" (Mislevy & Riconscente, 2006, p. 72).

When a Design Pattern is completed, it specifies elements that can be assembled into an assessment argument:

- **Focal Knowledge, Skills, and Abilities** (KSAs) indicate the main claims about students that tasks created from the Design Pattern address. In the AAD-ELA Project, a focal KSA is related to the particular knowledge, skills and abilities associated with one of the CCSS and the related North Carolina extended ELA standard. The CCSS standard is: "Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers." The related North Carolina extended ELA standard is:" Answer questions to demonstrate recall of details from text." Here is one of the three Focal KSA from the Design Pattern, "Ability to ask questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text." The second

Focal KSA associated with the ELA standards is: "Ability to answer questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text." The third Focal KSA is "Ability to ask and answer questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text."

- **Additional KSAs** may also be required to complete a task, such as whether familiarity with certain representational forms or ELA conventions are presumed. Additional KSAs are typically dealt with by supporting a student's performance through the provision of content, skills, or examples that are not related to the targeted Focal KSA or by providing accommodations. The Additional KSA attribute makes task authors aware of assessment design choices and their implications—including possible explanations for poor performance due to the task requiring knowledge or skills other than the targeted KSA. These additional KSAs, if not addressed, may become sources of construct-irrelevant variance in Messick's (1989) terminology. An example of an Additional KSA associated with Focal KSAs specified in the preceding paragraph is "Ability to paraphrase text." This Additional KSA is a required skill in order to demonstrate the Focal KSAs specified above.
- **Potential Work Products** are things students might say, do, or make that provide information about the Focal KSAs. Two Potential Work Products associated with the Focal KSAs specified above are: (1) Selection from a list of answers that include references to the passage; and (2) Expression of answer that includes a reference to information in the passage."
- **Potential Observations** are the aspects of the work products that constitute evidence. An example from the Design Pattern on asking and answering questions from a text is "Student correctly answers a question regarding the plot explicitly referring to the passage [book] to form the basis for the answers. (e.g., Given a passage, from *Jamaica's Find*, student correctly answers the question "Why did Jamaica only have a few minutes to play?"
  Passage:
  When Jamaica arrived at the park, there was no one there. It was almost supper time, but she still had a few minutes to play. (Pavill, J. (1987). *Jamaica's Find*. San Anselmo, CA: Sandpiper.) "
- **Potential Rubrics** are ways that the test administrator or scorer might evaluate work products in order to produce values along the dimension being observed.

All of the Design Pattern attributes described above concern ways of getting evidence about the targeted proficiency (the Focal KSA)—and the wider the array of ways to get evidence, the better, so assessment designers can choose among a variety of possibilities to obtain evidence to suit the resources, constraints, and purposes of their particular situation.

Characteristic and Variable Features of assessment tasks described specify aspects of the situation in which students act and produce work products.

- **Characteristic Features** are those that all assessment tasks motivated by the Design Pattern should possess in some form, because they are central to evoking evidence about the Focal KSAs. For example, all tasks inspired by the AAD-ELA Design Pattern, "The item must provide text that contains literal or explicit information."
- **Variable Features** address aspects of the assessment that the assessment designer can use to affect difficulty of the tasks or the focus of attention. In the "Provide categories (e.g., bags, baskets, graphic organizers) for students to sort different types of questions (e.g., who, what where when, why and how questions) into.".

As the assessment designer "fills in the slots" in the Design Pattern, the components or elements of the assessment argument described by Samuel Messick (1994) are foreshadowed. The Focal KSAs identify the proficiencies that will be included in the student model. The Additional KSAs identify the threats to the validity of the claims or inferences that can be drawn from the evidence acquired. The Potential Observations, Potential Work Products, and Potential Rubrics make clear the kinds of evidence that will be gathered and scored. Eventually these three types of information will be used to construct an Evidence Model, including evaluation decision rules and a measurement model. Finally, the Task Model will be constructed drawing on: (1) the Characteristic Features that must be present in all tasks, and (2) Potential Variable Features that can be manipulated to make the tasks vary in difficulty or focus. Completing the Design Pattern (filling in the slots) is not the same as articulating the student, task and evidence models, but it is the first step in the process and greatly supports the development of assessment tasks aligned to the Design Pattern.

Conclusion

Work at the domain modeling layer is important for improving the practice of assessment, especially for the reasoning and capabilities for situated actions that cognitive psychology calls to our attention. Experience with experimental tasks is valuable, but it is confounded with particular domains, psychological stances, knowledge representations, and delivery vehicles. Because proficiencies are the primary organizing category in Design Patterns, the assessment designer is able to keep a focus on the proficiency of interest and make sure a coherent assessment argument results. The specifics of response types, stimulus materials, measurement models, and delivery modes are then determined in light of the particular constraints and resources of the application.

Liu and Haertel (2011) argue that Design Patterns are an epistemic form, similar to those catalogued and described by Collins and Ferguson (1993) and further illustrate the value of such tools in addressing complex design tasks. Collins and Ferguson chose the term "epistemic form" to underscore how a representation that builds around important principles can be a powerful cognitive tool, to help people organize work, coordinate their activities, and even construct new knowledge. Collins and Ferguson point out that epistemic forms range from simple lists to more complex forms such as blueprints and financial reports. Design Patterns are such a tool: the domain is assessment design, the underlying idea is the essential structure of assessment arguments, and the task at hand is to write assessment tasks.

Collins and Ferguson assert that to use an "epistemic form" to full advantage, the user must learn to play the "epistemic game" required by the form. In the case of assessment design, the games one must learn to play with Design Patterns concern how to use the support they provide

for relating aspects of task features and scoring with validity argumentation into the larger design process—which includes deep knowledge of the content area, the students to be assessed, and the constraints and the resources that characterize the assessment project at hand.

Design Patterns are particularly useful in guiding the development of complex assessments, including those used in the AAD-ELA assessment tasks. The Design Pattern has attributes that can be used to guard the validity of these complex assessments, which must take into account a large number of disabilities that can make it difficult for a student's performance to be solely attributed to the knowledge and skill required by the Focal KSAs. The Design Pattern is seen to be a construct-oriented support tool, rather than simply just an organizational or procedural support tool. With the affordances of the Design Pattern, the assessment designer can guard against the introduction of construct irrelevant variance being inadvertently introduced into the assessment task due to the absence of skills that range from executive processing to perceptual capabilities to the use of language and symbols. While the Design Pattern tool does not eliminate all construct irrelevant variance, it can mitigate against the "noise" introduced into assessment tasks through less systematic design processes.

The implementation of NCLB has called for the design of assessments that can validly measure domain content and skills for all students, including those with significant cognitive disabilities. This demand challenges both expert and novice assessment designers alike. We remain hopeful that Design Patterns are a support tool, derived under the framework of ECD that can usher in a new era of alternate assessment for these students. Design Patterns can document and make available the tacit knowledge that characterizes the work of experienced and talented assessment task developers With Design Patterns, assessment developers can remain focused on the proficiencies of interest and apply the cognitive knowledge more readily to the situational contexts required for the particular student population. In sum, Design Patterns are re-usable, generative, and sharable—with these documents, the advances in assessment design for special needs populations can be supported, documented, and communicated in such a way that the difficult thinking required to build valid tasks for these students can be made available to other designers.

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Appendix A: Exemplar Design Pattern and Development Specifications and Exemplar Task Template:

Reading-Literature 3.1A: Ask and Answer Questions Using Text

AAD-ELA UT Reading 3.1A: Ask and Answer Questions Using Text | Nu Design Pattern 2293

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Title	[Edit]	AAD-ELA UT Reading 3.1A: Ask and Answer Questions Using Text
Overview	[Edit]	CCSS: Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers. NCECC: Answer questions to demonstrate recall of details from text. details
Rationale	[Edit]	R1. The ability to ask and answer questions is essential for comprehension. Using information from the text to support their understanding is not only a key to fully understanding a text; it is also a precursor skill for both research projects and writing argumentative texts.
Focal KSAs	[Edit]	FK1. Ability to ask questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text. FK2. Ability to answer questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text. FK3. Ability to ask and answer questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text.
Add'l KSAs: Cognitive Background Knowledge	[Edit]	AK1. Ability to paraphrase text AK2. Ability to quote text (Not a citation) AK3. Ability to ask who, what, where, when, why, and how questions AK4. Ability to answer who, what, where, when, why, and how questions [this is not content based] AK5. Knowledge that answers from literal level questions can be found in the text AK6. Knowledge that appropriate questions are based on content in a passage AK7. Knowledge of the nature of who, what, where, when, why, and how questions
Add'l KSAs: Perceptual (Receptive)	[Edit]	Ability to perceive images in the stimulus material and question. (e.g., through print, objects, holistic description, Braille, audio description, tactile images) (Image in this case means a picture, drawing, table, map, graph, or photograph and not a mental image) Ability to perceive physical objects required for the task. (e.g., see physical objects used to relate a story) Ability to perceive the linguistic components of the stimulus material and question. (e.g., through print, objects, audio, Braille, tactile images)
Add'l KSAs: Skill and Fluency (Expressive)	[Edit]	Ability to communicate response. (e.g., respond verbally, by using pictures, by making a selection from a group) Ability to express a response in text. (e.g., by writing, using Braille, using a scribe) Ability to manipulate digital/electronic equipment. (e.g., assistive technology) Ability to manipulate physical materials. (e.g., dexterity, strength, and

		mobility) Knowledge of how to use physical materials or digital/electronic equipment. (e.g., familiarity, assistive technology)
Add'l KSAs: Language and Symbols	[Edit]	Ability to comprehend text, symbols, images, or objects. (Image in this case means a picture, drawing, table, map, graph, or photograph, and not a mental image) Ability to decode text, symbols, tactile images, images, or objects. (Image in this case means a picture, drawing, table, map, graph, or photograph, and not a mental image) Ability to recognize text, symbols, tactile images, images, or objects. (Image in this case means a picture, drawing, table, map, graph, or photograph, and not a mental image) Ability to understand English vocabulary and syntax. (If the student doesn't have the linguistic competency then it would be hard to support. If a student speaks another language then a bilingual translator can be used)
Add'l KSAs: Cognitive	[Edit]	Ability to attend to stimuli. (Stimuli include item prompt, response options, and associated materials [e.g., images, text passages]; the stimuli can be represented in any modality) Ability to organize information. Ability to perform. (e.g., answer questions, solve simple problems, write sentences or words, mark corrections/edit text, apply punctuation) Ability to process multi-step (requires a explicit sequence of procedures) or multiple component (requires multiple cognitive decisions) problems or questions. Ability to provide an explanation. (An explanation may be made as a constructed or selected response. An explanation may also be a justification for a choice.) Ability to recall and use information presented in a task/item (working memory). Ability to recall related background knowledge. (Background information refers to information learned outside of the assessment situation [not working memory]) Ability to synthesize information. Ability to understand the meaning of an example. (e.g., use of a non-construct relevant example)
Add'l KSAs: Executive	[Edit]	Ability to self-regulate and reflect during problem solving.
Add'l KSAs: Affective	[Edit]	Ability to engage. (e.g., task-specific motivation) Ability to persist and sustain effort.
Potential Observations	[Edit]	PO1. Student correctly answers a question regarding the plot explicitly referring to the passage [book] to form the basis for the answers. (e.g., Given a passage, from Jamaicaâ€™s Find, student correctly answers the question, â€œWhy did Jamaica only have a few minutes to play?â€ Passage: When Jamaica arrived at the park, there was no one there. It was almost supper time, but she still had a few minutes to play. (Havill, J. (1987). Jamaicaâ€™s find. San Anselmo, CA: Sandpiper.) PO2. Student correctly selects from a list of questions, the question that can be answered by reading the passage. (e.g., Student is asked, â€œWhich question can be answered from the passage?â€ Student is given a list of questions â€“ (a)What did Jamaica do on the swing?; (b)Where is the park?; (c) What did Jamaica wear to the park?)

		PO3. Student generates (asks) a question which correctly reflects information explicitly stated in the passage (e.g., Examiner says, "Pretend that you're the teacher and you read this story to your class. What question will you ask them to make sure they listened to the story.") PO4. Given a scenario where the student pretends he/she is the teacher, and has read a passage to the class (Passage is read to the student). Student correctly identifies a question that can be answered by reading the passage. Then, student correctly answers a question selecting from a list of options.
Potential Rubrics	[Edit]	
Potential Work Products	[Edit]	PW1. Selection from a list of answers that include references to the passage. PW2. Expression of answer that includes a reference to information in the passage. PW3. Selection from a list of questions that make reference to the passage. PW4. Expression of a question that includes a reference to information in the passage.
Characteristic Features	[Edit]	CF1. The item must provide text that contains literal or explicit information. CF2. Items must contain content that is sufficient to either ask a W-H question or allows the student to formulate a W-H type question.
Variable Features: Cognitive Background Knowledge	[Edit]	VF1. Provide categories (e.g., bags, baskets, graphic organizer) for students to sort different types of questions (e.g., who, what where, when, why, and how questions) into VF2. Provide students with a template of a question (e.g., Who _____?) VF3. Remind student about the kinds of responses that are appropriate for each type of question (e.g., "Who" questions are answered with a character) VF4. Remind student that questions need to be answered from details in the passage VF5. Provide examples of W-H questions http://www.englishclub... VF6. Reminder that what a character says is found between quotation marks VF7. Reminder that the answer could be in student's own words based information in the text
Variable Features: Perceptual (Receptive)		• Delivery mechanisms by which the question is perceived • Delivery parameters for oral presentation of material • Supports for the use of equipment required for the task
Variable Features: Skill and Fluency (Expressive)		• Supports for manipulating physical materials • Supports for manipulating digital/electronic equipment • Supports for composing a response in text • Practice with familiar equipment • Response mode options • Practice tutorials with unfamiliar physical materials or digital/electronic equipment
Variable Features: Language and Symbols		• Embedded support for vocabulary and symbols • Digital text with or without automatic text to speech • Highlight essential elements, words, or phrases • All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second

		language learners • All key information available in sign language for students who are deaf • Digital Braille with or without automatic Braille to speech • Alternate syntactic levels (simplified text) • Level of abstraction required of student • New vs. pre-taught vocabulary and symbols • Use of multiple representations • Read language and symbols aloud
Variable Features: Cognitive		• Options for supporting critical features, big ideas, and relations: provide graphic organizers • Options for supporting critical features, big ideas, and relations: provide alternative forms of key concepts • Options for supporting critical features, big ideas, and relations: provide a response template • Options for guiding exploration and information processing: familiar materials and their use • Options for guiding exploration and information processing: provide modeled prompts • Options for guiding exploration and information processing: provide a practice item or task • Options for supporting critical features, big ideas, and relations: provide modeled prompts • Options for supporting memory and transfer: note-taking • Options for supporting background knowledge - remind student of materials or activities used to teach foundational reading/English language arts skills • Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario • Options for supporting background knowledge - remind student of prior experiences • Options for supporting memory and transfer: locate items near relevant text • Options for supporting memory and transfer: reread question/stimulus • Options for supporting memory and transfer: mnemonic aids
Variable Features: Executive		• Representations of progress • Prompts, scaffolds, and questions to monitor progress, to "stop and think", and for categorizing and systematizing • Prompts and scaffolds to estimate effort, resources, and difficulty • Guides, checklists, graphic organizers, and/or templates for goal setting, prioritizing, breaking long-term objectives into reachable short-term goals, self-reflection, and self-assessment • adjust levels of challenge and support
Variable Features: Affective		• Task options for engagement: variety of stimuli • Task options for engagement: item/task format • Task options for engagement: heighten salience • Task options for engagement: enhance relevance, value, and authenticity of tasks • Teacher options for providing supports for attention and engagement: provide varied levels of challenge and support • Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration • Teacher options for providing supports for attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent) • Teacher options for providing supports for attention and engagement: provide feedback to support engagement • Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage • Teacher options for providing supports for attention and engagement:

	cover up part of text so student isn't overwhelmed • Task options for engagement: vary amount of context supporting tasks • Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement • Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts
Educational Standards	[Edit]

Tags [Add Tag]

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AAD-ELA UT Task Reading 3.1A: Ask and Answer Questions Using Text | Task Family 2544

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Title [Edit]	AAD-ELA UT Task Reading 3.1A: Ask and Answer Questions Using Text		
Nu Design Pattern [Edit]	AAD-ELA UT Reading 3.1A: Ask and Answer Questions Using Text CCSS: Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers. NCECC: Answer questions to demonstrate recall of details from text.		
Grade Level Activities [Edit]			
	Item 1	**Item 2**	**Item 3a/3b**
Depth of Knowledge (DOK)	Do1. Application /Comprehension /Performance	Do1. Performance/Recall	Do1. Recall/Attention
Selected Focal KSAs	• Ability to answer questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text.	• Ability to answer questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text.	
Focal KSA Notes			
Selected KSA for Item 3a/3b			• Ability to answer who, what, where, when, why, and how questions [This is a basic language skill, does not require text (e.g., student can reply or answer these type of questions, "What is your name?" "Where is the dog?")]
KSA for Item 3a/3b Notes			
Associated AKSAs, Cognitive Background Knowledge	• Ability to paraphrase text • Ability to quote text (Not a citation) • Ability to answer who, what, where, when, why, and how questions [This is a basic language skill, does not require text (e.g., student can reply or answer these type of questions, "What is your name?" "Where is the dog?")] • Knowledge of the nature of who, what, where, when, why, and how questions	• Ability to paraphrase text • Ability to quote text (Not a citation) • Ability to answer who, what, where, when, why, and how questions [This is a basic language skill, does not require text (e.g., student can reply or answer these type of questions, "What is your name?" "Where is the dog?")] • Knowledge of the nature of who, what, where, when, why, and how	

		questions	
Potential Observations	• Student correctly answers a question regarding the plot explicitly referring to the passage [book] to form the basis for the answers. (e.g., Given a passage, from Jamaicaâ€™s Find, student correctly answers the question, â€œWhy did Jamaica only have a few minutes to play?â€ Passage: When Jamaica arrived at the park, there was no one there. It was almost supper time, but she still had a few minutes to play. (Havill, J. (1987). Jamaicaâ€™s find. San Anselmo, CA: Sandpiper.)	• Student correctly answers a question regarding the plot explicitly referring to the passage [book] to form the basis for the answers. (e.g., Given a passage, from Jamaicaâ€™s Find, student correctly answers the question, â€œWhy did Jamaica only have a few minutes to play?â€ Passage: When Jamaica arrived at the park, there was no one there. It was almost supper time, but she still had a few minutes to play. (Havill, J. (1987). Jamaicaâ€™s find. San Anselmo, CA: Sandpiper.)	
Potential Observation Notes (based on selected KSA)			
Potential Work Products	• Selection from a list of answers that include references to the passage.	• Selection from a list of answers that include references to the passage. • Expression of answer that includes a reference to information in the passage.	
Potential Work Product Notes (based on selected KSA)			
Characteristic Features	• The item must provide text that contains literal or explicit information. • Items must contain content that is sufficient to either ask a W-H question or allows the student to formulate a W-H type question.	• The item must provide text that contains literal or explicit information. • Items must contain content that is sufficient to either ask a W-H question or allows the student to formulate a W-H type question.	• The item must provide text that contains literal or explicit information. • Items must contain content that is sufficient to either ask a W-H question or allows the student to formulate a W-H type question.
Associated Variable Features, Cognitive Background Knowledge			
Selected Variable Features: Perceptual	• Delivery mechanisms by which the question is perceived eg: **Yes** • Delivery parameters for oral presentation of material eg: **Yes** • Supports for the use of equipment required for the task	• Delivery mechanisms by which the question is perceived eg: **Yes** • Delivery parameters for oral presentation of material eg: **Yes** • Supports for the use of	• Delivery mechanisms by which the question is perceived eg: **Yes** • Delivery parameters for oral presentation of material eg: **Yes** • Supports for the use of

	eg: **Yes**	equipment required for the task eg: **Yes**	equipment required for the task eg: **Yes**
Selected Variable Features: Skill and Fluency	• Supports for manipulating physical materials eg: **Yes** • Supports for manipulating digital/electronic equipment eg: **Yes** • Response mode options eg: **Yes**	• Supports for manipulating physical materials eg: **Yes** • Supports for manipulating digital/electronic equipment eg: **Yes** • Response mode options eg: **Yes**	• Supports for manipulating physical materials eg: **Yes** • Supports for manipulating digital/electronic equipment eg: **Yes** • Response mode options eg: **Yes**
Selected Variable Features: Language and Symbols	• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: **Yes** • All key information available in sign language for students who are deaf: **Yes** • Digital Braille with or without automatic Braille to speech: **Yes** • Read language and symbols aloud: **Yes**	• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: **Yes** • All key information available in sign language for students who are deaf: **Yes** • Digital Braille with or without automatic Braille to speech: **Yes** • Read language and symbols aloud: **Yes**	• Embedded support for vocabulary and symbols eg: **Yes** • All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: **Yes** • All key information available in sign language for students who are deaf: **Yes** • Digital Braille with or without automatic Braille to speech: **Yes** • Use of multiple representations eg: **Yes** • Read language and symbols aloud: **Yes**
Selected Variable Features: Cognitive	• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: **Yes: Embedded in scenario** • Options for supporting memory and transfer: reread question/stimulus: **Yes**	• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: **Yes: Embedded in scenario** • Options for supporting memory and transfer: reread question/stimulus: **Yes**	• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: **Yes: Embedded in scenario** • Options for supporting memory and transfer: reread question/stimulus: **Yes**
Selected Variable Features: Executive			• Adjust levels of challenge and support eg: **Yes**
Selected Variable Features: Affective	• Task options for engagement: heighten salience: **Yes: Character in passage is the same age as students** • Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration eg: **Yes** • Teacher options for providing supports for attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): **Yes** • Teacher options for providing supports for attention and engagement: provide feedback	• Task options for engagement: heighten salience: **Yes: Character in passage is the same age as students** • Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration eg: **Yes** • Teacher options for providing supports for attention and engagement: provide optimal student	• Task options for engagement: heighten salience: **Yes: Character in passage is the same age as students** • Teacher options for providing supports for attention and engagement: provide varied levels of challenge and support: **Yes** • Teacher options for providing supports for attention and engagement: provide supports to reduce

	to support engagement: **Yes** • Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: **Yes** • Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: **Yes** • Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: **Yes**	positioning (positions which encourage alertness, not recumbent): **Yes** • Teacher options for providing supports for attention and engagement: provide feedback to support engagement: **Yes** • Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: **Yes** • Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: **Yes** • Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: **Yes**	student frustration eg: **Yes** • Teacher options for providing supports for attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): **Yes** • Teacher options for providing supports for attention and engagement: provide feedback to support engagement: **Yes** • Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: **Yes** • Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: **Yes** • Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: **Yes**
Item Complexity Notes	IC1. DOK: Recall Flesch-Kincaid grade level: 0.4 Length of the text passage: 44 words Length of sentences in passage: 7.3words per sentence Item format: Selected response	IC1. DOK:Recall Flesch-Kincaid grade level: 0.0 Length of the text passage: 19 words Length of sentences in passage: 4.7 words per sentence Item format: Selected response	IC1. DOK: Recall Flesch-Kincaid grade level: .0 Length of the text passage: 7 words Item format: Selected response Number of characters in passage: 1 - Jamaica
Item Directive	ID1. Teacher/administrator presents passage to student (Stimulus Material 1). Teacher/administrator/student read the passage aloud: "Eliana went for a ride down the slide. She slid down so fast that she fell in the sand. She lay on her back. When she rolled over, she saw a stuffed dog. It was a cuddly gray dog. It was worn from hugging." Teacher/administrator places the passage where the student can see it. Teacher/administrator presents three note cards to student (Stimulus Materials 2, 3, and 4) and says, "What did Eliana see when she rolled over?"	ID1. Teacher/administrator presents passage to student (Stimulus Material 1). Teacher/administrator /student read the passage aloud: "Felipe went to the park. He sat in a swing. He pushed off with his toes. It was fun." Teacher/administrator places the passage where the student can see it. Teacher/administrator present student with three note cards (Stimulus Materials 2, 3, and 4) and says, "Where did Felipe	ID1. 3a. Teacher/Administrator presents student with passage (Stimulus Material 1) and says, "Dauntayâ€™s friend is Kristin." Teacher/administrator places passage where student can see it. Teacher/Administrator presents student with a picture (Stimulus Material 2) and says "Teddy bear". Teacher/administrator presents student with second picture (Stimulus Material 3) and says "Kristin". Teacher/administrator

	Teacher/administrator points to each card and reads it aloud: - "A stuffed dog" - "A slide" - "A gray cat"	swing?" Teacher/administrator points to each card and reads it aloud: - "At home" - "At school" - "At the park"	says, "[Show me]/[Touch]/[Look at] Dauntayâ€™s friend." 3b. If the student answers 3a incorrectly (or doesn't respond), Teacher/administrator removes the picture of the teddy bear, leaves the passage and the card with the girl in front of student, and says, "Dauntayâ€™s friend is Kristin." Teacher/administrator points to picture of girl and says, "Kristin." Teacher/administrator says, "[Show me]/[Touch]/[Look at] Dauntayâ€™s friend Kristin."
Correct Answer	CA1. Stimulus Material 2: Note card with "A stuffed dog"	CA1. Stimulus Material 4: Note card with "At the park"	CA1. Stimulus Material 3: Note card with picture of Kristin
Materials for Examiner	Mf1. Passage Answer options on note cards	Mf1. Passage Answer options on note cards	Mf1. Passage Answer options on note cards
Description of Stimulus Materials	Do1. Stimulus Material 1: Passage printed in large font Stimulus Materials 2-4: Note cards with the following printed in large font: - SM2: A stuffed dog - SM3: A slide - SM4: A gray cat	Do1. Stimulus Material 1: Passage printed in large font Stimulus Materials 2-4: Note cards with the following printed in large font: - SM2: At home - SM3: At school - SM4: At the park	Do1. Stimulus Material 1: Passage printed in large font Stimulus Material 2: Note card with picture of a teddy bear Stimulus Material 3: Note card with picture of Kristin
Notes			

Tags [Add Tag]

(No tags entered.)

Dauntay's friend is Kristin.

RdgLit.3.1A, Item A Stimulus Material 1

Teddy Bear

RdgLit.3.1A, Item A Stimulus Material 2

Kristin

RdgLit.3.1A, Item A Stimulus Material 3

Felipe went to the park.

He sat in a swing.

He pushed off with his toes.

It was fun.

At home

RdgLit.3.1A, Item B Stimulus Material 2

At school

RdgLit.3.1A, Item B Stimulus Material 3

At the park

RdgLit.3.1A, Item B Stimulus Material 4

Eliana went for a ride down the slide. She slid down so fast that she fell in the sand. She lay on her back. When she rolled over, she saw a stuffed dog. It was a cuddly gray dog. It was worn from hugging.

A stuffed dog

RdgLit.3.1A, Item C Stimulus Material 2

A slide

RdgLit.3.1A, Item C Stimulus Material 3

A gray cat

RdgLit.3.1A, Item C Stimulus Material 4