

# SRI International

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## **Alternate Assessment Design–English Language Arts/Reading**

### **Technical Report 6:**

### **Assessment Task Library**

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#### **SRI International**

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## Assessment Task Library

This technical report contains a description of the library of assessment tasks created by the Alternate Assessment Design—English Language Arts/Reading (AAD-ELA) project. Funded by an Enhanced Assessment Grant to the Idaho State Department of Education, the project brought together SRI International and a consortium of states including Idaho, Utah, and Kansas to design and develop assessment tasks for alternate assessments based on alternate achievement standards (AA-AAS). The project resulted in the creation of 21 *Design Patterns* and 22 *Development Specifications and Exemplar Task Templates* (Task Templates). This report includes examples of the created tasks.

### Background

The AAD-ELA project combined current knowledge from multiple disciplines to advance the design of alternate assessment tasks for students with significant cognitive disabilities. The goals of the project were to (1) extend the conceptual framework of evidence-centered design (ECD) to alternate assessment in English language arts using the Principled Assessment Designs for Inquiry (PADI) model, (2) integrate the principles of Universal Design for Learning with ECD to guide the development of tasks that are accessible to all learners, (3) use standards from the newly developed Common Core State Standards (CCSS) as the source for the alternate assessment tasks, (4) develop Design Patterns and Development Specifications and Exemplar Task Templates (which include assessment task specifications and exemplar tasks), and (5) enhance the human capital of staff from the participating state departments of education.

### Content Selection

The content for the AAD-ELA project was selected from the CCSS. Although the three states involved in the project had individually developed their own extended content standards in ELA, they had also adopted or had committed to adopt the CCSS. Accordingly, it was decided that the project would design and develop assessment tasks that were linked to the CCSS in English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects.

A four step process and guiding rationales were developed and implemented by two individuals with content area expertise to select the set of CCSS standards on which assessment tasks would be based. The sample of CCSS identified by these content experts was presented to the project partners who made the final selection of the content. For a detailed description of the procedures used to select the assessment item content, see Alternate Assessment Design—English Language Arts Technical Report 3: Domain Analysis—Selection of Common Core State Standards in English Language Arts/Reading for the Development of Design Patterns and Tasks. Table 1 shows the list of CCSSs selected for the project.

A Design Pattern was created for each of the 21 standards. A single Task Template was also created for each standard with one exception: two Task Templates were created for the foundational reading task, one for students with oral communication and another for students

without oral communication. The reason for this exception was that this standard measured oral reading fluency; the special needs of students without oral communication required development of the second task to assess this skill. Standards were selected from all strands included in the CCSS (Reading - Literature, Reading - Informational Text, Reading - Foundational Skills, Writing, Speaking and Listening, and Language).

Initially, the Design Patterns and Task Templates were developed using the CCSSs as they are written. Because of the complexity and comprehensive nature of the CCSSs, it was difficult to create items that fully aligned to the standards and were appropriate for students with significant cognitive disabilities. For this reason, the project team decided to use extensions of the CCSS created by North Carolina, the North Carolina Extended Common Core State Standards (NCECCSS), as the standards for the project work. The extended standards written for each of the 21 selected CCSSs were used to develop the Design Patterns and Task Templates. Table 1 includes the text for the standards, including the CCSS and the NCECCSS.

**Table 1. Expectations Standards Addressed in the AAD- Project<sup>1</sup>**

<b>Content Strand: Language</b>		
<b>Standard</b>	<b>CCSS</b>	<b>NCECCSS</b>
4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	Apply knowledge of letter-sound relationships and familiar spelling patterns when writing. <ol style="list-style-type: none"> <li>Spell simple words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</li> <li>Recognize ending punctuation.</li> </ol>
5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>	Demonstrate understanding of word relationships. <ol style="list-style-type: none"> <li>Use words with multiple meanings accurately (e.g., identify a duck as a type of bird and use the verb to duck).</li> <li>Use simple, common idioms (e.g., you bet, it's a deal, cool).</li> <li>Distinguish shades of meaning of adjectives differing in intensity (e.g., uncomfortable, painful).</li> <li>Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).</li> </ol>

<sup>1</sup> The CCSS does not label specific standards using the naming conventions described above (i.e., 3.1). This naming convention was a creation of the AAD-ELA project and represents a combination of the grade level and the standard number.

**Table 1. Standards Addressed in the AAD-ELA Project (continued)**

<b>Content Strand: Language (concluded)</b>		
<b>Standard</b>	<b>CCSS</b>	<b>NCECCSS</b>
8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis [...], dash) to indicate a pause or break</p> <p>b. Use an ellipsis to indicate an omission</p> <p>c. Spell correctly</p>	<p>Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.</p> <p>a. Use ending punctuation.</p> <p>b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>
8.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>Demonstrate understanding of word relationships.</p> <p>a. Understand the use of multiple meaning words (e.g., draw the curtains).</p> <p>b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).</p> <p>c. Understand that multiple words can reflect the same or similar meanings (e.g., said, told, called, explained, replied)</p>
11/12.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Demonstrate understanding of figurative language and words relationships.</p> <p>a. Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.</p>
<b>Content Strand: Reading – Foundational Skills</b>		
<b>Standard</b>	<b>CCSS</b>	<b>NCECCSS</b>
5.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read text comprised of familiar words with accuracy and understanding to support comprehension.</p>

**Table 1. Standards Addressed in the AAD-ELA Project (continued)**

<b>Content Strand: Reading – Informational Text</b>		
<b>Standard</b>	<b>CCSS</b>	<b>NCECCSS</b>
4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, and interactive elements) and explain how the information contributes to understanding of the text in which it appears.	Answer factual questions about information presented graphically or visually presented in a text.
7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Determine how headings, key words, and key phrases relate to the topic of a text.
8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Determine the advantages of using print (or digital text), video, or multimedia to present information on a topic or idea.
11/12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Determine an author's purpose in choosing to use rhetoric when writing a text.
<b>Content Strand: Reading – Literature</b>		
<b>Standard</b>	<b>CCSS</b>	<b>NCECCSS</b>
3.1	Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	Answer questions to demonstrate recall of details from text.
3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events.	Identify the feelings of characters in the story.
7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Determine how two or more events in a story are related (e.g., the cupboard was empty when they looked so they went shopping).
9/10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Determine how characters change or develop over the course of a text.
<b>Content Strand: Speaking and Listening</b>		
<b>Standard</b>	<b>CCSS</b>	<b>NCECCSS</b>
3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodally.

**Table 1. Standards Addressed in the AAD-ELA Project (continued)**

<b>Content Strand: Speaking and Listening (concluded)</b>		
<b>Standard</b>	<b>CCSS</b>	<b>NCECCSS</b>
7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.
9/10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
<b>Content Strand: Writing</b>		
<b>Standard</b>	<b>CCSS</b>	<b>NCECCSS</b>
3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Sort information on personal experiences or a topic being studied into provided categories (e.g., based on knowledge about people or listening to books about people, sort words into categories of things that people have and animals have).
5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	Write* opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>a. State a topic or book to write about and state an opinion about it.</li> <li>b. Provide reasons that support the opinion using 2-3 word combinations.</li> <li>c. Provide facts or details to support opinion using 2-3 word combinations.</li> </ul>



**Table 1. Standards Addressed in the AAD-ELA Project (concluded)**

<b>Content Strand: Writing (concluded)</b>		
<b>Standard</b>	<b>CCSS</b>	<b>NCECCSS</b>
5.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	<p>Write* to convey information and ideas clearly.</p> <ol style="list-style-type: none"> <li>State a topic and select illustrations or visual/tactile supports related to it.</li> <li>Provide information related to the topic using 2-3 word combinations and domain specific vocabulary.</li> <li>Provide facts or details related to the topic using 2-3 word combinations.</li> </ol>
11/12.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>	<p>Write* informative or explanatory texts that convey ideas, concepts and information.</p> <ol style="list-style-type: none"> <li>Write* the topic.</li> <li>Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with three or more facts or relevant details emphasizing those that are most important when appropriate.</li> <li>Use domain specific vocabulary.</li> <li>Provide a closing or concluding statement.</li> </ol>

## Products

In order to develop assessment tasks using ECD and the PADI model, the project created *Design Patterns* and *Development Specifications and Exemplar Task Templates* (Task Templates). These are schemas that support assessment developers in implementing ECD approaches. Each of these documents is described briefly below. For a more detailed description of the process for creating these documents, see Alternate Assessment Design—English Language Arts Technical Report 8: *Implementing Evidence-Centered Design to Develop Assessments for Students with Significant Cognitive Disabilities: Procedural Guidelines for Creating Design Patterns and Development Specifications and Exemplar Task Templates for English Language Arts*.

*Design Patterns* describe the elements of an assessment argument, including the targeted or focal knowledge, skills, and abilities (KSAs), the student behaviors or actions that would provide evidence of these knowledge and skills, and the situations that are likely to evoke those observations (Mislevy & Haertel, 2006). Design Patterns play a key role in identifying additional KSAs that may be required for successful performance on a task, but are not targeted by assessment tasks. Design Patterns also provide a structure for considering ways to vary task features to support students in communicating what they understand and are able to do in relation to the focal KSAs.

*Development Specifications and Exemplar Task Templates* include two categories of information: design specifications for tasks based on a Design Pattern and detailed descriptions of the assessment tasks themselves. Design specification information in the template includes (1) decisions regarding specific content to assess in a task, (2) variable features selected for attaining the appropriate amount of scaffolding, depth of knowledge, complexity, and scope for the task, and (3) variable features selected to support multiple means of representation, expression, and engagement of students (Rose & Meyer, 2006). The detailed description of the exemplar assessment task in the template includes (1) information that will be communicated to the student, (2) materials that will be presented to the student, (3) response options that will be presented to the student, (4) the correct response, and (5) materials that examiners will require to administer the task.

## Exemplar Tasks

The Development Specifications and Exemplar Task Template includes fields for creating all elements of tasks. The Task Template is designed to facilitate the creation of 4 items which target the range of functional abilities within the population of students with significant cognitive disabilities. This approach allows items developed to be accessible to students with varying levels of cognitive functioning and communication capabilities.

**Item 1** is the most sophisticated item (in terms of complexity, scope, and level of scaffolding/supports), is closest to grade level, and targets the higher functioning students within the population. Item 1 targets the comprehension, application, and performance

levels of the 6-point Depth of Knowledge (DOK) scale (Bechard et al., 2009) and most closely adheres to the selected Focal KSA.

**Item 2** also aims to assess the selected Focal KSA, but is less complex and is designed to address a lower DOK (performance or recall).

**Item 3** is made up of two items: Items 3a and 3b. These are the least complex and target the lowest functioning students within the population. Item 3a targets the recall or memorize level of the 6-point DOK scale and Item 3b targets the attention level. If a student does not respond or responds incorrectly to Item 3a, then Item 3b can be administered. Item 3b extends below the recall/memorize DOK level in an effort to ensure that every student eligible for an AA-AAS can participate in the task and experience success with content, age, and grade-appropriate stimulus materials. Because Items 3a and 3b are intended to address a less sophisticated DOK, an Additional KSA (i.e., a prerequisite or foundational skill) from the associated *Design Pattern* that is closely related to the selected Focal KSA is used to develop these items.

In the appendices of this report, an exemplar task from each of the English language arts content strands is presented. Each appendix includes two documents related to the exemplar task: first the Development Specifications and Exemplar Task Template is presented and second the Materials and Instructions document for each task set. It should be noted that in the Materials and Instructions documents, items 1, 2, 3b, and 3a are renamed items C, B, A2, and A1 respectively. The item names were changed because in the pilot testing (or “task tryouts”), item 3a was administered first and item 1 was administered last. The change in naming conventions was instituted to limit confusion for the teachers administering the items. Following is a list of the exemplar tasks included in the appendices and the standards upon which they are based:

#### Appendix A: Language Exemplar Task: Language 11/12.5 - Figurative Language

CCSS: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

NCECC: Demonstrate understanding of figurative language and words relationships.

- a. Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.

#### Appendix B: Reading – Foundational Skills Exemplar Task: Reading 5.4 - Students with oral communication

CCSS: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.

- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NCECC: Read text comprised of familiar words with accuracy and understanding to support comprehension.

#### Appendix C: Reading – Informational Text Exemplar Task: Reading 8.7B - Evaluate Presentation Mediums

CCSS: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

NCECC: Determine the advantages of using print (or digital text), video, or multimedia to present information on a topic or idea.

#### Appendix D: Reading – Literature Exemplar Task: 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.

#### Appendix E: Speaking and Listening Exemplar Task: Speaking and Listening 9/10.5 - Digital Media in Presentations

CCSS: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

NCECC: Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

#### Appendix F: Writing Exemplar Task: Writing 5.2 - Write Text to Convey Information

CCSS: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- e. Provide a concluding statement or section related to the information or explanation presented.

NCECC: Write\* to convey information and ideas clearly.

- a. State a topic and select illustrations or visual/tactile supports related to it.
- b. Provide information related to the topic using 2-3 word combinations and domain specific vocabulary.
- c. Provide facts or details related to the topic using 2-3 word combinations.

## References

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- Mislevy, R. J., & Haertel, G. D. (2006). Implications of evidence-centered design for educational testing. *Educational Measurement: Issues and Practice*, 25(4), 6-20.
- Rose, D. H., & Meyer, A. (2006). *A practical reader in universal design for learning*. Cambridge, MA: Harvard Educational Press.

**Appendix A: Language Exemplar Task**

**Language 11/12.5 – Figurative Language**

# AAD-ELA ID Task Language 11/12.5: Figurative Language, High School | Task Family 2574

[ | Permit | Delete ]

<b>Title</b>	[ Edit ] AAD-ELA ID Task Language 11/12.5: Figurative Language, High School		
<b>Nu Design Pattern</b>	[ Edit ] <u>AAD-ELA ID Language 11/12.5: Figurative Language, High School</u> CCSS: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.  NCECC: Demonstrate understanding of figurative language and words relationships. a. Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.		
<b>Grade Level Activities</b>	[ Edit ]		
	<b>Item 1</b>	<b>Item 2</b>	<b>Item 3a/3b</b>
<b>Depth of Knowledge (DOK)</b>	Do1. Comprehension / Application / Performance	Do1. Performance / Recall	Do1. Recall / Attention
<b>Selected Focal KSAs</b>	<ul style="list-style-type: none"> <li>Ability to restate a simple figure of speech (e.g., hyperbole or oxymoron) in literal terms</li> </ul>	<ul style="list-style-type: none"> <li>Ability to restate a simple figure of speech (e.g., hyperbole or oxymoron) in literal terms</li> </ul>	
<b>Focal KSA Notes</b>			
<b>Selected KSA for Item 3a/3b</b>			<ul style="list-style-type: none"> <li>Knowledge of the definitions of terms that describe figurative language (e.g., hyperbole, oxymoron)</li> </ul>
<b>KSA for Item 3a/3b Notes</b>			
<b>Associated AKSAs, Cognitive Background Knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge of the definitions of terms that describe figurative language (e.g., hyperbole, oxymoron)</li> <li>Knowledge that text is not always meant to be interpreted literally</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the definitions of terms that describe figurative language (e.g., hyperbole, oxymoron)</li> <li>Knowledge that text is not always meant to be interpreted literally</li> </ul>	
<b>Potential Observations</b>	<ul style="list-style-type: none"> <li>Student given a simple figure of speech and correctly restates the figure of speech in literal terms (e.g., This statement contains hyperbole. Juan said, "I have a ton of homework this weekend." What did Juan mean? OR This statement contains an</li> </ul>	<ul style="list-style-type: none"> <li>Student given a simple figure of speech and correctly restates the figure of speech in literal terms (e.g., This statement contains hyperbole. Juan said, "I have a ton of homework this weekend." What did Juan mean? OR This statement contains an</li> </ul>	



oxymoron. Mary said, "I have a TERRIFIC HEADACHE. What does Mary mean?)

- Student given a simple figure of speech and a list of possible interpretations of the figure of speech. Student selects the correct interpretation. (E.g., This statement contains hyperbole. Sarah's mom said, "I've asked you to clean up your room a million times!" What did Sarah's mom mean?
  - a. Sarah's mom had asked her to clean her room many times
  - b. Sarah's mom had asked her to clean her room one million times
  - c. Sarah's mom rarely asked her to clean her room; OR The following statement contains an oxymoron: The bus driver were CLEARLY CONFUSED by the directions he was given. Does this mean:
    - a. It looked like the bus driver might be having trouble understanding the directions
    - b. It was obvious that bus driver had trouble understanding the directions
    - c. It was obvious that the bus driver knew exactly where to go)

oxymoron. Mary said, "I have a TERRIFIC HEADACHE. What does Mary mean?)

- Student given a simple figure of speech and a list of possible interpretations of the figure of speech. Student selects the correct interpretation. (E.g., This statement contains hyperbole. Sarah's mom said, "I've asked you to clean up your room a million times!" What did Sarah's mom mean?
  - a. Sarah's mom had asked her to clean her room many times
  - b. Sarah's mom had asked her to clean her room one million times
  - c. Sarah's mom rarely asked her to clean her room; OR The following statement contains an oxymoron: The bus driver were CLEARLY CONFUSED by the directions he was given. Does this mean:
    - a. It looked like the bus driver might be having trouble understanding the directions
    - b. It was obvious that bus driver had trouble understanding the directions
    - c. It was obvious that the bus driver knew exactly where to go)

<b>Potential Observation Notes (based on selected KSA)</b>			
<b>Potential Work Products</b>	<ul style="list-style-type: none"> <li>• Expression of literal meaning of figure of speech</li> <li>• Selection of literal interpretation of figure of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Expression of literal meaning of figure of speech</li> <li>• Selection of literal interpretation of figure of speech</li> </ul>	
<b>Potential Work Product Notes (based on selected KSA)</b>			
<b>Characteristic Features</b>	<ul style="list-style-type: none"> <li>• For items about the connotations of word pairs, at least one of the words should be from this grade-level or 1-2 grades prior to this</li> </ul>	<ul style="list-style-type: none"> <li>• For items about the connotations of word pairs, at least one of the words should be from this grade-level or 1-2 grades prior to this</li> </ul>	<ul style="list-style-type: none"> <li>• For items about the connotations of word pairs, at least one of the words should be from this grade-level or 1-2 grades prior to this</li> </ul>

grade-level; other word can be from this grade level or any grade level below

- Figure of speech should be content that is familiar to the student (e.g., covered in the curriculum)

grade-level; other word can be from this grade level or any grade level below

- Figure of speech should be content that is familiar to the student (e.g., covered in the curriculum)

grade-level; other word can be from this grade level or any grade level below

- Figure of speech should be content that is familiar to the student (e.g., covered in the curriculum)

**Associated Variable Features, Cognitive Background Knowledge**



- Remind student of the definitions of terms that describe figurative language: **Implemented**
- Provide student with an example of the figurative language presented in the item: **Implemented**
- Remind student that text is not always to be interpreted literally: **Implemented**

- Remind student of the definitions of terms that describe figurative language: **Implemented**
- Provide student with an example of the figurative language presented in the item: **Implemented**
- Remind student that text is not always to be interpreted literally: **Implemented**

- Remind student of the definitions of terms that describe figurative language: **Implemented**
- Provide student with an example of the figurative language presented in the item: **Implemented**
- Remind student that text is not always to be interpreted literally: **Implemented**

**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 eg: **Yes**

- 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 eg: **Yes**

- 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 eg: **Yes**

**Selected Variable Features: Skill and Fluency**



- Supports for manipulating digital/electronic equipment eg: **Yes**
- Supports for composing a response in text eg: **Yes**
- Practice with familiar equipment: **Yes**
- Response mode options eg: **Yes**

- Supports for manipulating digital/electronic equipment eg: **Yes**
- Practice with familiar equipment: **Yes**
- Response mode options eg: **Yes**

- Supports for manipulating digital/electronic equipment eg: **Yes**
- Practice with familiar equipment: **Yes**
- Response mode options eg: **Yes**

**Selected Variable Features: Language and Symbols**



- Digital text with or without automatic text to speech: **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**
- Alternate syntactic levels (simplified text): **Implemented**

- Digital text with or without automatic text to speech: **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**
- Alternate syntactic levels (simplified text): **Implemented**

- Digital text with or without automatic text to speech: **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**
- Alternate syntactic levels (simplified text): **Implemented**

- New vs. pre-taught vocabulary and symbols: **Pre-taught**
- Read language and symbols aloud: **Yes**

- New vs. pre-taught vocabulary and symbols: **Pre-taught**
- Read language and symbols aloud: **Yes**

- New vs. pre-taught vocabulary and symbols: **Pre-taught**
- Read language and symbols aloud: **Yes**

**Selected Variable Features: Cognitive**



- Options for guiding exploration and information processing: use consistent signals/cues eg: **Yes**
- Options for supporting background knowledge - remind student of materials or activities used to teach foundational reading/English language arts skills: **Yes**
- Options for supporting background knowledge - remind student of prior experiences: **Yes**

- Options for guiding exploration and information processing: use consistent signals/cues eg: **Yes**
- Options for supporting background knowledge - remind student of materials or activities used to teach foundational reading/English language arts skills: **Yes**
- Options for supporting background knowledge - remind student of prior experiences: **Yes**

- Options for guiding exploration and information processing: use consistent signals/cues eg: **Yes**
- Options for supporting background knowledge - remind student of materials or activities used to teach foundational reading/English language arts skills: **Yes**
- Options for supporting background knowledge - remind student of prior experiences: **Yes**

**Selected Variable Features: Executive**



- Representations of progress eg: **Yes**

- Representations of progress eg: **Yes**

**Selected Variable Features: Affective**



- Task options for engagement: heighten salience: **Implemented**
- Task options for engagement: enhance relevance, value, and authenticity of tasks eg: **Implemented**
- 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 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

- Task options for engagement: heighten salience: **Implemented**
- Task options for engagement: enhance relevance, value, and authenticity of tasks eg: **Implemented**
- 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 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

- Task options for engagement: heighten salience: **Implemented**
- Task options for engagement: enhance relevance, value, and authenticity of tasks eg: **Implemented**
- 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 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

	<p>attention and engagement: cover up part of text so student isn't overwhelmed: <b>Yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>	<p>attention and engagement: cover up part of text so student isn't overwhelmed: <b>Yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>	<p>attention and engagement: cover up part of text so student isn't overwhelmed: <b>Yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>
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**Item Complexity Notes**



IC1. DOK: Comprehension (infer, explain)  
 # words: 112  
 Reading level: 3.3  
 # parts: 3  
 Constructed or selected response: constructed

IC1. DOK: Comprehension  
 # words: 64  
 Reading level: 3.0  
 # parts: 3  
 Constructed or selected response: selected

IC1. DOK: 3a - Recall; 3b - Attention  
 # words: n/a  
 Reading level: n/a  
 # parts: 1  
 Constructed or selected response: selected

**Item Directive**



ID1. This is a 3 part item. Teacher/administrator may provide student with breaks between parts. If a break is provided, teacher/administrator should reread passage to student before asking next question.

Teacher/administrator presents Stimulus Material 1 and says, "We are going to read an email from Alexa, who is 16, to her cousin Maria. The email includes hyperbole. Hyperbole is a figure of speech which is an exaggeration. The sentences do not mean what they actually say. They are used to emphasize something. For example, 'It's so hot today I'm melting.' That doesn't really mean that I am melting; it means that I am very hot and sweaty." Teacher/administrator and student read the email.

ID1. This is a 3 part item. Teacher/administrator may provide student with breaks between parts. If a break is provided, teacher/administrator should reread passage to student before asking next question.

Teacher/administrator presents student with Stimulus Material 1 and says, "We are going to read a paragraph. The paragraph includes hyperbole. Hyperbole is a figure of speech which is an exaggeration. The sentences do not mean what they actually say. They are used to emphasize something. For example, 'It's so hot today I'm melting.' That doesn't really mean that I am melting; it means that I am very hot and sweaty." Teacher/administrator and student read the paragraph.

PARAGRAPH

ID1. 3a. Teacher/administrator says, "Hyperbole is a figure of speech which is an exaggeration. Sentences that use hyperbole do not mean what they actually say. They are used to emphasize something. For example, if I say 'I'm so hungry I could eat a horse' I don't mean I really want to or could eat a horse. I just mean I'm very hungry. What is hyperbole?"

Teacher/administrator presents word cards with answer options (Stimulus Materials 1, 2, and 3) and reads each of them aloud:  
 -"Hyperbole is exaggeration."  
 -"Hyperbole is comparison."  
 -"Hyperbole is the same."

3b. If student responds incorrectly or does not respond, teacher/administrator removes incorrect

EMAIL  
"Hey there Maria,

I've been so busy!  
Friday night was the Homecoming dance. I went with my best friends Rosa, Diego, and Samir. The music was awesome and we didn't sit down all night. When I woke up on Saturday morning my feet were killing me! I overslept and missed breakfast. By lunch time I was starving!

I was dying to see the new vampire movie. I had to clean my room before I could go to the movie. When I finished cleaning, I was exhausted. I laid down on my bed and when I woke up it was Sunday morning! I was so disappointed that I missed the movie!

Love Alexa"

Teacher/administrator places the email where the student can see it.  
Teacher/administrator says, "We are going to read parts of the email again. Tell me what Alexa really meant in these sentences."

Part 1  
Teacher/administrator presents student with Stimulus Material 2 and says, "Alexa wrote, 'The music was awesome and we didn't sit down all night. When I woke up on Saturday morning my feet were killing me! What did Alexa mean when she said, 'My feet were killing me'?"

After student responds teacher/administrator

"Monday was the worst day ever. My math teacher gave us a ton of homework over the weekend and I couldn't finish it all. He called on me and I didn't know the answer. I could have died of embarrassment! Then I lost my planner. I'm so sad because I had a million assignments in it. Now I don't know when they are due."

Teacher/administrator puts the passage where the student can see it.  
Teacher/administrator says, "We are going to read some parts of the paragraph again. Tell me what the sentences really mean."

Part 1  
Teacher/administrator presents student with Stimulus Material 2 and reads, "My math teacher gave us a ton of homework over the weekend and I couldn't finish it all. What does 'a ton of homework' really mean?"

Teacher/administrator presents the answer options (Stimulus Materials 3, 4, and 5) as he/she reads the options aloud:  
- "The homework weighed one ton."  
- "There was a lot of homework."  
- "The homework was easy."

After student responds, teacher/administrator provides a break if needed or moves to next part. Teacher/administrator removes materials from part 1.

Part 2  
Teacher/administrator

note cards (Stimulus Materials 2 and 3) and says, "[Show me]/[Touch]/[Look at] the card that says what hyperbole is."

provides a break if needed or moves to next part.  
Teacher/administrator removes materials from part 1.

Part 2  
Teacher/administrator presents student with Stimulus Material 3 and says, "Alexa wrote, 'I overslept and missed breakfast. By lunch time I was starving!' What did Alexa mean when she said, 'By lunch time I was starving'?"

After student responds teacher/administrator provides a break if needed or moves to next part.  
Teacher/administrator removes materials from part 3.

Part 3  
Teacher/administrator presents student with Stimulus Material 4 and says, "Alexa wrote, 'I was dying to see the new vampire movie.' What did Alexa mean when she said, 'I was dying to see the new vampire movie'?"

presents student with Stimulus Material 6 and reads, "The math teacher called on me and I didn't know the answer. I could have died of embarrassment! What does 'I could have died of embarrassment' really mean?"

Teacher/administrator presents the answer options (Stimulus Materials 7, 8, and 9) as he/she reads the options aloud:  
- "I was very embarrassed."  
- "Math is embarrassing."  
- "Embarrassment can kill you."

After student responds teacher/administrator provides a break if needed or moves to next part.  
Teacher/administrator removes materials from part 2.

Part 3  
Teacher/administrator presents student with Stimulus Material 10 and reads, "Then I lost my planner. I'm so sad because I had a million assignments in it. Now I don't know when they are due. What does, 'I had a million assignments in it' really mean?"

Teacher/administrator presents answer options (Stimulus Materials 11, 12, and 13) as he/she reads the options aloud:  
- "I had many assignments in my planner."  
- "I had no assignments in my planner."  
- "I had one million assignments in my planner."

Correct



CA1. Something similar

CA1. Part 1

CA1. Stimulus Material 1:

**Answer**

to:

Part 1  
Alexa's feet were sore or hurt.

Part 2  
Alexa was very or really hungry.

Part 3  
Alexa really wanted to see the movie.

Note: An item is only marked correct if the student answers all parts of the item correctly.

Stimulus Material 4:  
There was a lot of homework.

Part 2  
Stimulus Material 7:  
I was very embarrassed.

Part 3  
Stimulus Material 11: I had many assignments in my planner.

Note: An item is only marked correct if the student answers all parts of the item correctly.

exaggeration

<b>Materials for Examiner</b> ⓘ	Mf1. Item administration sheet for examiner	Mf1. Item administration sheet for examiner	Mf1. Item administration sheet for examiner
---------------------------------	---------------------------------------------	---------------------------------------------	---------------------------------------------

<p><b>Description of Stimulus Materials</b> ⓘ</p>	<p>Do1. Stimulus Material 1: email printed in large font</p> <p>Stimulus Materials 2-4: Note cards with the following text printed in large font: - SM2: My feet were killing me. - SM3: By lunch time I was starving. - SM4: I was dying to see the new vampire movie.</p> <p>For students who are non-verbal, sentence starters can be used (e.g., Alexa's feet were _____) and students can complete using assistive technology (eye gaze, switch, communication board, etc.). The correct answer for each (1. hurt, 2. hungry, 3. really wanted) needs to be included or added to the student response repertoire.</p>	<p>Do1. Stimulus Material 1: Paragraph printed in large font</p> <p>Stimulus Materials 2-13: Note cards with the following text printed in large font: - SM2: My math teacher gave us a ton of homework over the weekend and I couldn't finish it all. - SM3: The homework weighed one ton. - SM4: There was a lot of homework. - SM5: The homework was easy. - SM6: The math teacher called on me and I didn't know the answer. I could have died of embarrassment! - SM7: I was very embarrassed. Stimulus material 8: Math is embarrassing. - SM9: Embarrassment can kill you. - SM10: Then I lost my planner. I'm so sad because I had a million assignments in it. Now I don't know when they are due. - SM11: I had many</p>	<p>Do1. Stimulus Materials 1-3: Note cards with the following text printed in large font: - SM1: exaggeration - SM2: comparison - SM3: same</p>
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assignments in my planner.  
 - SM12: I had no assignments in my planner.  
 - SM13: I had one million assignments in my planner.

**Notes**



N1. Part of item deemed not aligned to focal KSA:

Afer giving student time to respond to part 2, examiner presents student with notecard 3 and says, "Now find an example of hyperbole in the second paragraph. Let's read the paragraph together." Examiner and student read second paragraph.

N1. Items that did not work:  
 Sometimes sentences do not mean what they actually say. For example, if I say 'I'm so hungry I could eat a horse' it doesn't mean I really want to or could eat a horse. It just means I'm very hungry. When I say 'I'm so hungry I could eat a horse' what do I really mean?

Sometimes sentences do not mean what they actually say. For example, if I say 'I'm so hungry I could eat a horse' it doesn't mean I really want to or could eat a horse. It just means I'm very hungry. Which of these sentences is correct?

All sentences mean what they say  
 No sentences mean what they say  
 Some sentences mean what they say.

Some sentences mean exactly what they say. For example, if I say, 'I'm so hungry I'm going to eat my whole lunch' I mean I will really eat my whole lunch. Sometimes sentences do not mean what they actually say. For example, if I say 'I'm so hungry I could eat a horse' it doesn't mean I really want to or could eat a horse. It just means I'm very hungry. Which of these sentences is correct?

All sentences mean what they say  
 No sentences mean



what they say  
Some sentences  
mean what they say.

3a. Examiner says,  
"Listen to this  
sentence. The joke  
was so funny I died  
laughing. Which  
picture shows what  
this sentence really  
means?" Examiner  
presents student with  
three pictures cards.

PICTURE CARDS:

1. Laughing
2. Dead
3. Sad

**Tags** [ [Add Tag](#) ]

(No tags entered.)

**Alternate Assessment Design—English Language Arts  
Task Tryouts**

**Language 11/12.5: Figurative Language, High School  
Materials and Instructions**

ID, KS, UT

September 2011

SRI International  
Center for Education and Human Services  
Center for Technology in Learning

For more information contact Katherine Nagle, (703) 247-8619, [Katherine.nagle@sri.com](mailto:Katherine.nagle@sri.com)

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## **Overview and Purpose of Task Tryouts**

Over the past 12 months, researchers from SRI International and personnel from your state office of education have collaborated closely to develop assessment tasks in English language arts designed for students with significant cognitive disabilities. These tasks were based on the Common Core State Standards in English language arts, but have been reduced in depth, breadth, and complexity. The tasks were developed using principles of Universal Design for Learning and are intended to be appropriate for students with significant cognitive disabilities who participate in your state’s alternate assessment based on alternate achievement standards.

Each task will be administered to nine students: three students who are at a high communication level, three who are at a medium communication level, and three who are at a low communication level. This document provides step-by-step scripts, instructions, and materials for each item. We ask that you follow these instructions very carefully to ensure that the data collected are of the highest quality so that we can gather reliable information about the tasks and determine whether any revisions to them are needed.

This document is divided into four sections:

- Background information on a task
- General instructions for administering items
- Detailed instructions for administering items
- Task materials for each item.

## Section 1: Background Information on Task

This table describes the basic attributes and general information for Language11/12.5, Figurative Language, High School (Language11/12.5).

Attributes	General Information
English language arts strand	Figurative Language
Task Code	Lng.11/12.5
Assessment Target	Ability to restate a simple figure of speech (e.g., hyperbole or oxymoron) in literal terms

## Section 2: General Instructions for Administering Items

This section first describes an overview of item administration and then provides detailed scripts, materials, and instructions for administering, scoring, and reporting each item within a task.

### *General Administration Guidelines*

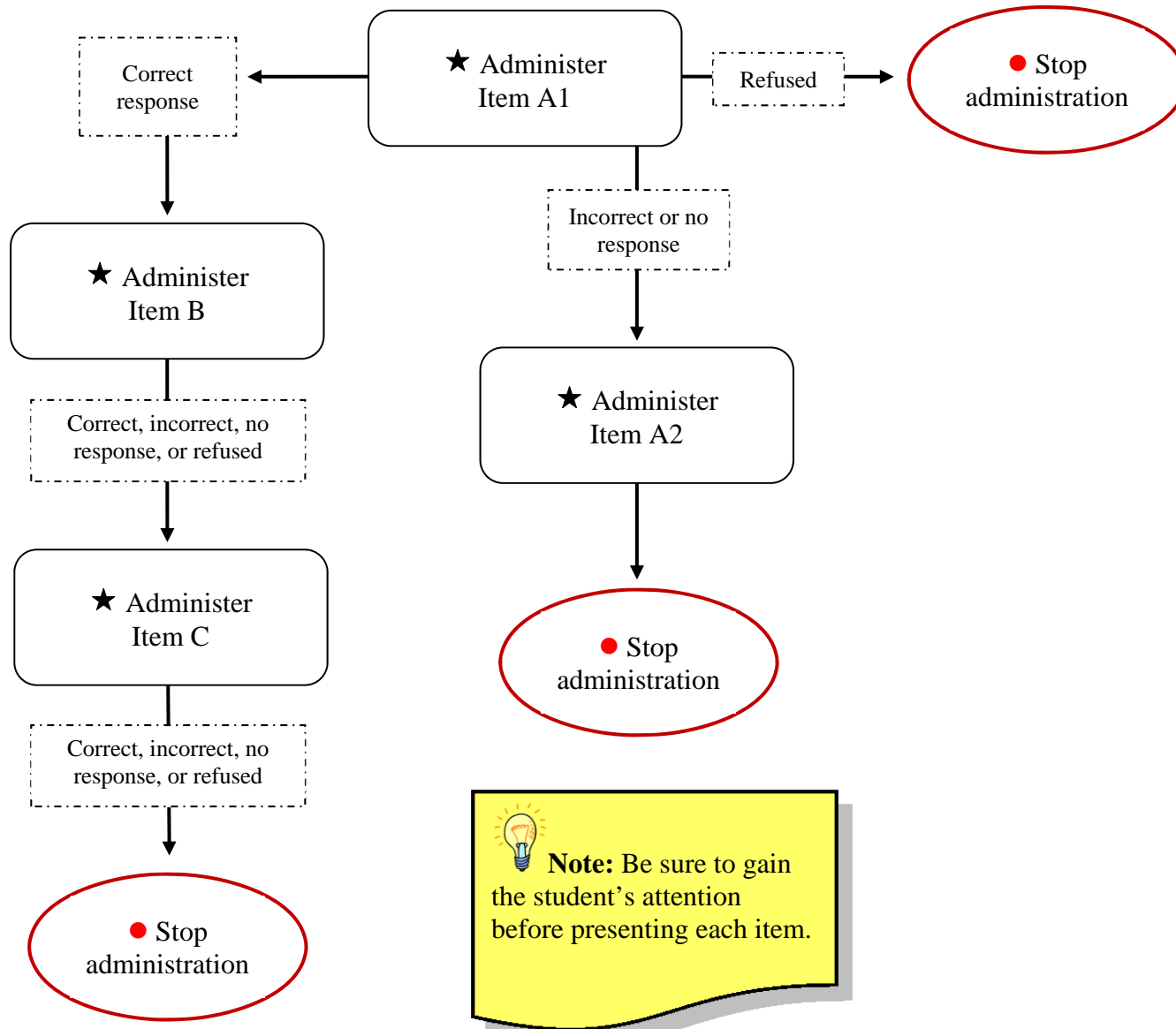
Highlights for administering tasks are provided below; more detailed instructions for task administration are provided in the following section, Task Presentation.

- Choose a location with few, if any, distractions and appropriate furniture.
- Choose a time of day when the student will be alert and able to pay attention and respond.
- On the day of the Task Tryout, **do not** instruct the student on the content of the task.
- Before presenting the item directions and student materials, make sure the student is attending or gain the student’s attention.
- While administering the task, maintain a neutral demeanor.
- Do not provide prompts or hints that might “give away” the correct answer.
- Use familiar gestures and prompts to refocus the student if necessary.
- You may provide a break if the student requires one.
- If the student DOES NOT RESPOND to an item the first time you read it, you may **repeat the item one time after refocusing** the student’s attention.
- Remember, this is an assessment task rather than an instructional activity. Although a task might be changed to meet needs presented by the student’s disability, each item should be presented so that the student responds independently.

### ***Task Presentation***

- Each task contains three items, which must be administered in a specific order (see Figure 1 on page 6):
  - All students are administered Item A1.
  - Students who respond incorrectly or do not respond to Item A1 are administered Item A2. This completes the Task Tryout for these students.
  - Students who refuse to answer Item A1 are not administered any additional items. This completes the Task Tryout for these students.
  - All students who respond correctly to Item A1 are administered Item B and then Item C. This completes the Task Tryout for these students.
- Each task and its three items have specific administration instructions and a script for teachers to use (these are included in Section 3). Follow the instructions and script for the specific task you are administering. Instructions include:
  - **Item Directions:** The directions for each item describe what the teacher says and what the teacher does to administer each item. Follow the detailed directions in Section 3, saying the words (in bold) in the script and presenting the item materials as directed (unbolded text). When portions of the detailed directions are in brackets (e.g., [Look at/touch/point to]), this indicates that you should choose the directions most appropriate for the student participating in the Task Tryout.
  - **Materials:** The materials to be presented with a particular item are described in Section 3. Some materials are printed pages with graphics or illustrations to which the student responds. These graphics and illustrations are provided in Section 4. You may need to print and cut out the graphics or illustrations.
  - **Student Responses:** The correct student response is also described in Section 3. Student responses may vary so that one student points to a selection, another names his/her selection verbally or in sign language, and another presses a switch. Each student will communicate his/her selection in a manner consistent with typical responding in the classroom.

**Figure 1: Flowchart of Task Administration**



### Section 3: Detailed Instructions for Administering Items

#### Item A1

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<b>Directions:</b> What the teacher says ( <i>bold script</i> ) and does ( <i>regular text</i> )	Teacher/administrator says, <b>Hyperbole is a figure of speech which is an exaggeration. Sentences that use hyperbole do not mean what they actually say. They are used to emphasize something. For example, if I say 'I'm so hungry I could eat a horse' I don't mean I really want to or could eat a horse. I just mean I'm very hungry. What is hyperbole?</b> Teacher/administrator presents word cards with answer options (Item A Stimulus Materials 1, 2, and 3) and reads each of them aloud: <b>Hyperbole is exaggeration</b> <b>Hyperbole is comparison</b> <b>Hyperbole is the same</b>	If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
<b>Materials:</b> What the student perceives	Item A Stimulus Material 1: exaggeration Item A Stimulus Material 2: comparison Item A Stimulus Material 3: same	If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	Student indicates Item A Stimulus Material 1: exaggeration	Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>MOVE TO ITEM B.</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>• Student selects Item A Stimulus Material 2: comparison</li> <li>• Student selects Item A Stimulus Material 3: same</li> <li>• Student says “I don’t know”</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b>
Student <b>No Response</b> —doesn’t respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	<ol style="list-style-type: none"> <li>Obtain the student’s attention and repeat the directions.</li> <li>If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b></li> </ol>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) “No” or “ I don’t want to”</li> <li>• Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists



Appendix A: Language Exemplar Task  
Item A2

<i>Steps</i>	<i>Scripts, materials, and student responses</i>	<i>Directions for scoring, reporting, and moving to the next item</i>
<b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i>	If student responds incorrectly or does not respond, teacher/administrator removes incorrect note cards (Item A Stimulus Materials 2 and 3) and says, " <b>[Show me] / [Touch] / [Look at] the card that says what hyperbole is.</b> "	If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
<b>Materials:</b> <i>What the student perceives</i>	Item A Stimulus Material 1: exaggeration	If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	Student indicates Item A Stimulus Material 1: exaggeration	Mark "Correct" in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student's typical response mode. <b>STOP TASK ●</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>• Student does not [Show] / [Touch] / or [Look at] the card</li> <li>• Student says "I don't know"</li> </ul>	Mark "Incorrect" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>No Response</b> —doesn't respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student's attention and repeat the directions. b) If the student still doesn't respond, record the student's lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) "No" or "I don't want to"</li> <li>• Student pushes task materials away</li> </ul>	Mark "Refused" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix A: Language Exemplar Task

Item B

<i>Steps</i>	<i>Scripts, materials, and student responses</i>	<i>Directions for scoring, reporting, and moving to the next item</i>
<p><b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i></p>	<p>This is a 3 part item. Teacher/administrator may provide student with breaks between parts. If a break is provided, teacher/ administrator should reread passage to student before asking next question.</p> <p>Teacher/administrator presents student with Item B Stimulus Material 1 (paragraph) and says, <b>We are going to read a paragraph. The paragraph includes hyperbole. Hyperbole is a figure of speech which is an exaggeration. The sentences do not mean what they actually say. They are used to emphasize something. For example, 'It's so hot today I'm melting.' That doesn't really mean that I am melting; it means that I am very hot and sweaty.</b></p> <p>Teacher/administrator and student read the paragraph.</p> <p>PARAGRAPH</p> <p><b>Monday was the worst day ever. My math teacher gave us a ton of homework over the weekend and I couldn't finish it all. He called on me and I didn't know the answer. I could have died of embarrassment! Then I lost my planner. I'm so sad because I had a million assignments in it. Now I don't know when they are due.</b></p> <p>Teacher/administrator puts the passage where the student can see it.</p> <p>Teacher/administrator says, <b>We are going to read some parts of the paragraph again. Tell me what the sentences really mean.</b></p> <p>Part 1</p> <p>Teacher/administrator presents student with Item B Stimulus Material 2 and reads, <b>My math teacher gave us a ton of homework over the weekend and I couldn't finish it all. What does 'a ton of homework' really mean?</b> Teacher/administrator presents the answer options (Item B Stimulus Materials 3, 4, and 5) as he/she reads the options aloud:</p> <ul style="list-style-type: none"> <li>• <b>The homework weighed one ton</b></li> <li>• <b>There was a lot of homework</b></li> <li>• <b>The homework was easy</b></li> </ul> <p>After student responds teacher/administrator provides a break if needed or moves to next part. Teacher/administrator removes materials from part 1.</p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>

Appendix A: Language Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
	<p>Part 2            Teacher/administrator presents student with Item B Stimulus Material 6 and reads, <b>The math teacher called on me and I didn't know the answer. I could have died of embarrassment! What does 'I could have died of embarrassment' really mean?</b> Teacher/administrator presents the answer options (Item B Stimulus Materials 7, 8, and 9) as he/she reads the options aloud:</p> <ul style="list-style-type: none"> <li>• <b>I was very embarrassed</b></li> <li>• <b>Math is embarrassing</b></li> <li>• <b>Embarrassment can kill you</b></li> </ul> <p>After student responds teacher/administrator provides a break if needed or moves to next part. Teacher/administrator removes materials from part 2.</p> <p>Part 3            Teacher/administrator presents student with Item B Stimulus Material 10 and reads, <b>Then I lost my planner. I'm so sad because I had a million assignments in it. Now I don't know when they are due. What does, 'I had a million assignments in it' really mean?</b> Teacher/administrator presents answer options (Item B Stimulus Materials 11, 12, and 13) as he/she reads the options aloud:</p> <ul style="list-style-type: none"> <li>• <b>I had many assignments in my planner</b></li> <li>• <b>I had no assignments in my planner</b></li> <li>• <b>I had one million assignments in my planner</b></li> </ul>	
<p><b>Materials:</b> <i>What the student perceives</i></p>	<ul style="list-style-type: none"> <li>• Item B Stimulus Material 1: Paragraph printed in large font</li> <li>• Item B Stimulus Materials 2-13: Note cards with the following text printed in large font:               <ul style="list-style-type: none"> <li>- Stimulus Material 2: My math teacher gave us a ton of homework over the weekend and I couldn't finish it all</li> <li>- Stimulus Material 3: The homework weighed one ton</li> <li>- Stimulus Material 4: There was a lot of homework</li> <li>- Stimulus material 5: The homework was easy</li> <li>- Stimulus material 6: The math teacher called on me and I didn't know the answer. I could have died of embarrassment!</li> <li>- Stimulus material 7: I was very embarrassed</li> <li>- Stimulus material 8: Math is embarrassing</li> </ul> </li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>

Appendix A: Language Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
	<ul style="list-style-type: none"> <li>- Stimulus material 9: Embarrassment can kill you</li> <li>- Stimulus material 10: Then I lost my planner. I'm so sad because I had a million assignments in it. Now I don't know when they are due</li> <li>- Stimulus material 11: I had many assignments in my planner</li> <li>- Stimulus material 12: I had no assignments in my planner\</li> <li>- Stimulus material 13: I had one million assignments in my planner</li> </ul>	
<p>Student <b>Correct</b> response</p>	<p>Student indicates:</p> <p>Part 1</p> <ul style="list-style-type: none"> <li>• Item B Stimulus Material 4: There was a lot of homework</li> </ul> <p>Part 2</p> <ul style="list-style-type: none"> <li>• Item B Stimulus Material 7: I was very embarrassed</li> </ul> <p>Part 3</p> <ul style="list-style-type: none"> <li>• Item B Stimulus Material 11: I had many assignments in my planner</li> </ul> <p>Note: An item is only marked correct if the student answers all parts of the item correctly.</p>	<p>Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>MOVE TO ITEM C.</b></p>
<p>Student <b>Incorrect</b> response†</p>	<p>Student indicates:</p> <p>Part 1</p> <ul style="list-style-type: none"> <li>• Item B Stimulus Material 3 (The homework weighed one ton) or Item B Stimulus Material 5 (The homework was easy)</li> </ul> <p>Part 2</p> <ul style="list-style-type: none"> <li>• Item B Stimulus Material 8 (Math is embarrassing) or Item B Stimulus Material 9 (Embarrassment can kill you)</li> </ul> <p>Part 3</p> <ul style="list-style-type: none"> <li>• Item B Stimulus Material 12 (I had no assignments in my planner) or Item B Stimulus Material 13 (I had one million assignments in my planner)</li> </ul> <p>All questions</p> <ul style="list-style-type: none"> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt for the given item</li> </ul> <p>Note: If student answers incorrectly to any part of the item, mark as incorrect and fill in the explanation box in section 1 of the data collection form indicating performance of each sub-item.</p>	<p>Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b></p>

Appendix A: Language Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b>No Response</b> —doesn't respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student's attention and repeat the directions. b) If the student still doesn't respond, record the student's lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) "No" or "I don't want to"</li> <li>• Student pushes task materials away</li> </ul>	Mark "Refused" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Item C

<i>Steps</i>	<i>Scripts, materials, and student responses</i>	<i>Directions for scoring, reporting, and moving to the next item</i>
<p><b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i></p>	<p>This is a 3 part item. Teacher/administrator may provide student with breaks between parts. If a break is provided, teacher/ administrator should reread passage to student before asking next question.</p> <p>Teacher/administrator presents Item C Stimulus Material 1 and says, <b>We are going to read an email from Alexa who is 16 to her cousin Maria. The email includes hyperbole. Hyperbole is a figure of speech which is an exaggeration. The sentences do not mean what they actually say. They are used to emphasize something. For example, 'It's so hot today I'm melting.' That doesn't really mean that I am melting; it means that I am very hot and sweaty.</b> Teacher/administrator and student read the email.</p> <p>EMAIL</p> <p><b>Hey there Maria,</b></p> <p><b>I've been so busy! Friday night was the Homecoming dance. I went with my best friends Rosa, Diego, and Samir. The music was awesome and we didn't sit down all night. When I woke up on Saturday morning my feet were killing me! I overslept and missed breakfast. By lunch time I was starving!</b></p> <p><b>I was dying to see the new vampire movie. I had to clean my room before I could go to the movie. When I finished cleaning I was exhausted. I laid down on my bed and when I woke up it was Sunday morning! I was so disappointed that I missed the movie!</b></p> <p><b>Love Alexa</b></p> <p>Teacher/administrator places the email where the student can see it.</p> <p>Teacher/administrator says, <b>We are going to read parts of the email again. Tell me what Alexa really meant in these sentences.</b></p> <p>Part 1</p> <p>Teacher/administrator presents student with Item C Stimulus Material 2 and says, <b>Alexa wrote, 'The music was awesome and we didn't sit down all night. When I woke up on Saturday morning my feet were killing me!' What did Alexa mean when she said, 'My feet were killing me'?</b></p> <p>After student responds teacher/administrator provides a break if needed or</p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>

Appendix A: Language Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
	<p>moves to next part. Teacher/administrator removes materials from part 1.</p> <p>Part 2 Teacher/administrator presents student with Item C Stimulus Material 3 and says, <b>Alexa wrote, 'I overslept and missed breakfast. By lunch time I was starving!' What did Alexa mean when she said, 'By lunch time I was starving'?</b></p> <p>After student responds teacher/administrator provides a break if needed or moves to next part. Teacher/administrator removes materials from part 3.</p> <p>Part 3 Teacher/administrator presents student with Item C Stimulus Material 4 and says, <b>Alexa wrote, 'I was dying to see the new vampire movie.' What did Alexa mean when she said, 'I was dying to see the new vampire movie'?</b></p>	
<b>Materials:</b> <i>What the student perceives</i>	<p>Item C Stimulus Material 1: email printed in large font</p> <p>Item C Stimulus Materials 2-4: Note cards with the following text printed in large font</p> <ul style="list-style-type: none"> <li>- Stimulus Material 2: My feet were killing me</li> <li>- Stimulus Material 3: By lunch time I was starving</li> <li>- Stimulus Material 4: I was dying to see the new vampire movie</li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
Student <b>Correct</b> response	<p>Student expresses something similar to:</p> <p>Part 1: Alexa's feet were sore or hurt</p> <p>Part 2: Alexa was very or really hungry</p> <p>Part 3: Alexa really wanted to see the movie</p> <p>Note: An item is only marked correct if the student answers all parts of the item correctly.</p>	<p>Mark "Correct" in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student's typical response mode.</p> <p><b>STOP TASK ●</b></p>
Student <b>Incorrect</b> response†	<p>Student expresses something similar to:</p> <p>Part 1. Alexa's feet killed her</p> <p>Part 2. Alexa was starving to death</p> <p>Part 3. Alexa died after seeing the movie</p> <p>Student says "I don't know"</p> <p>Note: If student answers incorrectly to any part of the item, mark as incorrect and fill in the explanation box in section 1 of the data collection form indicating performance of each sub-item.</p>	<p>Mark "Incorrect" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b></p>

Appendix A: Language Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b>No Response</b> —doesn't respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student's attention and repeat the directions. b) If the student still doesn't respond, record the student's lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK</b> ●
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) "No" or "I don't want to"</li> <li>• Student pushes task materials away</li> </ul>	Mark "Refused" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK</b> ●

†These are just some examples of potential student responses and are not exhaustive lists



## **Section 4: Task Materials for Each Item**

# exaggeration

Lng.11/12.5, Item A, Stimulus Material 1

---

# comparison

Lng.11/12.5, Item A, Stimulus Material 2

---

# same

Lng.11/12.5, Item A, Stimulus Material 3

Monday was the worst day ever. My math teacher gave us a ton of homework over the weekend and I couldn't finish it all. He called on me and I didn't know the answer. I could have died of embarrassment! Then I lost my planner. I'm so sad because I had a million assignments in it. Now I don't know when they are due.

My math teacher gave us  
a ton of homework over the  
weekend and I couldn't finish  
it all.

Lng.11/12.5, Item B, Stimulus Material 2

---

The homework weighed one ton

Lng.11/12.5, Item B, Stimulus Material 3

---

There was a lot of homework

Lng.11/12.5, Item B, Stimulus Material 4

---

The homework was easy

Lng.11/12.5, Item B, Stimulus Material 5

The math teacher called on  
me and I didn't know the  
answer. I could have died of  
embarrassment!

Lng.11/12.5, Item B, Stimulus Material 6

---

I was very embarrassed

Lng.11/12.5, Item B, Stimulus Material 7

---

Math is embarrassing

Lng.11/12.5, Item B, Stimulus Material 8

---

Embarrassment can kill you

Lng.11/12.5, Item B, Stimulus Material 9

Then I lost my planner. I'm so sad because I had a million assignments in it. Now I don't know when they are due.

Lng.11/12.5, Item B, Stimulus Material 10

---

I had many assignments in my planner

Lng.11/12.5, Item B, Stimulus Material 11

---

I had no assignments in my planner

Lng.11/12.5, Item B, Stimulus Material 12

---

I had one million assignments in my planner

Lng.11/12.5, Item B, Stimulus Material 13

Hey there Maria,

I've been so busy! Friday night was the Homecoming dance. I went with my best friends Rosa, Diego, and Samir. The music was awesome and we didn't sit down all night. When I woke up on Saturday morning my feet were killing me! I overslept and missed breakfast. By lunch time I was starving!

I was dying to see the new vampire movie. I had to clean my room before I could go to the movie. When I finished cleaning I was exhausted. I lay down on my bed and when I woke up it was Sunday morning! I was so disappointed that I missed the movie!

Love Alexa

My feet were killing  
me.

Lng.11/12.5, Item C, Stimulus Material 2

---

By lunch time I was  
starving.

Lng.11/12.5, Item C, Stimulus Material 3



I was dying to see the  
new vampire movie.

Lng.11/12.5, Item C, Stimulus Material 4

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## **Appendix B: Reading – Foundational Skills Exemplar Task**

### **Reading 5.4 – Students with Oral Communication**

# AAD-ELA KS Task Reading Foundation 5.4: STUDENTS WITH ORAL COMMUNICATION | Task Family 2507

[ | Permit | Delete ]

<b>Title</b>	[ Edit ] AAD-ELA KS Task Reading Foundation 5.4: STUDENTS WITH ORAL COMMUNICATION		
<b>Nu Design Pattern</b>	[ Edit ] <u>AAD-ELA KS Reading Foundation 5.4</u> CCSS: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  NCECC: Read text comprised of familiar words with accuracy and understanding to support comprehension.		
<b>Grade Level Activities</b>	[ Edit ]		
	<b>Item 1</b>	<b>Item 2</b>	<b>Item 3a/3b</b>
<b>Depth of Knowledge (DOK)</b>	Do1. Application / Comprehension / Performance	Do1. Performance / Recall	Do1. Recall / Attention
<b>Selected Focal KSAs</b>	<ul style="list-style-type: none"> <li>Ability to read*** with accuracy text that has been adapted** from grade-level literature (opportunities for self-correction will be provided)</li> </ul>	<ul style="list-style-type: none"> <li>Ability to read*** with accuracy text that has been adapted** from grade-level literature (opportunities for self-correction will be provided)</li> </ul>	
<b>Focal KSA Notes</b>			
<b>Selected KSA for Item 3a/3b</b>			<ul style="list-style-type: none"> <li>Knowledge of print concepts (e.g., punctuation, text goes from left to right, words are separated by spaces)</li> </ul>
<b>KSA for Item 3a/3b Notes</b>	Kf1. Focus of Item 3 is on 1) reading starts on the top left of a page and 2) reading directionality - text goes from left to right.		
<b>Associated AKSAs, Cognitive Background Knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge of reading strategies (e.g., use of context clues, rereading, decoding)</li> <li>Ability to use reading strategies (e.g., use of context clues, rereading, decoding)</li> <li>Knowledge that text has meaning</li> <li>Knowledge of print concepts (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of reading strategies (e.g., use of context clues, rereading, decoding)</li> <li>Ability to use reading strategies (e.g., use of context clues, rereading, decoding)</li> <li>Knowledge that text has meaning</li> <li>Knowledge of print concepts (e.g.,</li> </ul>	

	punctuation, text goes from left to right, words are separated by spaces)	punctuation, text goes from left to right, words are separated by spaces)	
<b>Potential Observations</b> 	<ul style="list-style-type: none"> <li>• Student given a passage of adapted text and reads text aloud while teacher records number of words read correctly per minute (passage can be broken into paragraphs and student given one paragraph at a time until one minute of reading is reached)</li> <li>• Student given a passage of adapted text and reads text silently for one minute; teacher sets three pictures in front of student and student selects the picture that matches what was read (NOTE: this PO is only for students who do not have fluent speech)</li> </ul>	<ul style="list-style-type: none"> <li>• Student given a passage of adapted text and reads text aloud while teacher records number of words read correctly per minute (passage can be broken into paragraphs and student given one paragraph at a time until one minute of reading is reached)</li> <li>• Student given a passage of adapted text and reads text silently for one minute; teacher sets three pictures in front of student and student selects the picture that matches what was read (NOTE: this PO is only for students who do not have fluent speech)</li> </ul>	
<b>Potential Observation Notes (based on selected KSA)</b> 			
<b>Potential Work Products</b> 	<ul style="list-style-type: none"> <li>• Video recording of student</li> <li>• Teacher notation of correct number of words read per minute</li> <li>• Selection of picture by student</li> </ul>	<ul style="list-style-type: none"> <li>• Video recording of student</li> <li>• Teacher notation of correct number of words read per minute</li> <li>• Selection of picture by student</li> </ul>	
<b>Potential Work Product Notes (based on selected KSA)</b> 			
<b>Characteristic Features</b> 	<ul style="list-style-type: none"> <li>• All items will permit self correction during student reading</li> <li>• All items will include only grade-level appropriate passages (which can be adapted)</li> <li>• Stimuli presented to students must contain sufficient and relevant content for students to be able to successfully complete the item (e.g., poems used for items assessing expression must include at least two different emotions)</li> <li>• Passages will use current English vernacular, short phrases, and simple</li> </ul>	<ul style="list-style-type: none"> <li>• All items will permit self correction during student reading</li> <li>• All items will include only grade-level appropriate passages (which can be adapted)</li> <li>• Stimuli presented to students must contain sufficient and relevant content for students to be able to successfully complete the item (e.g., poems used for items assessing expression must include at least two different emotions)</li> <li>• Passages will use current English vernacular, short phrases, and simple</li> </ul>	<ul style="list-style-type: none"> <li>• All items will permit self correction during student reading</li> <li>• All items will include only grade-level appropriate passages (which can be adapted)</li> <li>• Stimuli presented to students must contain sufficient and relevant content for students to be able to successfully complete the item (e.g., poems used for items assessing expression must include at least two different emotions)</li> <li>• Passages will use current English vernacular, short phrases, and simple</li> </ul>

	words or will be adapted to meet these criteria	words or will be adapted to meet these criteria	words or will be adapted to meet these criteria
<b>Associated Variable Features, Cognitive Background Knowledge</b>	<ul style="list-style-type: none"> <li>Remind student to use tool to track text: <b>yes</b></li> <li>Provide physical guidance for student's hand to track words: <b>yes</b></li> <li>Model print concepts for student (using different text than used in assessment item): <b>yes</b></li> <li>Remind student of print concepts: <b>yes</b></li> <li>Remind student of reading strategies: <b>yes, e.g., remind student to sound out words in his/her head, break words into parts</b></li> </ul>	<ul style="list-style-type: none"> <li>Remind student to use tool to track text: <b>yes</b></li> <li>Provide physical guidance for student's hand to track words: <b>yes</b></li> <li>Model print concepts for student (using different text than used in assessment item): <b>yes</b></li> <li>Remind student of print concepts: <b>yes</b></li> <li>Remind student of reading strategies: <b>yes, e.g., remind student to sound out words in his/her head, break words into parts</b></li> </ul>	<ul style="list-style-type: none"> <li>Remind student to use tool to track text: <b>yes</b></li> </ul>
<b>Selected Variable Features: Perceptual</b>	<ul style="list-style-type: none"> <li>Delivery mechanisms by which the question is perceived <u>eg</u>: <b>yes esp. increase size of font</b></li> <li>Delivery parameters for oral presentation of material <u>eg</u>: <b>yes</b></li> <li>Supports for the use of equipment required for the task <u>eg</u>: <b>yes</b></li> </ul>	<ul style="list-style-type: none"> <li>Delivery mechanisms by which the question is perceived <u>eg</u>: <b>yes esp. increase size of font</b></li> <li>Delivery parameters for oral presentation of material <u>eg</u>: <b>yes</b></li> <li>Supports for the use of equipment required for the task <u>eg</u>: <b>yes</b></li> </ul>	<ul style="list-style-type: none"> <li>Delivery mechanisms by which the question is perceived <u>eg</u>: <b>yes esp. increase size of font</b></li> <li>Delivery parameters for oral presentation of material <u>eg</u>: <b>yes</b></li> <li>Supports for the use of equipment required for the task <u>eg</u>: <b>yes</b></li> </ul>
<b>Selected Variable Features: Skill and Fluency</b>	<ul style="list-style-type: none"> <li>Supports for manipulating digital/electronic equipment <u>eg</u>: <b>yes</b></li> </ul>	<ul style="list-style-type: none"> <li>Supports for manipulating digital/electronic equipment <u>eg</u>: <b>yes</b></li> </ul>	<ul style="list-style-type: none"> <li>Supports for manipulating physical materials <u>eg</u>: <b>yes</b></li> <li>Supports for manipulating digital/electronic equipment <u>eg</u>: <b>yes</b></li> <li>Response mode options <u>eg</u>: <b>yes</b></li> </ul>
<b>Selected Variable Features: Language and Symbols</b>	<ul style="list-style-type: none"> <li>All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>yes</b></li> <li>All key information available in sign language for students who are deaf: <b>yes - instruction only, not passage</b></li> <li>Digital Braille with or without automatic Braille to speech: <b>yes - but no Braille to speech</b></li> <li>Alternate syntactic levels (simplified text): <b>yes - text has been simplified; should not be modified further by examiner</b></li> <li>New vs. pre-taught</li> </ul>	<ul style="list-style-type: none"> <li>All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>yes</b></li> <li>All key information available in sign language for students who are deaf: <b>yes - instruction only, not passage</b></li> <li>Digital Braille with or without automatic Braille to speech: <b>yes - but no Braille to speech</b></li> <li>Alternate syntactic levels (simplified text): <b>yes - text has been simplified; should not be modified further by examiner</b></li> <li>New vs. pre-taught</li> </ul>	<ul style="list-style-type: none"> <li>All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>yes</b></li> <li>All key information available in sign language for students who are deaf: <b>yes</b></li> <li>Digital Braille with or without automatic Braille to speech: <b>yes</b></li> <li>Alternate syntactic levels (simplified text): <b>yes - text has been simplified; should not be modified further</b></li> <li>New vs. pre-taught vocabulary and symbols: <b>yes - text has been simplified; should not be</b></li> </ul>

vocabulary and symbols: **yes - passage at earlier reading grade level**

vocabulary and symbols: **yes - passage at earlier reading grade level**

**modified further**

**Selected Variable Features: Cognitive**



- Options for guiding exploration and information processing: familiar materials and their use eg: **yes - e.g., ruler to help with tracking**
- Options for supporting background knowledge - remind student of materials or activities used to teach foundational reading/English language arts skills: **yes e.g. ruler for tracking**
- Options for supporting memory and transfer: reread question/stimulus: **yes - reread instructions as needed**

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- Options for supporting background knowledge - remind student of materials or activities used to teach foundational reading/English language arts skills: **yes e.g. ruler for tracking**
- Options for supporting memory and transfer: reread question/stimulus: **yes - reread instructions as needed**

- Options for supporting memory and transfer: reread question/stimulus: **yes - reread instructions and passage as needed**

**Selected Variable Features: Executive**



**Selected Variable Features: Affective**



- Task options for engagement: enhance relevance, value, and authenticity of tasks eg: **Adapted text from 5th grade CCSS reading list**
- 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 to support engagement: **yes, e.g., if student gets distracted, examiner can encourage them to continue**
- Teacher options for

- Task options for engagement: enhance relevance, value, and authenticity of tasks eg: **Adapted text from 5th grade CCSS reading list**
- 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 to support engagement: **yes, e.g., if student gets distracted, examiner can encourage them to continue**
- Teacher options for

- Task options for engagement: enhance relevance, value, and authenticity of tasks eg: **Based on text from 5th grade CCSS reading list (Alice in Wonderland)**
- 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 to support engagement: **yes, e.g., if student gets distracted, examiner can encourage them to continue**

	<p>providing supports for attention and engagement: prompt student to engage/re-engage: <b>yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>yes</b></li> </ul>	<p>providing supports for attention and engagement: prompt student to engage/re-engage: <b>yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>yes</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>yes</b></li> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>yes</b></li> </ul>
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<b>Item Complexity Notes</b>	<p>IC1. DOK: Performance (read) # words: 100 FK reading level: 1.4 % unique words: 55/100, 55% Format: paragraph with wrapping sentences Sentence structure: varied Time given for student to read passage: 30 seconds Genre: fantasy</p>	<p>IC1. DOK: Performance (read) # words: 39 FK reading level: 0.5 % unique words: 27/40, 67.5% Format: one sentence per line Sentence structure: consistent Time given for student to read passage: 30 seconds Genre: general fiction</p>	<p>IC1. DOK: 3a - Performance (locate) # words: 14 FK reading level: 1.4 % unique words: 10/14, 67.5% Format: sentences wrap Sentence structure: consistent Time given for student to read passage: n/a Genre: fantasy</p>
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<b>Item Directive</b>	<p>ID1. Teacher/administrator presents student with a passage (Stimulus Material 1) and says, "Read this aloud. I'll tell you when to stop reading." Teacher/administrator sets the timer (Stimulus Material 3) for one minute and student reads the following passage aloud: Alice sat by the lake. A white rabbit with pink eyes ran by her. The rabbit said to itself, 'Oh dear! Oh dear! I will be late!' Then the rabbit took a watch out of its pocket. He looked at the watch. Then the rabbit ran on. Alice jumped up. She had never seen a rabbit with a pocket. She had never seen a rabbit with a watch.</p> <p>If student finishes first</p>	<p>ID1. Teacher/administrator presents student with a passage (Stimulus Material 1) and says, "Read this aloud. I'll tell you when to stop reading." Teacher/administrator sets the timer (Stimulus Material 3) for 60 seconds and student reads the following passage aloud: Alec wants to ride the horse. Alec gets on the horse. The horse jumps. The horse flings Alec in the air. Alec lands on his back. Alec gets up. Alec gets on the horse again. Alec holds onto the horse's neck. The horse starts to run. Alec is riding the horse!</p> <p>While student reads, teacher/administrator uses a copy of the</p>	<p>ID1. 3a. Teacher/administrator places one line of text printed in large font on a card (Stimulus Material 1) in front of student.</p> <p>Part 1 Teacher/administrator says, "Show me where to start reading."</p> <p>Part 2 After student indicates where to start reading, teacher/administrator says, "Follow along with your finger [or pointing tool] as I read the words." Teacher/Administrator read the following aloud: "A man and a mouse had a tea party. Alice joined the tea party."</p> <p>3b. If student does not respond to 3a,</p>
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paragraph within one minute, teacher/administrator stops the timer and presents second page of passage (Stimulus Material 2) and says, "Read this aloud. I'll tell you when to stop reading."

Teacher/administrator restarts the timer and student reads the following passage: Alice ran after the rabbit. Alice saw the rabbit jump into a big hole. Alice jumped in the hole. She did not think about how she would get out of the hole.

While student reads, teacher/administrator uses a copy of the passage (Stimulus Materials 1 and 2) to record student performance: teacher/administrator crosses out incorrectly read words and notes the place in the passage where the student was reading at the one minute mark. Student can stop reading at one minute (e.g., if struggling) or can continue reading after a minute has passed but words read after one minute will not be counted towards student score. After student reads, teacher/administrator records the number of words read correctly in one minute.

passage (Stimulus Material 1) to record student performance: teacher/administrator crosses out incorrectly read words and notes the place in the passage where the student was reading at the one minute mark. Student can stop reading at 60 seconds (e.g., if struggling) or can continue reading after 60 seconds has passed but words read after 60 seconds will not be counted towards student score. After student reads, teacher/administrator records the number of words read correctly in one minute.

teacher/administrator says, "[Show me]/[Touch]/[Look at] the words on this card."

**Correct Answer**



CA1. Student correctly reads some number of words in one minute. If student finishes reading before one minute has elapsed, adjust calculation using the following formula: (Words read correctly/time to

CA1. Student correctly reads some number of words in one minute. If student finishes reading before one minute has elapsed, adjust calculation using the following formula: (Words read correctly/time to

CA1. 3a. Part 1 Student indicates left side of card to begin reading the sentence. (NOTE: Student does not have to point to the first word of text, just point to the general area on the left.)



read passage) x 60  
= extrapolation of  
number of words  
read  
correctly/minute.

read passage) x 60  
= extrapolation of  
number of words  
read  
correctly/minute.

Part 2  
Student follows  
along with finger (or  
pointing tool) from  
left to right. [NOTE:  
Student does not  
have to point to the  
correct words that  
are being read, just  
needs to move  
finger from left to  
right)

Note: An item is only  
marked correct if the  
student answers all  
parts of the item  
correctly.

3b. Student looks  
at/touches/indicates  
any word on the  
card or the card  
itself.

<b>Materials for Examiner</b>	<b>Mf1.</b> Timing device Two-page passage for student Copy of two-page passage for examiner to record student performance	<b>Mf1.</b> Timing device Passage for student Copy of passage for examiner to record student performance	<b>Mf1.</b> Card with sentences printed on it.
<b>Description of Stimulus Materials</b>	<b>Do1.</b> Stimulus Material 1: 1st page of passage printed in large font.  Stimulus Material 2: 2nd page of passage printed in large font.  Stimulus Material 3: Timing device	<b>Do1.</b> Stimulus Material 1: Passage printed in large font  Stimulus Material 2: Timing device	<b>Do1.</b> Stimulus Material 1: Note card with the following text printed in large font. Sentences wrap; no carriage return before second sentence: A man and a mouse had a tea party. Alice joined the tea party.
<b>Notes</b>			

**Tags** [ [Add Tag](#) ]

(No tags entered.)

**Alternate Assessment Design—English Language Arts  
Task Tryouts**

**Reading Foundation 5.4: Students Who Communicate Orally  
Materials and Instructions**

ID, KS, UT

September 2011

SRI International  
Center for Education and Human Services  
Center for Technology in Learning

For more information contact Katherine Nagle (703-247-8619) [Katherine.nagle@sri.com](mailto:Katherine.nagle@sri.com)

Overview and Purpose of Task Tryouts

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## **Overview and Purpose of Task Tryouts**

Over the past 12 months, researchers from SRI International and personnel from your state office of education have collaborated closely to develop assessment tasks in English language arts designed for students with significant cognitive disabilities. These tasks were based on the Common Core State Standards in English language arts, but have been reduced in depth, breadth, and complexity. The tasks were developed using principles of Universal Design for Learning and are intended to be appropriate for students with significant cognitive disabilities who participate in your state’s alternate assessment based on alternate achievement standards.

Each task will be administered to nine students: three students who are at a high communication level, three who are at a medium communication level, and three who are at a low communication level. This document provides step-by-step scripts, instructions, and materials for each item. We ask that you follow these instructions very carefully to ensure that the data collected are of the highest quality so that we can gather reliable information about the tasks and determine whether any revisions to them are needed.

This document is divided into four sections:

- Background information on a task
- General instructions for administering items
- Detailed instructions for administering items
- Task materials for each item.

## Section 1: Background Information on Task

This table describes the basic attributes and general information for Reading Foundation 5.4: Students with Oral Communication (RdgFdn 5.4).

Attributes	General Information
English language arts strand	Reading foundations
Task Code	RdgFdn 5.4CO
Assessment Target	Ability to read with accuracy text that has been adapted from grade-level literature (opportunities for self-correction will be provided)

## Section 2: General Instructions for Administering Items

This section first describes an overview of item administration and then provides detailed scripts, materials, and instructions for administering, scoring, and reporting each item within a task.

### *General Administration Guidelines*

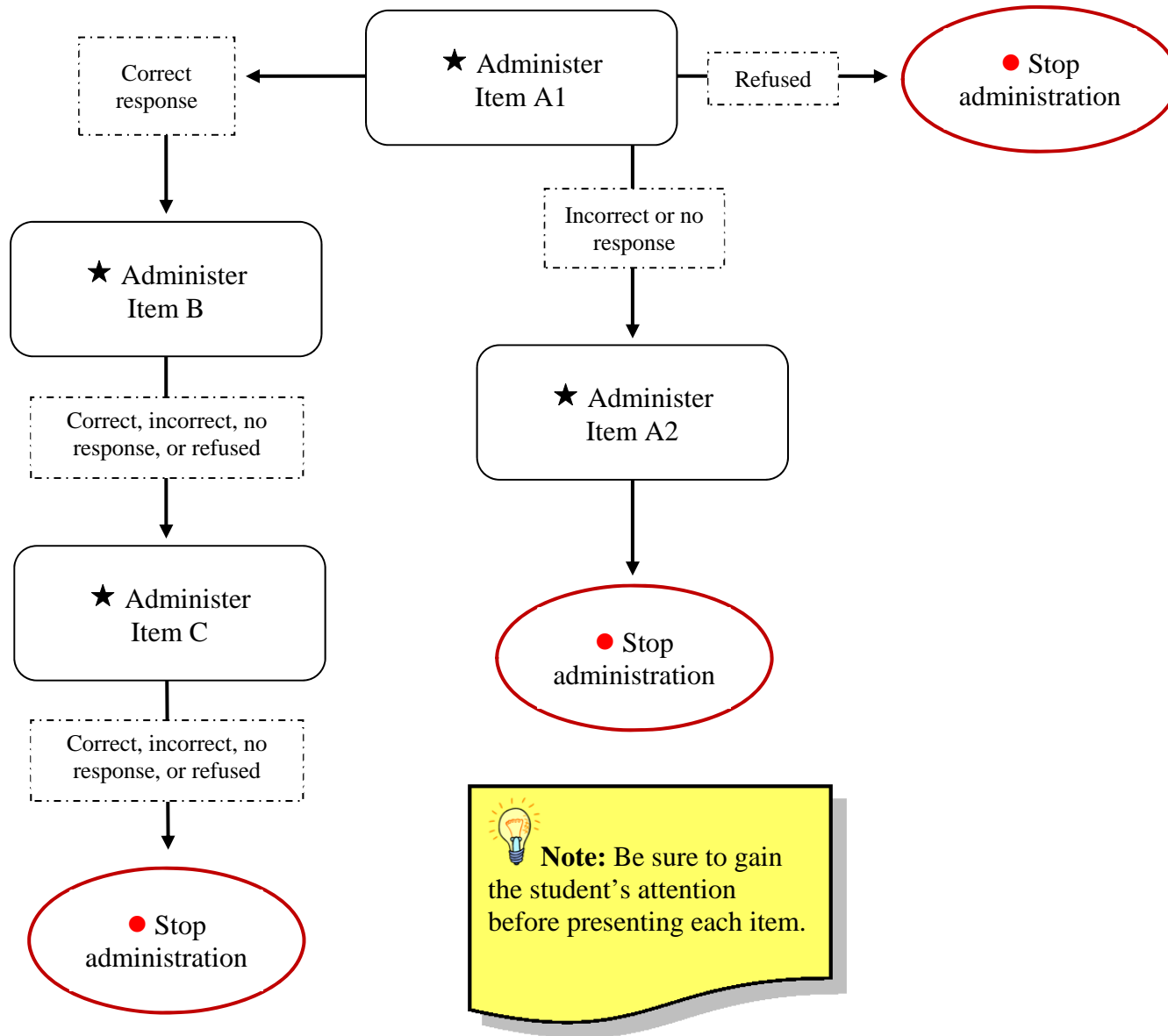
Highlights for administering tasks are provided below; more detailed instructions for task administration are provided in the following section, Task Presentation.

- Choose a location with few, if any, distractions and appropriate furniture.
- Choose a time of day when the student will be alert and able to pay attention and respond.
- On the day of the Task Tryout, **do not** instruct the student on the content of the task.
- Before presenting the item directions and student materials, make sure the student is attending or gain the student’s attention.
- While administering the task, maintain a neutral demeanor.
- Do not provide prompts or hints that might “give away” the correct answer.
- Use familiar gestures and prompts to refocus the student if necessary.
- You may provide a break if the student requires one.
- If the student DOES NOT RESPOND to an item the first time you read it, you may **repeat the item one time after refocusing** the student’s attention.
- Remember, this is an assessment task rather than an instructional activity. Although a task might be changed to meet needs presented by the student’s disability, each item should be presented so that the student responds independently.

### ***Task Presentation***

- Each task contains three items, which must be administered in a specific order (see Figure 1 on page 6):
  - All students are administered Item A1.
  - Students who respond incorrectly or do not respond to Item A1 are administered Item A2. This completes the Task Tryout for these students.
  - Students who refuse to answer Item A1 are not administered any additional items. This completes the Task Tryout for these students.
  - All students who respond correctly to Item A1 are administered Item B and then Item C. This completes the Task Tryout for these students.
- Each task and its three items have specific administration instructions and a script for teachers to use (these are included in Section 3). Follow the instructions and script for the specific task you are administering. Instructions include:
  - **Item Directions:** The directions for each item describe what the teacher says and what the teacher does to administer each item. Follow the detailed directions in Section 3, saying the words (in bold) in the script and presenting the item materials as directed (unbolded text). When portions of the detailed directions are in brackets (e.g., [Look at/touch/point to]), this indicates that you should choose the directions most appropriate for the student participating in the Task Tryout.
  - **Materials:** The materials to be presented with a particular item are described in Section 3. Some materials are printed pages with graphics or illustrations to which the student responds. These graphics and illustrations are provided in Section 4. You may need to print and cut out the graphics or illustrations.
  - **Student Responses:** The correct student response is also described in Section 3. Student responses may vary so that one student points to a selection, another names his/her selection verbally or in sign language, and another presses a switch. Each student will communicate his/her selection in a manner consistent with typical responding in the classroom.

**Figure 1: Flowchart of Task Administration**



**Section 3: Detailed Instructions for Administering Items**

**Item A1**

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i>	Teacher/administrator places one line of text printed in large font on a card (Item A Stimulus Material 1) in front of student. Part 1 Teacher/administrator says, <b>Show me where to start reading.</b> Part 2 After student indicates where to start reading, teacher/administrator says, <b>Follow along with your finger [or pointing tool] as I read the words.</b> Teacher/Administrator read the following aloud: <b>A man and a mouse had a tea party. Alice joined the tea party.</b>	If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
<b>Materials:</b> <i>What the student perceives</i>	<ul style="list-style-type: none"> <li>Item A Stimulus Material 1: Card with sentence printed in large font.</li> </ul>	If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	Part 1 - Student indicates left side of card to begin reading the sentence. (NOTE: Student does not have to point to the first word of text, just point to the general area on the left.) Part 2 - Student follows along with finger (or pointing tool) from left to right. [NOTE: Student does not have to point to the correct words that are being read, just needs to move finger from left to right) *Note: NOTE: An item is only marked correct if the student answers all parts of the item correctly.	Mark "Correct" in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student's typical response mode. <b>MOVE TO ITEM B.</b>



Appendix B: Reading: Foundational Skills Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>• Part 1 - Student indicates the right side of the card</li> <li>• Part 2 – Student does not follow along with finger (or pointing tool) from left to right</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul> <p>*Note: If student answers <b>any</b> part of the item incorrectly, mark the item as incorrect in Section 1 of the Data Collection Booklet and fill in the explanation box indicating the student’s performance on each sub-item.</p>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b>
Student <b>No Response</b> —doesn’t respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	<p>a) Obtain the student’s attention and repeat the directions.</p> <p>b) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b></p>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) “No” or “ I don’t want to”</li> <li>• Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix B: Reading: Foundational Skills Exemplar Task  
Item A2

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<b>Directions:</b> What the teacher says ( <i>bold script</i> ) and does ( <i>regular text</i> )	If student does not respond to A1, teacher/administrator says, <b>[Show me] / [Touch] / [Look at] the words on this card.</b>	If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
<b>Materials:</b> What the student perceives	<ul style="list-style-type: none"> <li>Item A Stimulus Material 1: Card with sentences printed on it.</li> </ul>	If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	Student looks at / touches / indicates any word on the card or the card itself.	Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>STOP TASK ●</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>Student says “I don’t know”</li> <li>Student repeats the prompt</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>No Response</b> —doesn’t respond to question†	<ul style="list-style-type: none"> <li>Student claps hands</li> <li>Student stares at wall</li> <li>Student hums with eyes closed</li> </ul>	a) Obtain the student’s attention and repeat the directions. b) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>Student says (signs or gestures) “No” or “I don’t want to”</li> <li>Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix B: Reading: Foundational Skills Exemplar Task

Item B

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<p><b>Directions:</b> What the teacher says (<i>bold script</i>) and does (<i>regular text</i>)</p>	<p>Teacher/administrator presents student with a passage (Item B Stimulus Material 1) and says, <b>Read this aloud. I'll tell you when to stop reading.</b> Teacher/administrator sets the timer (Item B Stimulus Material 3) for 60 seconds and student reads the following passage aloud:</p> <p>PASSAGE:</p> <p>Alec wants to ride the horse. Alec gets on the horse. The horse jumps. The horse flings Alec in the air. Alec lands on his back. Alec gets up. Alec gets on the horse again. Alec holds onto the horse's neck. The horse starts to run. Alec is riding the horse!</p> <p>While student reads, teacher/administrator uses a copy of the passage (Item B Stimulus Material 1) to record student performance: teacher/administrator crosses out incorrectly read words and notes the place in the passage where the student was reading at the one minute mark. Student can stop reading at 60 seconds (e.g., if struggling) or can continue reading after 60 seconds has passed but words read after 60 seconds will not be counted towards student score. After student reads, teacher/administrator records the number of words read correctly in one minute.</p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p><b>Materials:</b> What the student perceives</p>	<ul style="list-style-type: none"> <li>• Item B Stimulus Material 1: Passage printed in large font</li> <li>• Item B Stimulus Material 2: Timing device</li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p>Student <b>Correct</b> response</p>	<p>Student correctly reads some number of words in one minute. If student finishes reading before one minute has elapsed, adjust calculation using the following formula: (Words read correctly/ time to read passage) x 60 = extrapolation of number of words read correctly/minute.</p>	<p>Mark "Correct" in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student's typical response mode. <b>MOVE TO ITEM C.</b></p>
<p>Student <b>Incorrect</b> response†</p>	<ul style="list-style-type: none"> <li>• Student does not correctly read any of the words</li> <li>• Student says "I don't know"</li> </ul>	<p>Mark "Incorrect" and record how the student responded in the appropriate field in Section 1 of the</p>

Appendix B: Reading: Foundational Skills Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
	<ul style="list-style-type: none"> <li>• Student repeats the prompt</li> </ul>	Data Collection Booklet. <b>MOVE TO ITEM C.</b>
Student <b>No Response</b> —doesn't respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student's attention and repeat the directions. b) If the student still doesn't respond, record the student's lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) "No" or "I don't want to"</li> <li>• Student pushes task materials away</li> </ul>	Mark "Refused" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix B: Reading: Foundational Skills Exemplar Task

Item C

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<p><b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i></p>	<p>Teacher/administrator presents student with a passage (Item C Stimulus Material 1) and says, <b>Read this aloud. I'll tell you when to stop reading.</b> Teacher/administrator sets the timer (Item C Stimulus Material 3) for one minute and student reads the following passage aloud:</p> <p>PASSAGE 1:</p> <p>Alice sat by the lake. A white rabbit with pink eyes ran by her. The rabbit said to itself, 'Oh dear! Oh dear! I will be late!' Then the rabbit took a watch out of its pocket. He looked at the watch. Then the rabbit ran on. Alice jumped up. She had never seen a rabbit with a pocket. She had never seen a rabbit with a watch.</p> <p>If student finishes first paragraph within one minute, teacher/administrator stops the timer and presents second page of passage (Item C Stimulus Material 2) and says, <b>Read this aloud. I'll tell you when to stop reading.</b> Teacher/administrator restarts the timer and student reads the following passage:</p> <p>PASSAGE 2:</p> <p>Alice ran after the rabbit. Alice saw the rabbit jump into a big hole. Alice jumped in the hole. She did not think about how she would get out of the hole.</p> <p>While student reads, teacher/administrator uses a copy of the passage (Item C Stimulus Materials 1 and 2) to record student performance: teacher/administrator crosses out incorrectly read words and notes the place in the passage where the student was reading at the one minute mark. Student can stop reading at one minute (e.g., if struggling) or can continue reading after a minute has passed but words read after one minute will not be counted towards student score. After student reads, teacher/administrator records the number of words read correctly in one minute.</p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p><b>Materials:</b> <i>What the</i></p>	<ul style="list-style-type: none"> <li>Item B Stimulus Material 1: 1<sup>st</sup> page of passage printed in large</li> </ul>	<p>If you change materials, indicate the changes in Section</p>

Appendix B: Reading: Foundational Skills Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<i>student perceives</i>	font <ul style="list-style-type: none"> <li>• Item B Stimulus Material 2: 2<sup>nd</sup> page of passage printed in large font</li> <li>• Item B Stimulus Material 3: Timing device</li> </ul>	1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	Student correctly reads some number of words in one minute. If student finishes reading before one minute has elapsed, adjust calculation using the following formula: (Words read correctly/ time to read passage) x 60 = extrapolation of number of words read correctly/minute.	Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>STOP TASK ●</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>• Student does not correctly read any of the words</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>No Response</b> —doesn’t respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student’s attention and repeat the directions. b) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) “No” or “I don’t want to”</li> <li>• Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

## **Section 4: Task Materials for Each Item**





Alec wants to ride the horse. Alec gets on the horse. The horse jumps. The horse flings Alec in the air. Alec lands on his back. Alec gets up. Alec gets on the horse again. Alec holds onto the horse's neck. The horse starts to run. Alec is riding the horse!

A girl named Alice sat by the lake. A white rabbit with pink eyes ran by her. The rabbit said to itself, 'Oh dear! Oh dear! I will be late!' Then the rabbit ran on.

Alice ran after the rabbit. Alice saw the rabbit jump into a big hole. Alice jumped in the hole. She did not think about how she would get out of the hole.

**Appendix C: Reading – Informational Text Exemplar Task**

**Reading 8.7B – Evaluate Presentation Mediums**

# AAD-ELA KS Task Reading 8.7B: Evaluate Presentation Mediums | Task Family 2517

[ | [Permit](#) | [Delete](#) ]

<b>Title</b>	[ <a href="#">Edit</a> ] AAD-ELA KS Task Reading 8.7B: Evaluate Presentation Mediums		
<b>Nu Design Pattern</b>	[ <a href="#">Edit</a> ] <a href="#">AAD-ELA KS Reading 8.7B: Evaluate Presentation Mediums</a> CCSS: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  NCECC: Determine the advantages of using print (or digital text), video, or multimedia to present information on a topic or idea.		
<b>Grade Level Activities</b>	[ <a href="#">Edit</a> ]		
	<b>Item 1</b>	<b>Item 2</b>	<b>Item 3a/3b</b>
<b>Depth of Knowledge (DOK)</b>	Do1. Application / Comprehension / Performance	Do1. Performance / Recall	Do1. Recall / Attention
<b>Selected Focal KSAs</b>	<ul style="list-style-type: none"> <li>Ability to determine the advantages (effective characteristics) and/or disadvantages (ineffective characteristics) of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea</li> </ul>	<ul style="list-style-type: none"> <li>Ability to determine the advantages (effective characteristics) and/or disadvantages (ineffective characteristics) of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea</li> </ul>	
<b>Focal KSA Notes</b>			
<b>Selected KSA for Item 3a/3b</b>			<ul style="list-style-type: none"> <li>Knowledge of characteristics of the different media (print or digital text, video, multimedia)</li> </ul>
<b>KSA for Item 3a/3b Notes</b>			
<b>Associated AKSAs, Cognitive Background Knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge of characteristics of the different media (print or digital text, video, multimedia)</li> <li>Knowledge of similarities and differences (e.g. comparisons conceptually) of different media</li> <li>Knowledge of advantages and disadvantages (e.g. requires a value judgment) of different media as determined by the topic or idea</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of characteristics of the different media (print or digital text, video, multimedia)</li> <li>Knowledge of similarities and differences (e.g. comparisons conceptually) of different media</li> <li>Knowledge of advantages and disadvantages (e.g. requires a value judgment) of different media as determined by the topic or idea</li> </ul>	

<b>Potential Observations</b>	<ul style="list-style-type: none"> <li>Given a passage and video on the same topic, the student will correctly select which medium best presents the information on the topic. Then the student selects from a list of advantages and disadvantages those that support the choice.</li> <li>Given a passage and video on the same topic, the student will correctly express which medium best presents the information on the topic and give one advantage for the medium selected and one disadvantage for the medium not selected.</li> </ul>	<ul style="list-style-type: none"> <li>Given a passage and video on the same topic, the student will correctly select which medium best presents the information on the topic. Then the student selects from a list of advantages and disadvantages those that support the choice.</li> <li>Given a passage and video on the same topic, the student will correctly express which medium best presents the information on the topic and give one advantage for the medium selected and one disadvantage for the medium not selected.</li> </ul>	
<b>Potential Observation Notes (based on selected KSA)</b>			
<b>Potential Work Products</b>	<ul style="list-style-type: none"> <li>Selection from a list</li> <li>Expression of an answer</li> </ul>	<ul style="list-style-type: none"> <li>Selection from a list</li> <li>Expression of an answer</li> </ul>	
<b>Potential Work Product Notes (based on selected KSA)</b>			
<b>Characteristic Features</b>	<ul style="list-style-type: none"> <li>Every assessment item should include at least two different media</li> <li>Topics and information should be age respectful and grade level appropriate</li> <li>Choice of media used in task should be determined by prototypical features of the medium (e.g. tone of voice would be audio, movement would be video, the need to reread would be text)</li> </ul>	<ul style="list-style-type: none"> <li>Every assessment item should include at least two different media</li> <li>Topics and information should be age respectful and grade level appropriate</li> <li>Choice of media used in task should be determined by prototypical features of the medium (e.g. tone of voice would be audio, movement would be video, the need to reread would be text)</li> </ul>	<ul style="list-style-type: none"> <li>Every assessment item should include at least two different media</li> <li>Topics and information should be age respectful and grade level appropriate</li> <li>Choice of media used in task should be determined by prototypical features of the medium (e.g. tone of voice would be audio, movement would be video, the need to reread would be text)</li> </ul>
<b>Associated Variable Features, Cognitive Background Knowledge</b>			
<b>Selected Variable Features: Perceptual</b>	<ul style="list-style-type: none"> <li>Delivery mechanisms by which the question is perceived <b>eg: Yes</b></li> <li>Delivery parameters for oral presentation of material <b>eg: Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>Delivery mechanisms by which the question is perceived <b>eg: Yes</b></li> <li>Delivery parameters for oral presentation of material <b>eg: Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>Delivery mechanisms by which the question is perceived <b>eg: Yes</b></li> <li>Delivery parameters for oral presentation of material <b>eg: Yes</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Supports for the use of equipment required for the task <u>eg</u>: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports for the use of equipment required for the task <u>eg</u>: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports for the use of equipment required for the task <u>eg</u>: <b>Yes</b></li> </ul>
<b>Selected Variable Features: Skill and Fluency</b>	<ul style="list-style-type: none"> <li>• Supports for manipulating digital/electronic equipment <u>eg</u>: <b>Yes</b></li> <li>• Response mode options <u>eg</u>: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports for manipulating digital/electronic equipment <u>eg</u>: <b>Yes</b></li> <li>• Response mode options <u>eg</u>: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports for manipulating digital/electronic equipment <u>eg</u>: <b>Yes</b></li> <li>• Response mode options <u>eg</u>: <b>Yes</b></li> </ul>
<b>Selected Variable Features: Language and Symbols</b>	<ul style="list-style-type: none"> <li>• Digital text with or without automatic text to speech: <b>Yes</b></li> <li>• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>Yes</b></li> <li>• All key information available in sign language for students who are deaf: <b>Yes</b></li> <li>• Digital Braille with or without automatic Braille to speech: <b>Yes</b></li> <li>• Alternate syntactic levels (simplified text): <b>Yes</b></li> <li>• Read language and symbols aloud: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Digital text with or without automatic text to speech: <b>Yes</b></li> <li>• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>Yes</b></li> <li>• All key information available in sign language for students who are deaf: <b>Yes</b></li> <li>• Digital Braille with or without automatic Braille to speech: <b>Yes</b></li> <li>• Alternate syntactic levels (simplified text): <b>Yes</b></li> <li>• Read language and symbols aloud: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Digital text with or without automatic text to speech: <b>Yes</b></li> <li>• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>Yes</b></li> <li>• All key information available in sign language for students who are deaf: <b>Yes</b></li> <li>• Digital Braille with or without automatic Braille to speech: <b>Yes</b></li> <li>• Alternate syntactic levels (simplified text): <b>Yes</b></li> <li>• Read language and symbols aloud: <b>Yes</b></li> </ul>
<b>Selected Variable Features: Cognitive</b>	<ul style="list-style-type: none"> <li>• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: <b>Yes - embedded in scenario</b></li> <li>• Options for supporting memory and transfer: reread question/stimulus: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: <b>Yes - embedded in scenario</b></li> <li>• Options for supporting memory and transfer: reread question/stimulus: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: <b>Yes - discrete unit</b></li> <li>• Options for supporting memory and transfer: reread question/stimulus: <b>Yes</b></li> </ul>
<b>Selected Variable Features: Executive</b>			
<b>Selected Variable Features: Affective</b>	<ul style="list-style-type: none"> <li>• Task options for engagement: heighten salience: <b>Yes</b></li> <li>• Task options for engagement: enhance relevance, value, and authenticity of tasks <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for</li> </ul>	<ul style="list-style-type: none"> <li>• Task options for engagement: heighten salience: <b>Yes</b></li> <li>• Task options for engagement: enhance relevance, value, and authenticity of tasks <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for</li> </ul>	<ul style="list-style-type: none"> <li>• Task options for engagement: heighten salience: <b>Yes</b></li> <li>• Task options for engagement: enhance relevance, value, and authenticity of tasks <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for</li> </ul>

	<p>attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): <b>Yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: provide feedback to support engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>Task options for engagement: vary amount of context supporting tasks <u>eg</u>: <b>Yes - done</b></li> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>	<p>attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): <b>Yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: provide feedback to support engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>	<p>attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): <b>Yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: provide feedback to support engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>
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**Item Complexity Notes**



IC1. DOK: Analysis (judge or evaluate)  
 Number of types of media: 2 (text and video)  
 Number of questions: 2  
 Number of response options (statements that need to be judged): 3 for each question; 6 total

IC1. DOK: Analysis  
 Number of types of media: 2 (text and multimedia [text and images])  
 Number of questions: 1  
 Integration of advantages and disadvantages: no  
 Number of response options (statements that need to be judged): 3

IC1. DOK: 3a - Recall (recognize); 3b - Attention  
 Number of types of media: 2 (text and multimedia [text and images])  
 Number of questions: 1  
 Integration of advantages and disadvantages: no  
 Number of response options: 2

**Item Directive**



ID1. This is a 2 part item. Teacher/administrator may provide student with breaks between parts.

Teacher/administrator says, "Listen to this information (Stimulus Material 1), 'A student named Renee gave a speech in class. Renee's teacher recorded the speech

ID1. Teacher/administrator presents student with two posters (Stimulus Materials 1 and 2) and says, "Here are two posters about a lost cat." Teacher places the two posters where the student can see them. Teacher/administrator presents three note cards (Stimulus Materials 3, 4, and 5)

ID1. 3a. Teacher/administrator presents student two posters about a scooter for sale, one with a picture of a scooter and one without a picture of a scooter (Stimulus Materials 1 and 2). Teacher places the posters where the student can see them. Teacher/administrator



on video. Renee wants to share the speech with her grandmother. She can either send her grandmother the video of her speech or she can send her a written copy of the speech."  
Teacher/administrator places the information where the student can see it.

Part 1  
Teacher/administrator presents three note cards (Stimulus Materials 2, 3, and 4) and asks, "What is an advantage of sending the video to Renee's grandmother?"  
Teacher/administrator points to each note card and reads it aloud:  
- "Her grandmother can print a paper copy of Renee's speech."  
- "Her grandmother can watch Renee give her speech."  
- "Her grandmother can check the spelling in Renee's speech."

Teacher administrator takes away the 3 note cards.

Part 2  
Teacher/administrator says, "A student named Renee gave a speech in class. Renee's teacher recorded the speech on video. Renee wants to share the speech with her grandmother. She can either send her grandmother the video of her speech or she can send her a written copy of the speech."

Teacher/administrator presents three note cards (Stimulus Materials 5, 6, and 7)

and asks, "What is an advantage of the poster with the picture?"  
Teacher/administrator points to each note card and reads it aloud:  
- "The poster with the picture shows what the lost cat looks like."  
- "The poster with the picture takes longer to read."  
- "The poster with the picture has a detailed written description of the lost cat."

asks, "Which poster has a picture on it?"

3b. If student does not respond to A1, teacher/administrator removes the poster without a picture and says, "[Show me]/[Touch]/[Look at] the poster with a picture."

	<p>and asks "What is an advantage of sending the written copy to Renee's grandmother?"</p> <p>Teacher/administrator points to each note card and reads it aloud:</p> <ul style="list-style-type: none"> <li>- "Her grandmother can hear Renee give her speech."</li> <li>- "Her grandmother can read Renee's speech at her own pace."</li> <li>- "Her grandmother can show her friends what Renee looks like."</li> </ul>		
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**Correct Answer**



CA1. Part 1  
Stimulus Material 3:  
Note cards with "Her grandmother can watch Renee give her speech."

Part 2  
Stimulus Material 6:  
Note card with "Her grandmother can read Renee's speech at her own pace."

Note: An item is only marked correct if the student answers all parts of the item correctly.

CA1. Stimulus Material 3:  
"The poster with the picture shows what the lost cat looks like."

CA1. Stimulus Material 1 :  
Poster of a scooter for sale, with a picture.

**Materials for Examiner**



Mf1. Posters

Mf1. Posters

**Description of Stimulus Materials**

Do1. Stimulus Material 1:  
Printed information

Stimulus Materials 2-7: Note cards with the following response options printed in large font:

- SM2: Grandmother can print a paper copy of Renee's speech.
- SM3: Grandmother can watch Renee give her speech.
- SM4: Grandmother can check the spelling in Renee's speech.
- SM5: Grandmother can hear Renee give her speech.
- SM6: Grandmother

Do1. Stimulus Material 1:  
Poster of a lost cat with a picture of the cat.

Stimulus Material 2:  
Poster of a lost cat without a picture of the cat.

Stimulus Materials 3-5: Note cards with answer options printed in large font:

- SM3: The poster with the picture shows what the cat looks like.
- SM4: The poster with the picture takes longer to read.
- SM5: The poster with the picture has

Do1. Stimulus Material 1:  
Poster of a scooter for sale with a picture of the scooter.

Stimulus Material 2:  
Poster of a scooter for sale without a picture of the scooter.

can show her friends  
what Renee looks  
like.  
- SM7: Grandmother  
can read Renee's  
speech at her own  
pace.

a detailed  
description of the  
cat.

Notes



**Tags** [ [Add Tag](#) ]

(No tags entered.)

**Alternate Assessment Design—English Language Arts  
Task Tryouts**

**Reading 8.7B: Evaluate Presentation Mediums  
Materials and Instructions**

ID, KS, UT  
September 2011

SRI International  
Center for Education and Human Services  
Center for Technology in Learning

For more information contact Katherine Nagle (703-247-8619) [Katherine.nagle@sri.com](mailto:Katherine.nagle@sri.com)

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## **Overview and Purpose of Task Tryouts**

Over the past 12 months, researchers from SRI International and personnel from your state office of education have collaborated closely to develop assessment tasks in English language arts designed for students with significant cognitive disabilities. These tasks were based on the Common Core State Standards in English language arts, but have been reduced in depth, breadth, and complexity. The tasks were developed using principles of Universal Design for Learning and are intended to be appropriate for students with significant cognitive disabilities who participate in your state’s alternate assessment based on alternate achievement standards.

Each task will be administered to nine students: three students who are at a high communication level, three who are at a medium communication level, and three who are at a low communication level. This document provides step-by-step scripts, instructions, and materials for each item. We ask that you follow these instructions very carefully to ensure that the data collected are of the highest quality so that we can gather reliable information about the tasks and determine whether any revisions to them are needed.

This document is divided into four sections:

- Background information on a task
- General instructions for administering items
- Detailed instructions for administering items
- Task materials for each item.

## Section 1: Background Information on Task

This table describes the basic attributes and general information for Reading 8.7B: Evaluate Presentation Mediums (RdgInf 8.7B).

Attributes	General Information
English language arts strand	Reading informational text
Task Code	RdgInf 8.7B
Assessment Target	Ability to determine the advantages (effective characteristics) and/or disadvantages (ineffective characteristics) of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea

## Section 2: General Instructions for Administering Items

This section first describes an overview of item administration and then provides detailed scripts, materials, and instructions for administering, scoring, and reporting each item within a task.

### *General Administration Guidelines*

Highlights for administering tasks are provided below; more detailed instructions for task administration are provided in the following section, Task Presentation.

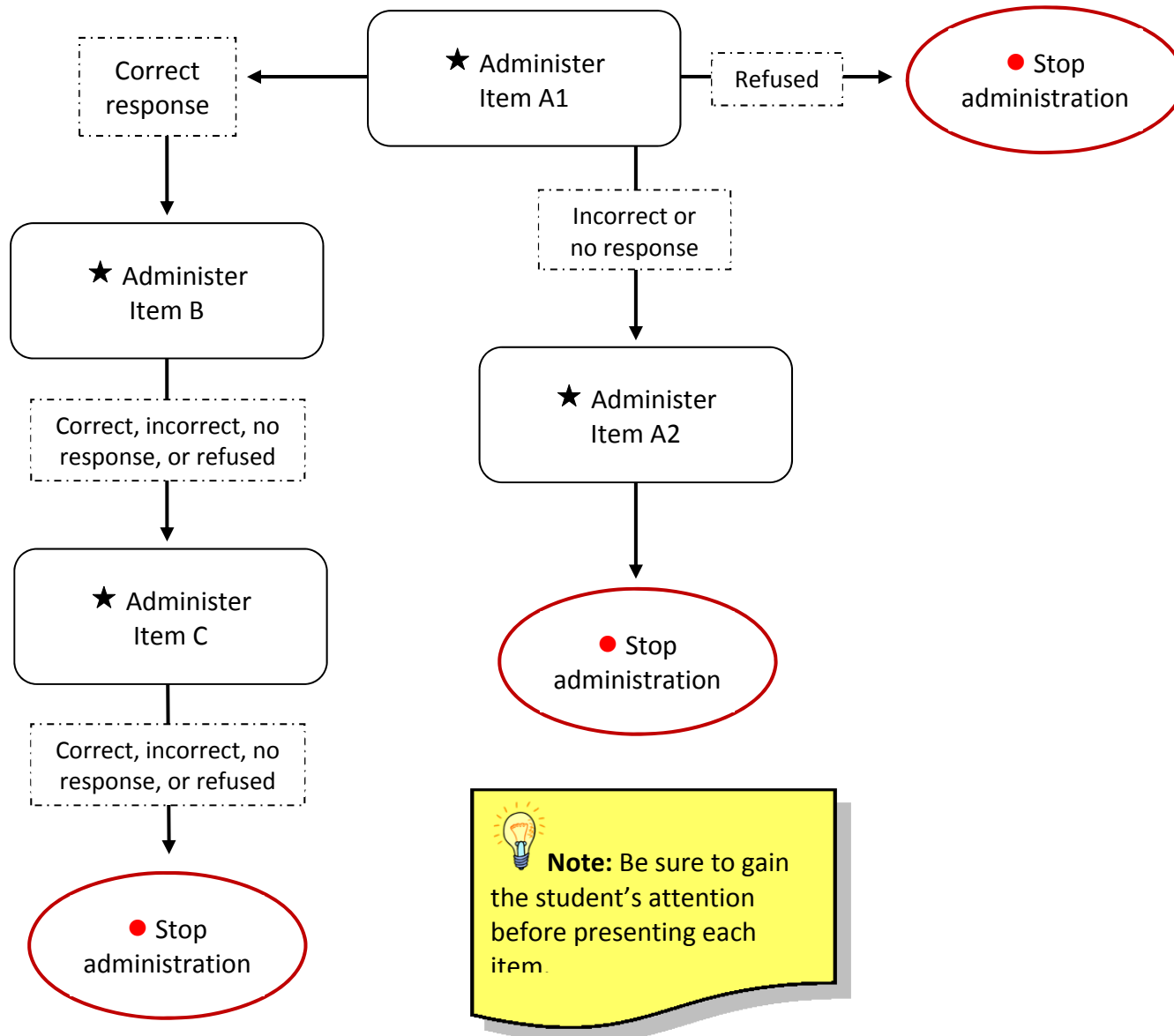
- Choose a location with few, if any, distractions and appropriate furniture.
- Choose a time of day when the student will be alert and able to pay attention and respond.
- On the day of the Task Tryout, **do not** instruct the student on the content of the task.
- Before presenting the item directions and student materials, make sure the student is attending or gain the student’s attention.
- While administering the task, maintain a neutral demeanor.
- Do not provide prompts or hints that might “give away” the correct answer.
- Use familiar gestures and prompts to refocus the student if necessary.
- You may provide a break if the student requires one.
- If the student DOES NOT RESPOND to an item the first time you read it, you may **repeat the item one time after refocusing** the student’s attention.
- Remember, this is an assessment task rather than an instructional activity. Although a task might be changed to meet needs presented by the student’s disability, each item should be presented so that the student responds independently.

### ***Task Presentation***

- Each task contains three items, which must be administered in a specific order (see Figure 1 on page 6):
  - All students are administered Item A1.
  - Students who respond incorrectly or do not respond to Item A1 are administered Item A2. This completes the Task Tryout for these students.
  - Students who refuse to answer Item A1 are not administered any additional items. This completes the Task Tryout for these students.
  - All students who respond correctly to Item A1 are administered Item B and then Item C. This completes the Task Tryout for these students.
- Each task and its three items have specific administration instructions and a script for teachers to use (these are included in Section 3). Follow the instructions and script for the specific task you are administering. Instructions include:
  - **Item Directions:** The directions for each item describe what the teacher says and what the teacher does to administer each item. Follow the detailed directions in Section 3, saying the words (in bold) in the script and presenting the item materials as directed (unbolded text). When portions of the detailed directions are in brackets (e.g., [Look at/touch/point to]), this indicates that you should chose the directions most appropriate for the student participating in the Task Tryout.
  - **Materials:** The materials to be presented with a particular item are described in Section 3. Some materials are printed pages with graphics or illustrations to which the student responds. These graphics and illustrations are provided in Section 4. You may need to print and cut out the graphics or illustrations.
  - **Student Responses:** The correct student response is also described in Section 3. Student responses may vary so that one student points to a selection, another names his/her selection verbally or in sign language, and another presses a switch. Each student will communicate his/her selection in a manner consistent with typical responding in the classroom.



**Figure 1: Flowchart of Task Administration**



### Section 3: Detailed Instructions for Administering Items

#### Item A1

<i>Steps</i>	<i>Scripts, materials, and student responses</i>	<i>Directions for scoring, reporting, and moving to the next item</i>
<b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i>	Teacher/administrator presents student two posters about a scooter for sale, one with a picture of a scooter and one without a picture of a scooter (Item A Stimulus Materials 1 and 2). Teacher places the posters where the student can see them. Teacher/administrator asks, <b>Which poster has a picture on it?</b>	If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
<b>Materials:</b> <i>What the student perceives</i>	<ul style="list-style-type: none"> <li>Item A Stimulus Material 1 : poster of a scooter for sale, with a picture</li> <li>Item A Stimulus Material 2: Poster of a scooter for sale, without a picture.</li> </ul>	If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	Student indicates Item A Stimulus Material 1 : poster of a scooter for sale, with a picture	Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>MOVE TO ITEM B.</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>Student indicates Item A Stimulus Material 1 : poster of a scooter for sale, without a picture</li> <li>Student says “I don’t know”</li> <li>Student repeats the prompt</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b>
Student <b>No Response</b> —doesn’t respond to question†	<ul style="list-style-type: none"> <li>Student claps hands</li> <li>Student stares at wall</li> <li>Student hums with eyes closed</li> </ul>	<p>c) Obtain the student’s attention and repeat the directions.</p> <p>d) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b></p>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>Student says (signs or gestures) “No” or “I don’t want to”</li> <li>Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix C: Reading: Informational Text Exemplar Task

Item A2

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i>	If student does not respond to A1, teacher/administrator removes the poster without a picture and says, <b>[Show me] / [Touch] / [Look at] the poster with a picture.</b>	If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
<b>Materials:</b> <i>What the student perceives</i>	<ul style="list-style-type: none"> <li>Item A Stimulus Material 1 : posters of a scooter for sale, with a picture</li> </ul>	If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	Student indicates Item A Stimulus Material 1 : poster of a scooter for sale with a picture	Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>STOP TASK ●</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>Student says “I don’t know”</li> <li>Student repeats the prompt</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>No Response</b> —doesn’t respond to question†	<ul style="list-style-type: none"> <li>Student claps hands</li> <li>Student stares at wall</li> <li>Student hums with eyes closed</li> </ul>	<p>c) Obtain the student’s attention and repeat the directions.</p> <p>d) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b></p>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>Student says (signs or gestures) “No” or “I don’t want to”</li> <li>Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix C: Reading: Informational Text Exemplar Task

Item B

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i>	Teacher/administrator presents student with two posters (Item B Stimulus Materials 1 and 2) and says, <b>Here are two posters about a lost cat.</b> Teacher places the two posters where the student can see them. Teacher/administrator presents three note cards (Item B Stimulus Materials 3, 4, and 5) and asks, <b>What is an advantage of the poster with the picture?</b> Teacher/administrator points to each note card and reads it aloud: <ul style="list-style-type: none"> <li>- <b>The poster with the picture shows what the lost cat looks like</b></li> <li>- <b>The poster with the picture takes longer to read</b></li> <li>- <b>The poster with the picture has a detailed written description of the lost cat</b></li> </ul>	If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
<b>Materials:</b> <i>What the student perceives</i>	<ul style="list-style-type: none"> <li>• Item B Stimulus Material 1: Poster of a lost cat, with a picture</li> <li>• Item B Stimulus Material 2: Poster of a lost cat, without a picture.</li> <li>• Item B Stimulus Material 3: Note cards with “The poster with the picture shows what the lost cat looks like”</li> <li>• Item B Stimulus Material 4: Note card with “The poster with the picture takes longer to read”</li> <li>• Item B Stimulus Material 5: Note card with “The poster with the picture has a detailed written description of the lost cat”</li> </ul>	If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	Student indicates Item B Stimulus Material 3: “The poster with the picture shows what the lost cat looks like”	Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>MOVE TO ITEM C.</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>• Student indicates Item B Stimulus Material 4: Note card with “The poster with the picture takes longer to read”</li> <li>• Student indicates Item B Stimulus Material 5: Note card with “The poster with the picture has a detailed written description of the lost cat”</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b>

Appendix C: Reading: Informational Text Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b>No Response</b> —doesn't respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	<p>c) Obtain the student's attention and repeat the directions.</p> <p>d) If the student still doesn't respond, record the student's lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b></p>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) "No" or "I don't want to"</li> <li>• Student pushes task materials away</li> </ul>	<p>Mark "Refused" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b></p>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix C: Reading: Informational Text Exemplar Task

Item C

<i>Steps</i>	<i>Scripts, materials, and student responses</i>	<i>Directions for scoring, reporting, and moving to the next item</i>
<p><b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i></p>	<p>This is a 2 part item. Teacher/administrator may provide student with breaks between parts.</p> <p>Teacher/administrator says, <b>Listen to this information</b> (Item C Stimulus Material 1), <b>A student named Renee gave a speech in class. Renee's teacher recorded the speech on video. Renee wants to share the speech with her grandmother. She can either send her grandmother the video of her speech or she can send her a written copy of the speech.</b></p> <p>Teacher places the information where the student can see it.</p> <p>Part 1</p> <p>Teacher/administrator presents three note cards (Item C Stimulus Materials 2, 3, and 4) and asks, <b>What is an advantage of sending the video to Renee's grandmother?</b> Teacher/administrator points to each note card and reads it aloud:</p> <ul style="list-style-type: none"> <li>- Her grandmother can print a paper copy of Renee's speech</li> <li>- Her grandmother can watch Renee give her speech</li> <li>- Her grandmother can check the spelling in Renee's speech</li> </ul> <p>Teacher administrator takes away the 3 note cards.</p> <p>Part 2</p> <p>Teacher/administrator says, <b>A student named Renee gave a speech in class. Renee's teacher recorded the speech on video. Renee wants to share the speech with her grandmother. She can either send her grandmother the video of her speech or she can send her a written copy of the speech.</b> Teacher/administrator presents three note cards (Item C Stimulus Materials 5, 6, and 7) and asks <b>What is an advantage of sending the written copy to Renee's grandmother?</b> Teacher/administrator points to each note card and reads it aloud:</p> <ul style="list-style-type: none"> <li>- Her grandmother can hear Renee give her speech</li> <li>- Her grandmother can read Renee's speech at her own pace</li> <li>- Her grandmother can show her friends what Renee looks like</li> </ul>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p><b>Materials:</b> <i>What the student perceives</i></p>	<ul style="list-style-type: none"> <li>• Item C Stimulus Material 1: Printed information</li> <li>• Item C Stimulus Material 2: Note card with “ Her grandmother can print a</li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about</p>

Appendix C: Reading: Informational Text Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
	<p>paper copy of Renee's speech”</p> <ul style="list-style-type: none"> <li>• Item C Stimulus Material 3: Note cards with “Her grandmother can watch Renee give her speech”</li> <li>• Item C Stimulus Material 4: Note cards with “Her grandmother can check the spelling in Renee's speech”</li> <li>• Item C Stimulus Material 5 : Note card with “Her grandmother can hear Renee give her speech “</li> <li>• Item C Stimulus Material 6: Note card with “Her grandmother can read Renee's speech at her own pace”</li> <li>• Item C Stimulus Material 7: Note card with “Her grandmother can show her friends what Renee looks like”</li> </ul>	<p>accommodations in Section 2 of the Data Collection Booklet.</p>
<p>Student <b>Correct</b> response</p>	<p>Part 1- Student indicates Item C Stimulus Material 3: Note cards with “Her grandmother can watch Renee give her speech”</p> <p>Part 2- Student indicates Item C Stimulus Material 6: Note card with “Her grandmother can read Renee's speech at her own pace”</p> <p>NOTE: An item is only marked correct if the student answers all parts of the item correctly.</p>	<p>Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode.</p> <p><b>STOP TASK ●</b></p>
<p>Student <b>Incorrect</b> response†</p>	<p>Part 1</p> <p>Student indicates:</p> <ul style="list-style-type: none"> <li>• Item C Stimulus Material 2 : Note card with “Her grandmother can print a paper copy of Renee's speech”</li> <li>• Item C Stimulus Material 4: Note cards with “Her grandmother can check the spelling in Renee's speech”</li> </ul> <p>Part 2</p> <p>Student indicates:</p> <ul style="list-style-type: none"> <li>• Item C Stimulus Material 5 : Note card with Her grandmother can hear Renee give her speech “</li> <li>• Item C Stimulus Material 7: Note card with “Her grandmother can show her friends what Renee looks like”</li> </ul> <p>All questions:</p> <ul style="list-style-type: none"> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul>	<p>Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b></p>

Appendix C: Reading: Informational Text Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
	*Note: If student answers <b>any</b> part of the item incorrectly, mark the item as incorrect in Section 1 of the Data Collection Booklet and fill in the explanation box indicating the student’s performance on each sub-item.	
Student <b>No Response</b> —doesn’t respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	c) Obtain the student’s attention and repeat the directions. d) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) “No” or “I don’t want to”</li> <li>• Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists



**Section 4: Task Materials for Each Item**

# FOR SALE



Scooter for sale! Scooter is  
in great condition.

If interested please call  
123-4567

# FOR SALE

Scooter for sale! Scooter is  
in great condition.

It is light blue with a black  
seat. If interested please  
call 123-4567

# LOST CAT

Milo



**Our cat, Milo, was lost  
on July 20. If you see  
him, please call  
123-4567.**

# LOST CAT

**Our cat, Milo, was lost on July 20. He's a grey and brown tabby cat. He has short hair and light green eyes. He is medium in size. If you see him, please call 123-4567.**

The poster with the picture shows what the cat looks like

Reading 8.7B, Item B Stimulus Material 3

The poster with the picture takes longer to read

Reading 8.7B, Item B Stimulus Material 4

The poster with the picture has a detailed written description of the lost cat

Reading 8.7B, Item B Stimulus Material 5

Renee gave a speech in class. Renee's teacher recorded the speech on video. Renee wants to share the speech with her grandmother. She can either send her grandmother the video of her speech or she can send her a written copy of the speech.

Her grandmother can print a paper copy of  
Renee's speech

Reading 8.7B, Item C Stimulus Material 2

Her grandmother can watch Renee give her  
speech

Reading 8.7B, Item C Stimulus Material 3

Her grandmother can check the spelling in  
Renee's speech

Reading 8.7B, Item C Stimulus Material 4



Her grandmother can hear Renee give her  
speech

Reading 8.7B, Item C Stimulus Material 5

Her grandmother can read Renee's speech  
at her own pace

Reading 8.7B, Item C Stimulus Material 6

Her grandmother can show her friends what  
Renee looks like

Reading 8.7B, Item C Stimulus Material 7

**Appendix D: Reading – Literature Exemplar Task**

**Reading 3.1A – Ask and Answer Questions Using Text**

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

[ | [Permit](#) | [Delete](#) ]

**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
<b>Depth of Knowledge (DOK)</b> [ <a href="#">Edit</a> ]	Do1. Application /Comprehension /Performance	Do1. Performance/Recall	Do1. Recall/Attention
<b>Selected Focal KSAs</b> [ <a href="#">Edit</a> ]	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	

**Focal KSA Notes** [ [Edit](#) ]

<b>Selected KSA for Item 3a/3b</b> [ <a href="#">Edit</a> ]			<ul style="list-style-type: none"> <li>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?")]</li> </ul>
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**KSA for Item 3a/3b Notes** [ [Edit](#) ]

<b>Associated AKSAs, Cognitive Background Knowledge</b> [ <a href="#">Edit</a> ]	<ul style="list-style-type: none"> <li>Ability to paraphrase text</li> <li>Ability to quote text (Not a citation)</li> <li>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?")]</li> <li>Knowledge of the nature of who, what, where, when, why, and how questions</li> </ul>	<ul style="list-style-type: none"> <li>Ability to paraphrase text</li> <li>Ability to quote text (Not a citation)</li> <li>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?")]</li> <li>Knowledge of the nature of who, what, where, when, why, and how</li> </ul>	
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		questions	
<b>Potential Observations</b> ⓘ	<ul style="list-style-type: none"> <li>• 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, “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. (Havill, J. (1987). Jamaicaâ€™s find. San Anselmo, CA: Sandpiper.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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, “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. (Havill, J. (1987). Jamaicaâ€™s find. San Anselmo, CA: Sandpiper.)</li> </ul>	
<b>Potential Observation Notes (based on selected KSA)</b> ⓘ			
<b>Potential Work Products</b> ⓘ	<ul style="list-style-type: none"> <li>• Selection from a list of answers that include references to the passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Selection from a list of answers that include references to the passage.</li> <li>• Expression of answer that includes a reference to information in the passage.</li> </ul>	
<b>Potential Work Product Notes (based on selected KSA)</b> ⓘ			
<b>Characteristic Features</b> ⓘ	<ul style="list-style-type: none"> <li>• The item must provide text that contains literal or explicit information.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The item must provide text that contains literal or explicit information.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The item must provide text that contains literal or explicit information.</li> <li>• 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.</li> </ul>
<b>Associated Variable Features, Cognitive Background Knowledge</b> ⓘ			
<b>Selected Variable Features: Perceptual</b> ⓘ	<ul style="list-style-type: none"> <li>• Delivery mechanisms by which the question is perceived <u>eg</u>: <b>Yes</b></li> <li>• Delivery parameters for oral presentation of material <u>eg</u>: <b>Yes</b></li> <li>• Supports for the use of equipment required for the task</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery mechanisms by which the question is perceived <u>eg</u>: <b>Yes</b></li> <li>• Delivery parameters for oral presentation of material <u>eg</u>: <b>Yes</b></li> <li>• Supports for the use of</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery mechanisms by which the question is perceived <u>eg</u>: <b>Yes</b></li> <li>• Delivery parameters for oral presentation of material <u>eg</u>: <b>Yes</b></li> <li>• Supports for the use of</li> </ul>

	eg: <b>Yes</b>	equipment required for the task eg: <b>Yes</b>	equipment required for the task eg: <b>Yes</b>
<b>Selected Variable Features: Skill and Fluency</b>	<ul style="list-style-type: none"> <li>• Supports for manipulating physical materials eg: <b>Yes</b></li> <li>• Supports for manipulating digital/electronic equipment eg: <b>Yes</b></li> <li>• Response mode options eg: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports for manipulating physical materials eg: <b>Yes</b></li> <li>• Supports for manipulating digital/electronic equipment eg: <b>Yes</b></li> <li>• Response mode options eg: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports for manipulating physical materials eg: <b>Yes</b></li> <li>• Supports for manipulating digital/electronic equipment eg: <b>Yes</b></li> <li>• Response mode options eg: <b>Yes</b></li> </ul>
<b>Selected Variable Features: Language and Symbols</b>	<ul style="list-style-type: none"> <li>• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>Yes</b></li> <li>• All key information available in sign language for students who are deaf: <b>Yes</b></li> <li>• Digital Braille with or without automatic Braille to speech: <b>Yes</b></li> <li>• Read language and symbols aloud: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>Yes</b></li> <li>• All key information available in sign language for students who are deaf: <b>Yes</b></li> <li>• Digital Braille with or without automatic Braille to speech: <b>Yes</b></li> <li>• Read language and symbols aloud: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Embedded support for vocabulary and symbols eg: <b>Yes</b></li> <li>• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>Yes</b></li> <li>• All key information available in sign language for students who are deaf: <b>Yes</b></li> <li>• Digital Braille with or without automatic Braille to speech: <b>Yes</b></li> <li>• Use of multiple representations eg: <b>Yes</b></li> <li>• Read language and symbols aloud: <b>Yes</b></li> </ul>
<b>Selected Variable Features: Cognitive</b>	<ul style="list-style-type: none"> <li>• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: <b>Yes: Embedded in scenario</b></li> <li>• Options for supporting memory and transfer: reread question/stimulus: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: <b>Yes: Embedded in scenario</b></li> <li>• Options for supporting memory and transfer: reread question/stimulus: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: <b>Yes: Embedded in scenario</b></li> <li>• Options for supporting memory and transfer: reread question/stimulus: <b>Yes</b></li> </ul>
<b>Selected Variable Features: Executive</b>			<ul style="list-style-type: none"> <li>• Adjust levels of challenge and support eg: <b>Yes</b></li> </ul>
<b>Selected Variable Features: Affective</b>	<ul style="list-style-type: none"> <li>• Task options for engagement: heighten salience: <b>Yes: Character in passage is the same age as students</b></li> <li>• Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration eg: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Task options for engagement: heighten salience: <b>Yes: Character in passage is the same age as students</b></li> <li>• Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration eg: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide optimal student</li> </ul>	<ul style="list-style-type: none"> <li>• Task options for engagement: heighten salience: <b>Yes: Character in passage is the same age as students</b></li> <li>• Teacher options for providing supports for attention and engagement: provide varied levels of challenge and support: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide supports to reduce</li> </ul>

	<p>to support engagement: <b>Yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>	<p>positioning (positions which encourage alertness, not recumbent): <b>Yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: provide feedback to support engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>	<p>student frustration eg: <b>Yes</b></p> <ul style="list-style-type: none"> <li>Teacher options for providing supports for attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide feedback to support engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>
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**Item Complexity Notes**



IC1. DOK: Recall  
Flesch-Kincaid grade level: 0.4  
Length of the text passage: 44 words  
Length of sentences in passage: 7.3 words 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, "Dauntay'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

	<p>Teacher/administrator points to each card and reads it aloud:</p> <ul style="list-style-type: none"> <li>- "A stuffed dog"</li> <li>- "A slide"</li> <li>- "A gray cat"</li> </ul>	<p>swing?"</p> <p>Teacher/administrator points to each card and reads it aloud:</p> <ul style="list-style-type: none"> <li>- "At home"</li> <li>- "At school"</li> <li>- "At the park"</li> </ul>	<p>says, "[Show me]/[Touch]/[Look at] Dauntayâ€™s friend."</p> <p>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."</p> <p>Teacher/administrator says, "[Show me]/[Touch]/[Look at] Dauntayâ€™s friend Kristin."</p>
<b>Correct Answer</b>	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
<b>Materials for Examiner</b>	Mf1. Passage Answer options on note cards	Mf1. Passage Answer options on note cards	Mf1. Passage Answer options on note cards
<b>Description of Stimulus Materials</b>	<p>Do1. Stimulus Material 1: Passage printed in large font</p> <p>Stimulus Materials 2-4: Note cards with the following printed in large font:</p> <ul style="list-style-type: none"> <li>- SM2: A stuffed dog</li> <li>- SM3: A slide</li> <li>- SM4: A gray cat</li> </ul>	<p>Do1. Stimulus Material 1: Passage printed in large font</p> <p>Stimulus Materials 2-4: Note cards with the following printed in large font:</p> <ul style="list-style-type: none"> <li>- SM2: At home</li> <li>- SM3: At school</li> <li>- SM4: At the park</li> </ul>	<p>Do1. Stimulus Material 1: Passage printed in large font</p> <p>Stimulus Material 2: Note card with picture of a teddy bear</p> <p>Stimulus Material 3: Note card with picture of Kristin</p>
<b>Notes</b>			

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# **Alternate Assessment Design—English Language Arts Task Tryouts**

## **Reading 3.1A: Ask and Answer Questions Using Text Materials and Instructions**

ID, KS, UT

September 2011

SRI International  
Center for Education and Human Services  
Center for Technology in Learning

For more information contact Katherine Nagle, (703) 247-8619, [Katherine.nagle@sri.com](mailto:Katherine.nagle@sri.com)



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## **Overview and Purpose of Task Tryouts**

Over the past 12 months, researchers from SRI International and personnel from your state office of education have collaborated closely to develop assessment tasks in English language arts designed for students with significant cognitive disabilities. These tasks were based on the Common Core State Standards in English language arts, but have been reduced in depth, breadth, and complexity. The tasks were developed using principles of Universal Design for Learning and are intended to be appropriate for students with significant cognitive disabilities who participate in your state’s alternate assessment based on alternate achievement standards.

Each task will be administered to nine students: three students who are at a high communication level, three who are at a medium communication level, and three who are at a low communication level. This document provides step-by-step scripts, instructions, and materials for each item. We ask that you follow these instructions very carefully to ensure that the data collected are of the highest quality so that we can gather reliable information about the tasks and determine whether any revisions to them are needed.

This document is divided into four sections:

- Background information on a task
- General instructions for administering items
- Detailed instructions for administering items
- Task materials for each item.

## Section 1: Background Information on Task

This table describes the basic attributes and general information for Reading 3.1A: Ask and Answer Questions Using Text (RdgLit.3.1A).

Attributes	General Information
English language arts strand	Reading literary text
Task Code	RdgLit.3.1A
Assessment Target	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.

## Section 2: General Instructions for Administering Items

This section first describes an overview of item administration and then provides detailed scripts, materials, and instructions for administering, scoring, and reporting each item within a task.

### *General Administration Guidelines*

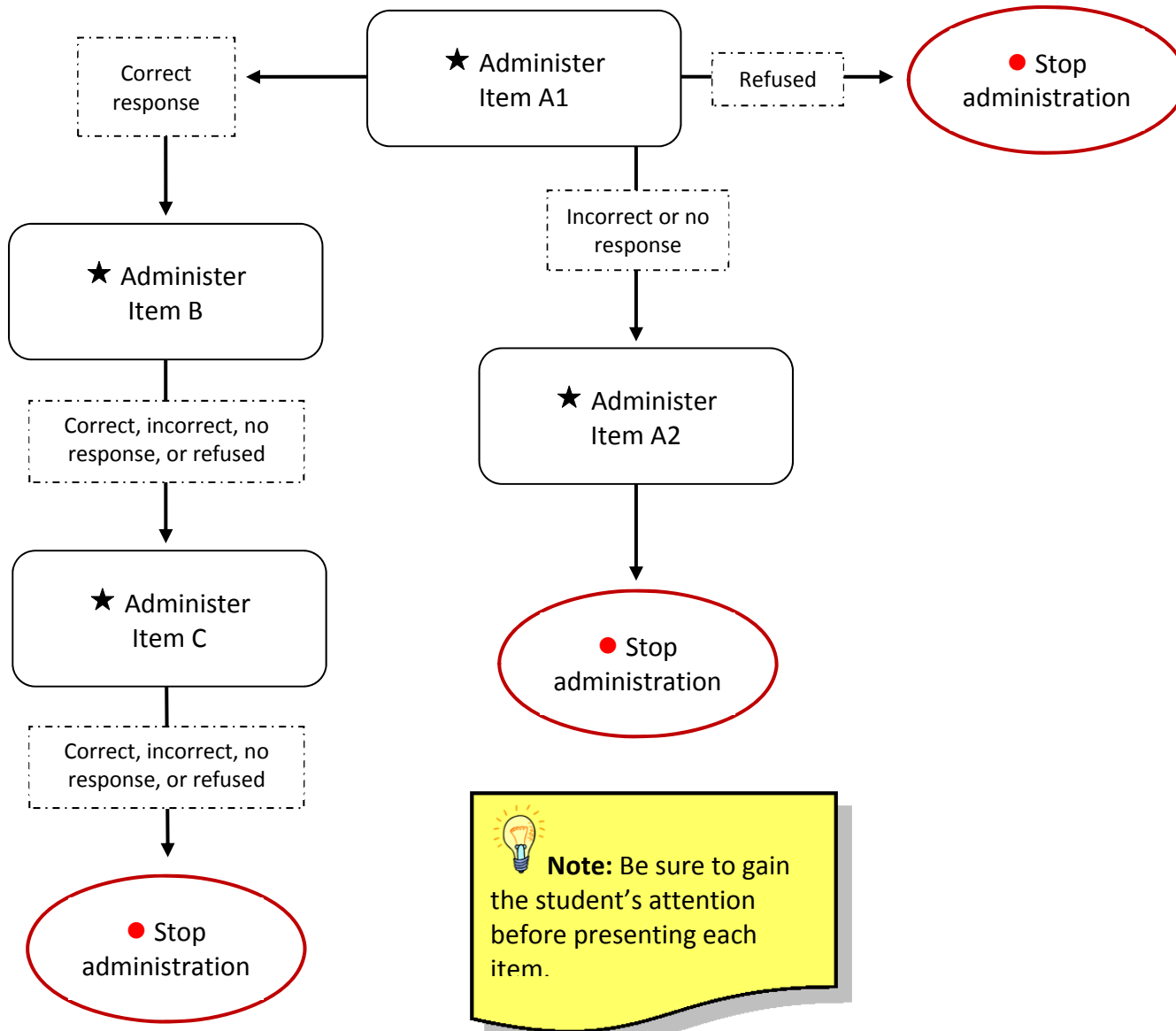
Highlights for administering tasks are provided below; more detailed instructions for task administration are provided in the following section, Task Presentation.

- Choose a location with few, if any, distractions and appropriate furniture.
- Choose a time of day when the student will be alert and able to pay attention and respond.
- On the day of the Task Tryout, **do not** instruct the student on the content of the task.
- Before presenting the item directions and student materials, make sure the student is attending or gain the student’s attention.
- While administering the task, maintain a neutral demeanor.
- Do not provide prompts or hints that might “give away” the correct answer.
- Use familiar gestures and prompts to refocus the student if necessary.
- You may provide a break if the student requires one.
- If the student DOES NOT RESPOND to an item the first time you read it, you may **repeat the item one time after refocusing** the student’s attention.
- Remember, this is an assessment task rather than an instructional activity. Although a task might be changed to meet needs presented by the student’s disability, each item should be presented so that the student responds independently.

### ***Task Presentation***

- Each task contains three items, which must be administered in a specific order (see Figure 1 on page 6):
  - All students are administered Item A1.
  - Students who respond incorrectly or do not respond to Item A1 are administered Item A2. This completes the Task Tryout for these students.
  - Students who refuse to answer Item A1 are not administered any additional items. This completes the Task Tryout for these students.
  - All students who respond correctly to Item A1 are administered Item B and then Item C. This completes the Task Tryout for these students.
- Each task and its three items have specific administration instructions and a script for teachers to use (these are included in Section 3). Follow the instructions and script for the specific task you are administering. Instructions include:
  - **Item Directions:** The directions for each item describe what the teacher says and what the teacher does to administer each item. Follow the detailed directions in Section 3, saying the words (in bold) in the script and presenting the item materials as directed (unbolded text). When portions of the detailed directions are in brackets (e.g., [Look at/touch/point to]), this indicates that you should choose the directions most appropriate for the student participating in the Task Tryout.
  - **Materials:** The materials to be presented with a particular item are described in Section 3. Some materials are printed pages with graphics or illustrations to which the student responds. These graphics and illustrations are provided in Section 4. You may need to print and cut out the graphics or illustrations.
  - **Student Responses:** The correct student response is also described in Section 3. Student responses may vary so that one student points to a selection, another names his/her selection verbally or in sign language, and another presses a switch. Each student will communicate his/her selection in a manner consistent with typical responding in the classroom.

**Figure 1: Flowchart of Task Administration**



### Section 3: Detailed Instructions for Administering Items

#### Item A1

<i>Steps</i>	<i>Scripts, materials, and student responses</i>	<i>Directions for scoring, reporting, and moving to the next item</i>
<i>Directions: What the teacher says (bold script) and does (regular text)</i>	<p>Teacher/Administrator presents student with passage (Item A Stimulus Material 1) and says, <b>Dauntay’s friend is Kristin</b>. Teacher/administrator places passage where student can see it.</p> <p>Teacher/Administrator presents student with a picture (Item A Stimulus Material 2) and says <b>Teddy bear</b>. Teacher/administrator presents student with second picture (Item A Stimulus Material 3) and says <b>Kristin</b>.</p> <p>Teacher/administrator says, <b>[Show me] / [Touch] / [Look at] Dauntay’s friend</b>.</p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<i>Materials: What the student perceives</i>	<ul style="list-style-type: none"> <li>• Item A Stimulus Material 1: Passage printed in large font</li> <li>• Item A Stimulus Material 2: Note card with picture of a teddy bear</li> <li>• Item A Stimulus Material 3: Note card with picture of Kristin</li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
Student <b>Correct</b> response	<ul style="list-style-type: none"> <li>• Student indicates Item A Stimulus Material 3: Note card with picture of Kristin</li> </ul>	<p>Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>MOVE TO ITEM B.</b></p>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>• Student indicates Item A Stimulus Material 2: Note card with picture of a teddy bear</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul>	<p>Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b></p>
Student <b>No Response</b> — doesn’t respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	<p>e) Obtain the student’s attention and repeat the directions.</p> <p>f) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b></p>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) “No” or “ I don’t want to”</li> <li>• Student pushes task materials away</li> </ul>	<p>Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b></p>

Appendix D: Reading: Literature Exemplar Task

†These are just some examples of potential student responses and are not exhaustive lists

Appendix D: Reading: Literature Exemplar Task  
Item A2

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i>	If the student answers A1 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, <b>Dauntay's friend is Kristin</b> . Teacher/administrator points to picture of girl and says, <b>Kristin</b> . Teacher/administrator says, <b>[Show me] / [Touch] / [Look at] Dauntay's friend Kristin</b> .	If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
<b>Materials:</b> <i>What the student perceives</i>	<ul style="list-style-type: none"> <li>Item A Stimulus Material 1: Passage printed in large font</li> <li>Item A Stimulus Material 3: Note card with picture of Kristin</li> </ul>	If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	<ul style="list-style-type: none"> <li>Student indicates Item A Stimulus Material 3: Note card with picture of Kristin</li> </ul>	Mark "Correct" in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student's typical response mode. <b>STOP TASK ●</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>Student says "I don't know"</li> <li>Student repeats the prompt</li> </ul>	Mark "Incorrect" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>No Response</b> — doesn't respond to question†	<ul style="list-style-type: none"> <li>Student claps hands</li> <li>Student stares at wall</li> <li>Student hums with eyes closed</li> </ul>	e) Obtain the student's attention and repeat the directions. f) If the student still doesn't respond, record the student's lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>Student says (signs or gestures) "No" or "I don't want to"</li> <li>Student pushes task materials away</li> </ul>	Mark "Refused" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists



Appendix D: Reading: Literature Exemplar Task

Item B

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<p><b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i></p>	<p>Teacher/administrator presents passage to student (Item B Stimulus Material 1). Teacher/administrator /student read the passage aloud:  <b>Felipe went to the park. He sat in a swing. He pushed off with his toes. It was fun.</b></p> <p>Teacher/administrator places the passage where the student can see it.</p> <p>Teacher/administrator present student with three note cards (Item B Stimulus Materials 2, 3, and 4) and says, <b>Where did Felipe swing?</b></p> <p>Teacher/administrator points to each card and reads it aloud:  <b>- At home</b>  <b>- At school</b>  <b>- At the park</b></p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p><b>Materials:</b> <i>What the student perceives</i></p>	<ul style="list-style-type: none"> <li>• Item B Stimulus Material 1: Passage printed in large font</li> <li>• Item B Stimulus Material 2: Note card with “At home”</li> <li>• Item B Stimulus Material 3: Note card with “At school”</li> <li>• Item B Stimulus Material 4: Note card with “At the park”</li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p>Student <b>Correct</b> response</p>	<ul style="list-style-type: none"> <li>• Student indicates Item B Stimulus Material 4: Note card with “At the park”</li> </ul>	<p>Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode.  <b>MOVE TO ITEM C.</b></p>
<p>Student <b>Incorrect</b> response†</p>	<ul style="list-style-type: none"> <li>• Student indicates Item B Stimulus Material 2: Note card with “At home”</li> <li>• Student indicates Item B Stimulus Material 3: Note card with “At school”</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul>	<p>Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b></p>

Appendix D: Reading: Literature Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b>No Response</b> — doesn't respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	<p>e) Obtain the student's attention and repeat the directions.</p> <p>f) If the student still doesn't respond, record the student's lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b></p>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) "No" or "I don't want to"</li> <li>• Student pushes task materials away</li> </ul>	<p>Mark "Refused" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b></p>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix D: Reading: Literature Exemplar Task

Item C

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<p><b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i></p>	<p>Teacher/administrator presents passage to student (Item C Stimulus Material 1). Teacher/administrator /student read the passage aloud: <b>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.</b></p> <p>Teacher/administrator places the passage where the student can see it.</p> <p>Teacher/administrator presents three note cards to student (Items C Stimulus Materials 2, 3, and 4) and says, <b>What did Eliana see when she rolled over?</b> Teacher/administrator points to each card and reads it aloud:</p> <ul style="list-style-type: none"> <li>- <b>A stuffed dog</b></li> <li>- <b>A slide</b></li> <li>- <b>A gray cat</b></li> </ul>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p><b>Materials:</b> <i>What the student perceives</i></p>	<ul style="list-style-type: none"> <li>• Item C Stimulus Material 1: Passage printed in large font</li> <li>• Item C Stimulus Material 2: Note card with “A stuffed dog”</li> <li>• Item C Stimulus Material 3: Note card with “A slide”</li> <li>• Item C Stimulus Material 4: Note card with “A gray cat”</li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p>Student <b>Correct</b> response</p>	<ul style="list-style-type: none"> <li>• Student indicates Item C Stimulus Material 2: Note card with “A stuffed dog”</li> </ul>	<p>Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>STOP TASK ●</b></p>
<p>Student <b>Incorrect</b> response†</p>	<ul style="list-style-type: none"> <li>• Student indicates Item C Stimulus Material 3: Note card with “A slide”</li> <li>• Student indicates Item C Stimulus Material 4: Note card with “A gray cat”</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul>	<p>Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b></p>

Appendix D: Reading: Literature Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b>No Response</b> — doesn't respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	<p>e) Obtain the student's attention and repeat the directions.</p> <p>f) If the student still doesn't respond, record the student's lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b></p>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) "No" or "I don't want to"</li> <li>• Student pushes task materials away</li> </ul>	<p>Mark "Refused" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b></p>

†These are just some examples of potential student responses and are not exhaustive lists

**Section 4: Task Materials for Each Item**

# 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

**Appendix E: Speaking and Listening Exemplar Task**

**Speaking and Listening 9/10.5 – Digital Media in Presentations**

# AAD-ELA UT Task Speaking and Listening 9/10.5: Digital Media in Presentations, High School | Task Family 2578

[ | [Permit](#) | [Delete](#) ]

<b>Title</b>	[ <a href="#">Edit</a> ]	AAD-ELA UT Task Speaking and Listening 9/10.5: Digital Media in Presentations, High School		
<b>Nu Design Pattern</b>	[ <a href="#">Edit</a> ]	<p><u><a href="#">AAD-ELA UT Speaking and Listening 9/10.5: Digital Media in Presentations, High School</a></u>            CCSS: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>NCECC: Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.</p>		
<b>Grade Level Activities</b>	[ <a href="#">Edit</a> ]			
		<b>Item 1</b>	<b>Item 2</b>	<b>Item 3a/3b</b>
<b>Depth of Knowledge (DOK)</b>	[ <a href="#">Edit</a> ]	Do1. Comprehension / Application / Performance	Do1. Performance / Recall	Do1. Recall / Attention
<b>Selected Focal KSAs</b>	[ <a href="#">Edit</a> ]	<ul style="list-style-type: none"> <li>Ability to select and incorporate digital media (e.g., textual, graphical, audio, visual, and interactive elements) to convey information and enhance understanding of presentations</li> </ul>	<ul style="list-style-type: none"> <li>Ability to select and incorporate digital media (e.g., textual, graphical, audio, visual, and interactive elements) to convey information and enhance understanding of presentations</li> </ul>	
<b>Focal KSA Notes</b>	[ <a href="#">Edit</a> ]			
<b>Selected KSA for Item 3a/3b</b>	[ <a href="#">Edit</a> ]	<ul style="list-style-type: none"> <li>Knowledge of characteristics of digital media (e.g., textual, graphical, audio, visual, and interactive elements)</li> </ul>		
<b>KSA for Item 3a/3b Notes</b>	[ <a href="#">Edit</a> ]			
<b>Associated AKSAs, Cognitive Background Knowledge</b>	[ <a href="#">Edit</a> ]	<ul style="list-style-type: none"> <li>Knowledge of characteristics of digital media (e.g., textual, graphical, audio, visual, and interactive elements)</li> <li>Knowledge of components of a presentation (e.g., introduction, topic, claim, supporting details, conclusion)</li> <li>Knowledge of the topic selected</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of characteristics of digital media (e.g., textual, graphical, audio, visual, and interactive elements)</li> <li>Knowledge of components of a presentation (e.g., introduction, topic, claim, supporting details, conclusion)</li> <li>Knowledge of the topic selected</li> </ul>	
<b>Potential Observations</b>	[ <a href="#">Edit</a> ]	<ul style="list-style-type: none"> <li>Given a presentation template that includes opportunities for digital media, student selects appropriate digital text, graphics, audio, images, or</li> </ul>	<ul style="list-style-type: none"> <li>Given a presentation template that includes opportunities for digital media, student selects appropriate digital text, graphics, audio, images,</li> </ul>	

interactive elements, to convey ideas and supporting details about a topic.

or interactive elements, to convey ideas and supporting details about a topic.

<b>Potential Observation Notes (based on selected KSA)</b>			
<b>Potential Work Products</b>	<ul style="list-style-type: none"> <li>• Selection and incorporation of digital media into a digital slide presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Selection and incorporation of digital media into a digital slide presentation</li> </ul>	
<b>Potential Work Product Notes (based on selected KSA)</b>			
<b>Characteristic Features</b>	<ul style="list-style-type: none"> <li>• All presentation templates will include: introduction, topic, purpose or claim, supporting details, and conclusion</li> <li>• Digital media cannot be limited to text typed in digital form; other types of digital media must be included</li> <li>• All presentations will include at least two types of digital media</li> </ul>	<ul style="list-style-type: none"> <li>• All presentation templates will include: introduction, topic, purpose or claim, supporting details, and conclusion</li> <li>• Digital media cannot be limited to text typed in digital form; other types of digital media must be included</li> <li>• All presentations will include at least two types of digital media</li> </ul>	<ul style="list-style-type: none"> <li>• All presentation templates will include: introduction, topic, purpose or claim, supporting details, and conclusion</li> <li>• Digital media cannot be limited to text typed in digital form; other types of digital media must be included</li> <li>• All presentations will include at least two types of digital media</li> </ul>
<b>Associated Variable Features, Cognitive Background Knowledge</b>	<ul style="list-style-type: none"> <li>• Provide background information about the content of a particular presentation (e.g., video with relevant content): <b>Yes</b></li> <li>• Demonstrate effective presentation techniques: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide background information about the content of a particular presentation (e.g., video with relevant content): <b>Yes</b></li> <li>• Demonstrate effective presentation techniques: <b>Yes</b></li> </ul>	
<b>Selected Variable Features: Perceptual</b>	<ul style="list-style-type: none"> <li>• Delivery mechanisms by which the question is perceived <b>eg: Yes</b></li> <li>• Delivery parameters for oral presentation of material <b>eg: Yes</b></li> <li>• Supports for the use of equipment required for the task <b>eg: Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Delivery mechanisms by which the question is perceived <b>eg: Yes</b></li> <li>• Delivery parameters for oral presentation of material <b>eg: Yes</b></li> <li>• Supports for the use of equipment required for the task <b>eg: Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Delivery mechanisms by which the question is perceived <b>eg: Yes</b></li> <li>• Delivery parameters for oral presentation of material <b>eg: Yes</b></li> <li>• Supports for the use of equipment required for the task <b>eg: Yes</b></li> </ul>
<b>Selected Variable Features: Skill and Fluency</b>	<ul style="list-style-type: none"> <li>• Supports for manipulating physical materials <b>eg: Yes</b></li> <li>• Response mode options <b>eg: Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports for manipulating physical materials <b>eg: Yes</b></li> <li>• Response mode options <b>eg: Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports for manipulating physical materials <b>eg: Yes</b></li> <li>• Response mode options <b>eg: Yes</b></li> </ul>
<b>Selected Variable Features: Language and Symbols</b>	<ul style="list-style-type: none"> <li>• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded support for vocabulary and symbols <b>eg: Yes</b></li> <li>• All key information in the dominant language (e.g., English) is also available</li> </ul>

- Level of abstraction required of student eg: **y**
- New vs. pre-taught vocabulary and symbols: **Yes: Pre-taught**
- Read language and symbols aloud: **Yes**

- learners: **Yes**
- New vs. pre-taught vocabulary and symbols: **Yes: Pre-taught**
  - Read language and symbols aloud: **Yes**

- in prevalent first languages (e.g., Spanish) for second language learners: **Yes**
- Level of abstraction required of student eg: **Yes: Images**
  - New vs. pre-taught vocabulary and symbols: **Yes: Pre-taught**
  - Read language and symbols aloud: **Yes**

**Selected Variable Features: Cognitive**



- Options for guiding exploration and information processing: use consistent signals/cues eg: **Yes**
- Options for supporting critical features, big ideas, and relations: provide alternative forms of key concepts: **Yes**
- Options for guiding exploration and information processing: familiar materials and their use eg: **Yes**
- Options for supporting critical features, big ideas, and relations: Remind student of the function of tools/features designed to aide comprehension and processing of information eg: **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: locate items near relevant text: **Yes**
- Options for supporting memory and transfer: reread question/stimulus: **Yes**

- Options for guiding exploration and information processing: use consistent signals/cues eg: **Yes**
- Options for supporting critical features, big ideas, and relations: provide alternative forms of key concepts: **Yes**
- Options for guiding exploration and information processing: familiar materials and their use eg: **Yes**
- Options for supporting critical features, big ideas, and relations: Remind student of the function of tools/features designed to aide comprehension and processing of information eg: **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: locate items near relevant text: **Yes**
- Options for supporting memory and transfer: reread question/stimulus: **Yes**

- Options for guiding exploration and information processing: use consistent signals/cues eg: **Yes**
- Options for supporting critical features, big ideas, and relations: provide alternative forms of key concepts: **Yes**
- Options for guiding exploration and information processing: familiar materials and their use eg: **Yes**
- Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: **Yes: Discrete unit**
- Options for supporting memory and transfer: reread question/stimulus: **Yes**

**Selected Variable Features: Executive**



**Selected Variable Features: Affective**



- Task options for engagement: item/task format eg: **Yes: selected response**
- Task options for engagement: enhance relevance, value, and authenticity of tasks eg: **Yes**
- Teacher options for providing supports for attention and engagement:

- Task options for engagement: item/task format eg: **Yes: selected response**
- Task options for engagement: enhance relevance, value, and authenticity of tasks eg: **Yes**
- Teacher options for providing supports for

- Task options for engagement: variety of stimuli: **Yes**
- Task options for engagement: item/task format eg: **Yes: selected response**
- Teacher options for providing supports for attention and engagement: provide

<p>provide supports to reduce student frustration <u>eg</u>: <b>Yes</b></p> <ul style="list-style-type: none"> <li>• Teacher options for providing supports for attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide feedback to support engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: cover up part of text so student isn't overwhelmed: <b>Yes</b></li> <li>• Task options for engagement: vary amount of context supporting tasks <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>	<p>attention and engagement: provide supports to reduce student frustration <u>eg</u>: <b>Yes</b></p> <ul style="list-style-type: none"> <li>• Teacher options for providing supports for attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide feedback to support engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: cover up part of text so student isn't overwhelmed: <b>Yes</b></li> <li>• Task options for engagement: vary amount of context supporting tasks <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>	<p>feedback to support engagement: <b>Yes</b></p> <ul style="list-style-type: none"> <li>• Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>
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**Item Complexity Notes**



IC1. DOK: Comprehension - Illustrate  
 Item Format: PowerPoint Slide presentation (See Notes)  
 Number of Slides: 5  
 Flesch-Kincaid: 2.8  
 Number of words that students interact with: 143  
 Type of digital media to select: Digital clips accompanied with digital stills that go with theme of clip  
 Number of response options: 3  
 Number sub-tasks: 2

IC1. DOK: Comprehension - Illustrate  
 Item Format: PowerPoint Slide presentation  
 Number of Slides: 4  
 Flesch-Kincaid: 2.3  
 Number of words that students interact with: 133  
 Type of digital media to select: Audio clips accompanied digital images to go with audio clip  
 Number of response options: 3  
 Number sub-tasks: 1

IC1. DOK: 3a. Recall-Identify; 3b. Attention  
 Format: Visual media comparison (video vs. photograph, or representations thereof)  
 Number of response options: 2  
 Type of digital media: Video, photograph

**Item Directive** 

ID1. This is a 2 part item. Teacher/administrator may provide student with breaks between parts. If a break is provided, teacher/administrator should review the PDF of the presentation again with student before asking next question.

Teacher/administrator presents the PDF of the presentation to the student (Stimulus Materials 1 PDF Healthy Living). Teacher/administrator says, "This is a presentation. It describes how teens can make healthy choices about their lives. You will be asked to select digital media to go with some of the slides."

Teacher/administrator present slide 1 and reads the following aloud: "The title of this presentation is Making Healthy Choices: Students can make choices about sleep, diet, and physical activity."

Teacher/administrator presents slide 2 and says, "This slide is an example of what a finished slide will look like."

Teacher/administrator points to text on the slide and reads the following aloud: "Healthy Choices: Sleep."  
- "Getting enough sleep is important."  
- "Teens need 8 to 9 hours of sleep a night."  
- "Getting enough sleep keeps your body healthy."  
- "Getting enough sleep helps students to be alert and do their best at school."

"Look at the picture of the teen sleeping  
<Teacher/administrator

ID1. Teacher/administrator presents power point presentation to the student (Stimulus Materials 1 PDF of Cell Phone Presentation) and says, "Look at this presentation. It is made for parents. It is about why teens should have cell phones. You will select pictures to go with some of the slides."

Teacher/administrator points to the title on slide 1 and reads aloud the following: "The title of this presentation is 'Why Teens Should Have Cell Phones: Presentation to Parents.'"

Teacher/administrator presents slide 2 and says "This slide is an example of what a finished slide will look like."  
Teacher/administrator points to text on the slide and reads the following aloud: "A Cell Phone Has an Alarm Clock so teens can":  
- "Find out what time it is."  
- "Have a reminder to catch the bus on time."  
- "Have a reminder to call home."

"Look at the picture of the cell phone clock  
<Teacher/administrator points to the picture.> It was selected for this slide to help parents understand that cell phones have alarm clocks."

Teacher/Administrator presents slide 3 and says, "You will select the best picture for this slide."  
Teacher/administrator points to text and reads the following aloud: "Parents and Teens Can Talk or Text. When teens have

ID1. 3a.  
Teacher/administrator says, "I am going to read you a story about Joe and his dog. Listen carefully. I will then ask you a question."  
Teacher/administrator says:  
"Joe and his dog, Spike, like to go to the park to play catch. Joe throws the ball and Spike runs to catch it."

Teacher/Administrator presents student with a picture of a dog sleeping (Stimulus Material 1) and says, "Here is a picture with a dog sleeping."  
Teacher/administrator presents student with a second picture of a dog running with a ball (Stimulus Material 2) and says, "Here is a picture of a dog running with a ball."  
Teacher/administrator says Listen to the story again: "Joe and his dog, Spike, like to go to the park to play catch. Joe throws the ball and Spike runs to catch it."

"[Show me]/[Touch]/[Look at] the best picture to go with the story."

3b. If student cannot or does not respond to 3a, teacher/administrator removes the picture of the sleeping dog and says "[Show me]/[Touch]/[Look at] the picture of a dog running in the grass."



points to the picture>. It was selected for this slide to help other students understand the information presented on sleep."

#### Part 1

Teacher/administrator presents slide 3 and says, "You will select a picture for this slide."

Teacher/administrator points to text on the slide and reads the following aloud:

"Healthy Choices:

Having Dairy in Your Diet."

- "Dairy is an important part of everyone's diet."

- "Some examples of dairy foods are milk, yogurt, and cheese."

- "Dairy builds bone and muscle." (Pause)

"Choose the picture that best supports the information presented about having dairy in your diet. You will choose the picture that goes best with having dairy in your diet."

Teacher/administrator presents three options (Stimulus Material 2). Teacher/administrator points to option A and says, "Here is a picture of a boy eating a cookie."

Teacher/administrator points to option B and says "Here is a picture of a boy drinking water from a fountain."

Teacher/administrator points to option C and says "Here is a picture of a boy pouring milk into a glass."

Teacher/administrator asks, "Which picture goes best with this slide?"

After student responds teacher/administrator provides a break if needed or moves to next part.

#### Part 2

Teacher/Administrator presents slide 4 and

cell phones":

- "Teens can call their parents when they need to."

- "Parents can reach the teens when they need to."

- "Parents can text teens to remind them when to come home." (Pause)

"Choose the picture that best supports the information presented about parents and teens. You will choose the picture that shows how a teen talks to their parent using a cell phone."

Teacher/administrator presents three options (Stimulus Material 2). Teacher/administrator points to option A and says, "Here is a picture of a teen saying 'I want a cookie'."

Teacher/administrator points to option B and says, "Here is a picture of a teen saying 'O.K. dad, I will be home by 9:00'."

Teacher/administrator points to option B and says, "Here is a picture of a teen saying 'Do you want to go play soccer?'"

Teacher/administrator says, "Which picture goes best with this slide?"

Teacher/administrator presents the last slide and says, "This was a slide presentation describing why teens should have cell phones. This slide gives a conclusion."

Teacher/administrator points to text on the slide and reads the following aloud:

"Teens with cell phones: Conclusion. Teens can use the cell phone clock to help them be on time. Parents can call or text teens on the cell phone to make sure they are safe."

says, "You will select a picture for this slide."  
Teacher/Administrator points to text on the slide and reads the following aloud:  
"Healthy Choices: Physical Activity."  
- "Teens should participate in physical activity at least one hour each day."  
- "Physical activities can be fun things like playing basketball, soccer, or swimming."  
- "Getting enough activity makes you strong and healthy."

Teacher/Administrator says, "Choose the picture that best supports the information presented about participating in a physical activity. You will choose the picture that goes best with participating in physical activity."

Teacher/administrator presents three options (Stimulus Material 3).  
Teacher/administrator points to option A and says, "This is a picture of a boy playing soccer."  
Teacher/administrator points to option B and says "This is a picture of a boy reading a book."  
Teacher/administrator points to option C and says "This is a picture of a boy playing video games."  
Teacher/administrator asks, "Which picture goes best with this slide?"

Part 3  
Teacher/administrator presents slide 5 and says, "This was a slide presentation describing how teens could make healthy choices about their lives. This slide gives a conclusion."  
Teacher/administrator points to text on the slide and reads the following aloud:  
"Healthy Choices: Conclusion. Students

	<p>can make healthy choices by":</p> <ul style="list-style-type: none"> <li>- "Getting enough sleep."</li> <li>- "Eating healthy foods."</li> <li>- "Participating in physical activity every day."</li> </ul> <p>"Make a healthy choice today!"</p>		
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**Correct Answer**



<p>CA1. Part 1 Student indicates picture of a boy pouring milk into a glass.</p> <p>Part 2 Student indicates the picture of a boy playing soccer.</p> <p>Note: An item is only marked correct if the student answers all parts of the item correctly.</p>	<p>CA1. Option B Stimulus Material 2: picture of a girl talking to her dad with "O.K. dad, I will be home by 9:00".</p>	<p>CA1. Stimulus Material 1: Picture of a dog running in the grass.</p>
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**Materials for Examiner**



<p>Mf1. Administering this task to a student with a significant cognitive disability calls for some planning and preparation.</p> <p>Task 1 and Task 2 call for two laptop computers placed side-by-side.</p> <ul style="list-style-type: none"> <li>- Computer 1 (positioned on the left-hand side) displays the PowerPoint presentation (stimulus)</li> <li>- Computer 2 (positioned on the right-hand side) displays PowerPoint with the response options to which the student would respond to the question.</li> </ul> <p>IF two laptop computers are not available, PowerPoint presentations for Task 1 and Task 2 could be printed. Laptop could present response options.</p> <p>IF technology is not available, both PowerPoint presentations and response options could be printed.</p>	<p>Mf1. Administering this task to a student with a significant cognitive disability calls for some planning and preparation.</p> <p>Task 1 and Task 2 call for two laptop computers placed side-by-side.</p> <ul style="list-style-type: none"> <li>- Computer 1 (positioned on the left-hand side) displays the PowerPoint presentation (stimulus)</li> <li>- Computer 2 (positioned on the right-hand side) displays PowerPoint with the response options to which the student would respond to the question.</li> </ul> <p>IF two laptop computers are not available, PowerPoint presentations for Task 1 and Task 2 could be printed. Laptop could present response options.</p> <p>IF technology is not available, both PowerPoint presentations and response options could be printed.</p>	<p>Mf1. Administering this task to a student with a significant cognitive disability calls for some planning and preparation.</p> <p>Task 3 can be use one laptop to display stimulus materials. Or stimulus materials can be displayed using two laptop computers placed side-by-side.</p> <ul style="list-style-type: none"> <li>- Computer 1 (positioned on the left-hand side) displays photograph of dog</li> <li>- Computer 2 (positioned on the right-hand side) displays movie of dog.</li> </ul> <p>If digital equipment is unavailable examiner presents image representing the video with the play icon superimposed.</p>
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<p><b>Description of Stimulus Materials</b></p>	<p>Do1. Stimulus Material 1: PowerPoint Presentation, printed</p> <p>Stimulus Material 2: Answer options for Part 1</p> <ul style="list-style-type: none"> <li>- Option A: picture of a boy eating a cookie.</li> <li>- Option B: picture of a boy drinking water from a fountain.</li> <li>- Option C: picture of a boy pouring milk into a glass.</li> </ul> <p>Stimulus Material 3: Answer options for Part 2</p> <ul style="list-style-type: none"> <li>- Option A: picture of a boy playing soccer.</li> <li>- Option B: picture of a boy reading a book.</li> <li>- Option C: picture of a boy playing video games.</li> </ul>	<p>Do1. Stimulus Material 1: PowerPoint presentation, printed</p> <p>Stimulus Material 2: Answer options</p> <ul style="list-style-type: none"> <li>- Option A: picture of a teen holding a cookie with "I want a cookie!"</li> <li>- Option B: picture of a girl talking to her dad with "O.K. dad, I will be home by 9:00."</li> <li>- Option C: picture of a teen with "Do you want to go play soccer?"</li> </ul>	<p>Do1. Stimulus Material 1: Picture of a sleeping dog.</p> <p>Stimulus Material 2: Picture of a dog running in the grass.</p>
<p><b>Notes</b></p>	<p>N1. We envision a time in the future when classrooms, teachers, and students will have adequate access to technology to make this more routine. These items will be most readily be applicable to classrooms that have the technology.</p>	<p>N1. We envision a time in the future when classrooms, teachers, and students will have adequate access to technology to make this more routine. These items will be most readily be applicable to classrooms that have the technology.</p>	<p>N1. a. This item 3a uses visual and auditory stimuli. This raises the question about how to adapt the item for students with vision or hearing impairment.</p> <p>N2. a. This item 3a uses visual and auditory stimuli. This raises the question about how to adapt the item for students with vision or hearing impairment.</p> <p>b. Find out about copyright issues in regard to the song "Happy Birthday".</p>

**Tags** [ [Add Tag](#) ]

(No tags entered.)

**Alternate Assessment Design—English Language Arts  
Task Tryouts**

**Speaking and Listening 9/10.5: Digital Media in Presentations  
Materials and Instructions**

ID, KS, UT

September 2011

SRI International  
Center for Education and Human Services  
Center for Technology in Learning

For more information contact Katherine Nagle, (703) 247-8619, [Katherine.nagle@sri.com](mailto:Katherine.nagle@sri.com)

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## **Overview and Purpose of Task Tryouts**

Over the past 12 months, researchers from SRI International and personnel from your state office of education have collaborated closely to develop assessment tasks in English language arts designed for students with significant cognitive disabilities. These tasks were based on the Common Core State Standards in English language arts, but have been reduced in depth, breadth, and complexity. The tasks were developed using principles of Universal Design for Learning and are intended to be appropriate for students with significant cognitive disabilities who participate in your state’s alternate assessment based on alternate achievement standards.

Each task will be administered to nine students: three students who are at a high communication level, three who are at a medium communication level, and three who are at a low communication level. This document provides step-by-step scripts, instructions, and materials for each item. We ask that you follow these instructions very carefully to ensure that the data collected are of the highest quality so that we can gather reliable information about the tasks and determine whether any revisions to them are needed.

This document is divided into four sections:

- Background information on a task
- General instructions for administering items
- Detailed instructions for administering items
- Task materials for each item.

## Section 1: Background Information on Task

This table describes the basic attributes and general information for Speaking and Listening 9/10.5: Digital Media in Presentations (SpkLst9/10.5)

Attributes	General Information
English language arts strand	Speaking and listening
Task Code	SpkLst9/10.5
Assessment Target	Ability to select and incorporate digital media (e.g., textual, graphical, audio, visual, and interactive elements) to convey information and enhance understanding of presentations

## Section 2: General Instructions for Administering Items

This section first describes an overview of item administration and then provides detailed scripts, materials, and instructions for administering, scoring, and reporting each item within a task.

### *General Administration Guidelines*

Highlights for administering tasks are provided below; more detailed instructions for task administration are provided in the following section, Task Presentation.

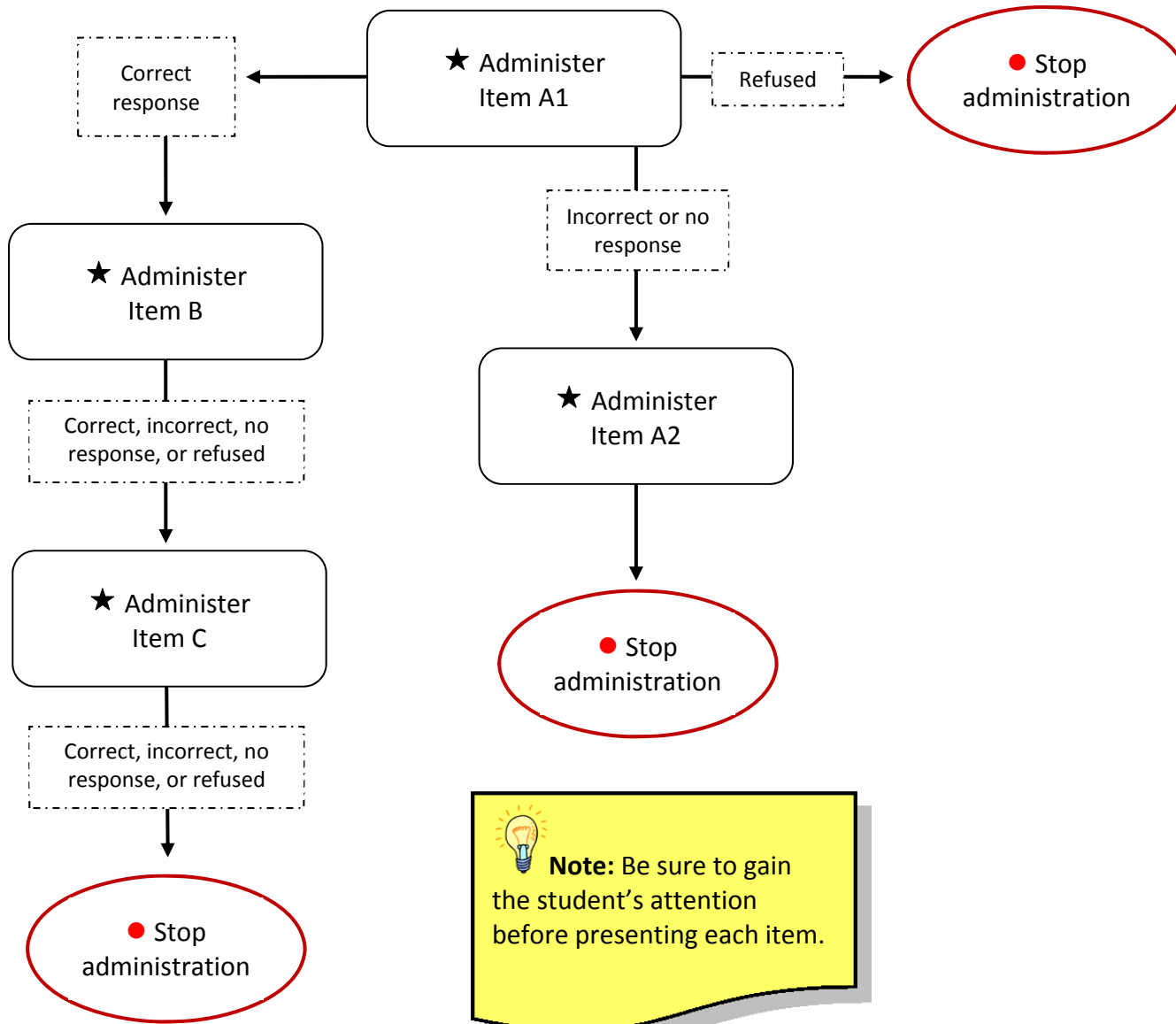
- Choose a location with few, if any, distractions and appropriate furniture.
- Choose a time of day when the student will be alert and able to pay attention and respond.
- On the day of the Task Tryout, **do not** instruct the student on the content of the task.
- Before presenting the item directions and student materials, make sure the student is attending or gain the student’s attention.
- While administering the task, maintain a neutral demeanor.
- Do not provide prompts or hints that might “give away” the correct answer.
- Use familiar gestures and prompts to refocus the student if necessary.
- You may provide a break if the student requires one.
- If the student DOES NOT RESPOND to an item the first time you read it, you may **repeat the item one time after refocusing** the student’s attention.
- Remember, this is an assessment task rather than an instructional activity. Although a task might be changed to meet needs presented by the student’s disability, each item should be presented so that the student responds independently.



### ***Task Presentation***

- Each task contains three items, which must be administered in a specific order (see Figure 1 on page 6):
  - All students are administered Item A1.
  - Students who respond incorrectly or do not respond to Item A1 are administered Item A2. This completes the Task Tryout for these students.
  - Students who refuse to answer Item A1 are not administered any additional items. This completes the Task Tryout for these students.
  - All students who respond correctly to Item A1 are administered Item B and then Item C. This completes the Task Tryout for these students.
- Each task and its three items have specific administration instructions and a script for teachers to use (these are included in Section 3). Follow the instructions and script for the specific task you are administering. Instructions include:
  - **Item Directions:** The directions for each item describe what the teacher says and what the teacher does to administer each item. Follow the detailed directions in Section 3, saying the words (in bold) in the script and presenting the item materials as directed (unbolded text). When portions of the detailed directions are in brackets (e.g., [Look at/touch/point to]), this indicates that you should chose the directions most appropriate for the student participating in the Task Tryout.
  - **Materials:** The materials to be presented with a particular item are described in Section 3. Some materials are printed pages with graphics or illustrations to which the student responds. These graphics and illustrations are provided in Section 4. You may need to print and cut out the graphics or illustrations.
  - **Student Responses:** The correct student response is also described in Section 3. Student responses may vary so that one student points to a selection, another names his/her selection verbally or in sign language, and another presses a switch. Each student will communicate his/her selection in a manner consistent with typical responding in the classroom.

**Figure 1: Flowchart of Task Administration**



**Section 3: Detailed Instructions for Administering Items**

**Item A1**

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<b>Directions:</b> What the teacher says ( <i>bold script</i> ) and does ( <i>regular text</i> )	<p>Teacher/administrator says , <b>I am going to read you a story about Joe and his dog. Listen carefully. I will then ask you a question.</b></p> <p>Teacher administrator says, <b>Joe and his dog, Spike, like to go to the park to play catch. Joe throws the ball and Spike runs to catch it.</b></p> <p>Teacher/Administrator presents student with a picture of a dog sleeping (Item A Stimulus Material 1) and says, <b>Here is a picture with a dog sleeping.</b> Teacher/administrator presents student with a second picture of a dog running with a ball (Item A Stimulus Material 2) and says, <b>Here is a picture of a dog running with a ball.</b> Teacher/administrator says <b>Listen to the story again: Joe and his dog, Spike, like to go to the park to play catch. Joe throws the ball and Spike runs to catch it. [Show me] / [Touch] / [Look at] the best picture to go with the story.</b></p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<b>Materials:</b> What the student perceives	<ul style="list-style-type: none"> <li>• Item A Stimulus Material 1: Picture of a sleeping dog</li> <li>• Item A Stimulus Material 2: Picture of a dog running in the grass</li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
Student <b>Correct</b> response	<ul style="list-style-type: none"> <li>• Student indicates Item A Stimulus Material 1: Picture of a dog running in the grass</li> </ul>	<p>Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>MOVE TO ITEM B.</b></p>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>• Student indicates the picture of a sleeping dog</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul>	<p>Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b></p>

Appendix E: Speaking and Listening Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b>No Response</b> — doesn't respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student's attention and repeat the directions. b) If the student still doesn't respond, record the student's lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) "No" or "I don't want to"</li> <li>• Student pushes task materials away</li> </ul>	Mark "Refused" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix E: Speaking and Listening Exemplar Task  
Item A2

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i>	If student cannot or does not respond to A1, teacher/administrator removes the picture of the sleeping dog and says, <b>[Show me] / [Touch] / [Look at] the picture of a dog running in the grass.</b>	If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
<b>Materials:</b> <i>What the student perceives</i>	<ul style="list-style-type: none"> <li>Item A Stimulus Material 2: Picture of a dog running in the grass</li> </ul>	If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	<ul style="list-style-type: none"> <li>Student indicates Item A Stimulus Material 2: Picture of a dog running in the grass</li> </ul>	Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>STOP TASK ●</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>Student says “I don’t know”</li> <li>Student repeats the prompt</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>No Response</b> — doesn’t respond to question†	<ul style="list-style-type: none"> <li>Student claps hands</li> <li>Student stares at wall</li> <li>Student hums with eyes closed</li> </ul>	a) Obtain the student’s attention and repeat the directions. b) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>Student says (signs or gestures) “No” or “I don’t want to”</li> <li>Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix E: Speaking and Listening Exemplar Task

Item B

<i>Steps</i>	<i>Scripts, materials, and student responses</i>	<i>Directions for scoring, reporting, and moving to the next item</i>
<p><b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i></p>	<p>Teacher/administrator presents power point presentation to the student (Item B Stimulus Material 1 PDF of Cell Phone Presentation) and says, <b>Look at this presentation. It is made for parents. It is about why teens should have cell phones. You will select pictures to go with some of the slides.</b></p> <p>Teacher/administrator points to the title on slide 1 and reads aloud the following: <b>The title of this presentation is ‘Why Teens Should Have Cell Phones: Presentation to Parents.</b></p> <p>Teacher/administrator presents slide 2 and says <b>This slide is an example of what a finished slide will look like.</b></p> <p>Teacher/administrator points to text on the slide and reads the following aloud: <b>A Cell Phone Has an Alarm Clock.</b></p> <p><b>So teens can:</b></p> <ul style="list-style-type: none"> <li>• <b>Find out what time it is</b></li> <li>• <b>Have a reminder to catch the bus on time</b></li> <li>• <b>Have a reminder to call home</b></li> </ul> <p><b>Look at the picture of the cell phone clock</b> [Teacher/administrator points to the picture]. <b>It was selected for this slide to help parents understand that cell phones have alarm clocks.</b></p> <p>Teacher/Administrator presents slide 3 and says, <b>You will select the best picture for this slide.</b> Teacher/administrator points to text and reads the following aloud: <b>Parents and Teens Can Talk or Text. When teens have cell phones:</b></p> <ul style="list-style-type: none"> <li>• <b>Teens can call their parents when they need to</b></li> <li>• <b>Parents can reach the teens when they need to</b></li> <li>• <b>Parents can text teens to remind them when to come home.</b></li> </ul> <p>(Pause)</p> <p><b>Choose the picture that best supports the information presented about parents and teens. You will choose the picture that shows</b></p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>

Appendix E: Speaking and Listening Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
	<p><b>how a teen talks to their parent using a cell phone.</b></p> <p>Teacher/administrator presents three options (Item B Stimulus Material 2). Teacher/administrator points to option A and says, <b>Here is a picture of a teen saying ‘I want a cookie’.</b></p> <p>Teacher/administrator points to option B and says, <b>Here is a picture of a teen saying ‘O.K. dad, I will be home by 9:00’.</b></p> <p>Teacher/administrator points to option B and says, <b>Here is a picture of a teen saying ‘Do you want to go play soccer?’</b></p> <p>Teacher/administrator says, <b>Which picture goes best with this slide?</b></p> <p>Teacher/administrator presents the last slide and says, <b>This was a slide presentation describing why teens should have cell phones. This slide gives a conclusion.</b> Teacher/administrator points to text on the slide and reads the following aloud: <b>Teens with cell phones: Conclusion. Teens can use the cell phone clock to help them be on time. Parents can call or text teens on the cell phone to make sure they are safe.</b></p>	
<p><b>Materials:</b> <i>What the student perceives</i></p>	<ul style="list-style-type: none"> <li>• Item B Stimulus Material 1: PowerPoint presentation, printed</li> <li>• Item B Stimulus Material 2: Answer options               <ul style="list-style-type: none"> <li>○ Option A from Item B Stimulus Material 2: picture of a teen holding a cookie with “I want a cookie!”</li> <li>○ Option B from Item B Stimulus Material 2: picture of a girl talking to her dad with “O.K. dad, I will be home by 9:00.”</li> <li>○ Option C from Item B Stimulus Material 2: picture of a teen with “Do you want to go play soccer?”</li> </ul> </li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p>Student <b>Correct</b> response</p>	<ul style="list-style-type: none"> <li>• Student indicates Option B from Item B Stimulus Material 2: picture of a girl talking to her dad with “O.K. dad, I will be home by 9:00”.</li> </ul>	<p>Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode.</p> <p><b>MOVE TO ITEM C.</b></p>

Appendix E: Speaking and Listening Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b><i>Incorrect</i></b> response†	<ul style="list-style-type: none"> <li>• Student indicates Option A from Item B Stimulus Material 2: picture of a teen holding a cookie with “I want a cookie!”</li> <li>• Student indicates Option C from Item B Stimulus Material 2: picture of a teen with “Do you want to go play soccer?”</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b>
Student <b><i>No Response</i></b> — doesn’t respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student’s attention and repeat the directions. b) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b>
Student <b><i>Refused to Respond</i></b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) “No” or “I don’t want to”</li> <li>• Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists



Appendix E: Speaking and Listening Exemplar Task  
**Item C**

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<p><b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i></p>	<p>This is a 2 part item. Teacher/administrator may provide student with breaks between parts. If a break is provided, teacher/administrator should review the pdf of the presentation again with student before asking next question.</p> <p>Teacher/administrator presents the PDF of the presentation to the student (Item C Stimulus Materials 1 PDF Healthy Living).</p> <p>Teacher/administrator says, <b>This is a presentation. It describes how teens can make healthy choices about their lives. You will be asked to select digital media to go with some of the slides.</b></p> <p>Teacher/administrator present slide 1 and reads the following aloud:  <b>The title of this presentation is Making Healthy Choices: Students can make choices about sleep, diet, and physical activity.</b></p> <p>Teacher/administrator presents slide 2 and says, <b>This slide is an example of what a finished slide will look like.</b></p> <p>Teacher/administrator points to text on the slide and reads the following aloud: <b>Healthy Choices: Sleep.</b></p> <ul style="list-style-type: none"> <li>• <b>Getting enough sleep is important.</b></li> <li>• <b>Teens need 8 to 9 hours of sleep a night.</b></li> <li>• <b>Getting enough sleep keeps your body healthy</b></li> <li>• <b>Getting enough sleep helps students to be alert and do their best at school.</b></li> </ul> <p><b>Look at the picture of the teen sleeping</b> [Teacher/administrator points to the picture]. <b>It was selected for this slide to help other students understand the information presented on sleep.</b></p> <p>Part 1</p> <p>Teacher/administrator presents slide 3 and says, <b>You will select a picture for this slide.</b> Teacher/administrator points to text on the slide and reads the following aloud: <b>Healthy Choices: Having Dairy in Your Diet.</b></p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>

Appendix E: Speaking and Listening Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
	<ul style="list-style-type: none"> <li>• Dairy is an important part of everyone’s diet</li> <li>• Some examples of dairy foods are milk, yogurt, and cheese</li> <li>• Dairy builds bone and muscle.</li> </ul> <p>(Pause)</p> <p><b>Choose the picture that best supports the information presented about having dairy in your diet. You will choose the picture that goes best with having dairy in your diet.</b></p> <p>Teacher/administrator presents three options (Item C Stimulus Material 2).Teacher/administrator points to option A and says, <b>Here is a picture of a boy eating a cookie.</b> Teacher/administrator points to option B and says <b>Here is a picture of a boy drinking water from a fountain.</b> Teacher/administrator points to option C and says <b>Here is a picture of a boy pouring milk into a glass.</b> Teacher/administrator asks, <b>Which picture goes best with this slide.</b></p> <p>After student responds teacher/administrator provides a break if needed or moves to next part.</p> <p>Part 2</p> <p>Teacher/Administrator presents slide 4 and says, <b>You will select a picture for this slide.</b> Teacher/Administrator points to text on the slide and reads the following aloud: <b>Healthy Choices: Physical Activity.</b></p> <ul style="list-style-type: none"> <li>• <b>Teens should participate in physical activity at least one hour each day</b></li> <li>• <b>Physical activities can be fun things like playing basketball, soccer, or swimming</b></li> <li>• <b>Getting enough activity makes you strong and healthy.</b></li> </ul> <p>Teacher/Administrator says, <b>Choose the picture that best supports the information presented about participating in a physical activity. You will choose the picture that goes best with participating in physical activity.</b></p>	

Appendix E: Speaking and Listening Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
	<p>Teacher/administrator presents three options (Item C Stimulus Material 3). Teacher/administrator points to option A and says, <b>This is a picture of a boy playing soccer.</b> Teacher/administrator points to option B and says <b>This is a picture of a boy reading a book.</b> Teacher/administrator points to option C and says <b>This is a picture of a boy playing video games.</b> Teacher/administrator asks, <b>Which picture goes best with this slide?</b></p> <p>Part 3</p> <p>Teacher/administrator presents slide 5 and says, <b>This was a slide presentation describing how teens could make healthy choices about their lives. This slide gives a conclusion.</b></p> <p>Teacher/administrator points to text on the slide and reads the following aloud: <b>Healthy Choices: Conclusion. Students can make healthy choices by:</b></p> <ul style="list-style-type: none"> <li>• <b>Getting enough sleep</b></li> <li>• <b>Eating healthy foods</b></li> <li>• <b>Participating in physical activity every day</b></li> </ul> <p><b>Make a healthy choice today!</b></p>	
<p><b>Materials:</b> <i>What the student perceives</i></p>	<ul style="list-style-type: none"> <li>• Item C Stimulus Material 1: PowerPoint Presentation, printed</li> <li>• Item C Stimulus Material 2: Answer options for Part 1               <ul style="list-style-type: none"> <li>○ Option A: picture of a boy eating a cookie.</li> <li>○ Option B: picture of a boy drinking water from a fountain.</li> <li>○ Option C: picture of a boy pouring milk into a glass.</li> </ul> </li> <li>• Item C Stimulus Material 3: Answer options for Part 2               <ul style="list-style-type: none"> <li>○ Option A: picture of a boy playing soccer.</li> <li>○ Option B: picture of a boy reading a book.</li> <li>○ Option C: picture of a boy playing video games.</li> </ul> </li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>

Appendix E: Speaking and Listening Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b>Correct</b> response	Part 1 Student indicates picture of a boy pouring milk into a glass. Part 2 Student indicates the picture of a boy playing soccer. NOTE: An item is only marked correct if the student answers all parts of the item correctly.	Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>STOP TASK ●</b>
Student <b>Incorrect</b> response†	Part 1 <ul style="list-style-type: none"> <li>• Student indicates the picture of a boy eating a cookie.</li> <li>• Student indicates the picture of a boy drinking from a water fountain</li> </ul> Part 2 <ul style="list-style-type: none"> <li>• Student indicates the picture of a boy playing video games</li> <li>• Student indicates the picture of a boy reading a book</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul> *Note: If student answers incorrectly to <b>any</b> part of the item, mark as incorrect and fill in the explanation box in section 1 of the data collection form indicating performance of each sub-item.	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>No Response</b> — doesn’t respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student’s attention and repeat the directions. b) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) “No” or “I don’t want to”</li> <li>• Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists



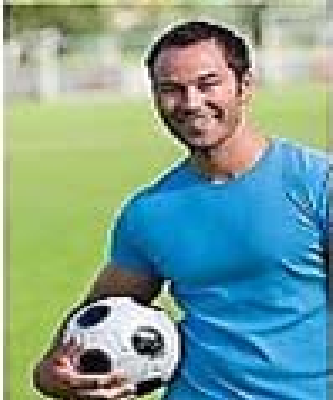
## **Section 4: Task Materials for Each Item**



SpkLst 9/10.5, Item A Stimulus Material 1



SpkLst 9/10.5, Item A Stimulus Material 2

<b>A</b>	<b>B</b>	<b>C</b>
<p data-bbox="457 495 762 755">I want a cookie!</p> 	<p data-bbox="924 506 1270 743">O.K. Dad. I'll be home by 9.00.</p> 	<p data-bbox="1474 506 1806 760">Do you want to go play soccer?</p> 



**A**






**B**



**C**



SpkLst 9/10.5, Item C Stimulus Material 2

<b>A</b>	<b>B</b>	<b>C</b>
		

SpkLst 9/10.5, Item C Stimulus Material 3

**Appendix F: Writing Exemplar Task**

**Writing 5.2 – Write Text to Convey Information**

# AAD-ELA UT Task Writing 5.2: Write Text to Convey Information

## | Task Family 2552

[ | [Permit](#) | [Delete](#) ]

**Title** [ [Edit](#) ] AAD-ELA UT Task Writing 5.2: Write Text to Convey Information

**Nu Design Pattern** [ [Edit](#) ] AAD-ELA UT Writing 5.2: Write Text to Convey Information  
 CCSS: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
 a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
 b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
 c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  
 d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
 e. Provide a concluding statement or section related to the information or explanation presented.

NCECC: Write\* to convey information and ideas clearly.  
 a. State a topic and select illustrations or visual/tactile supports related to it.  
 b. Provide information related to the topic using 2-3 word combinations and domain specific vocabulary.  
 c. Provide facts or details related to the topic using 2-3 word combinations.

**Grade Level Activities** [ [Edit](#) ]

	Item 1	Item 2	Item 3a/3b
<b>Depth of Knowledge (DOK)</b> [ <a href="#">Edit</a> ]	Do1. Application / Comprehension / Performance	Do1. Performance / Recall	Do1. Recall / Attention
<b>Selected Focal KSAs</b> [ <a href="#">Edit</a> ]	<ul style="list-style-type: none"> <li>Ability to generate text that provides a concluding statement</li> </ul>	<ul style="list-style-type: none"> <li>Ability to generate text that provides a concluding statement</li> </ul>	
<b>Focal KSA Notes</b> [ <a href="#">Edit</a> ]			
<b>Selected KSA for Item 3a/3b</b> [ <a href="#">Edit</a> ]			<ul style="list-style-type: none"> <li>Knowledge of general structure of an informative/explanatory text (e.g., main idea, body, supporting details, and concluding statement).</li> </ul>
<b>KSA for Item 3a/3b Notes</b> [ <a href="#">Edit</a> ]			
<b>Associated AKSAs, Cognitive Background Knowledge</b> [ <a href="#">Edit</a> ]	<ul style="list-style-type: none"> <li>Knowledge of general structure of an informative/explanatory text (e.g., main idea, body, supporting details, and concluding statement).</li> <li>Ability to identify appropriate supporting details of a topic of an</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of general structure of an informative/explanatory text (e.g., main idea, body, supporting details, and concluding statement).</li> <li>Ability to identify appropriate supporting details of a topic of an</li> </ul>	

	<p>informative/explanatory text.</p> <ul style="list-style-type: none"> <li>• Knowledge of domain specific vocabulary</li> <li>• Knowledge that a concluding statement is broad and summarizes the information in the text</li> </ul>	<p>informative/explanatory text.</p> <ul style="list-style-type: none"> <li>• Knowledge of domain specific vocabulary</li> <li>• Knowledge that a concluding statement is broad and summarizes the information in the text</li> </ul>	
<b>Potential Observations</b>	<ul style="list-style-type: none"> <li>• Given a prompt with a topic statement and several related sentences including facts and details, student selects an appropriate concluding statement that summarizes or concludes the content in the related sentences provided</li> </ul>	<ul style="list-style-type: none"> <li>• Given a prompt with a topic statement and several related sentences including facts and details, student generates a concluding statement by completing a sentence that summarizes or concludes the content in the related sentences provided</li> <li>• Given a prompt with a topic statement and several related sentences including facts and details, student selects an appropriate concluding statement that summarizes or concludes the content in the related sentences provided</li> </ul>	
<b>Potential Observation Notes (based on selected KSA)</b>			
<b>Potential Work Products</b>	<ul style="list-style-type: none"> <li>• Expression of informative/explanatory ideas</li> <li>• Selection from a list</li> </ul>	<ul style="list-style-type: none"> <li>• Expression of informative/explanatory ideas</li> <li>• Selection from a list</li> </ul>	
<b>Potential Work Product Notes (based on selected KSA)</b>			
<b>Characteristic Features</b>	<ul style="list-style-type: none"> <li>• Topic is age-appropriate</li> <li>• Domain specific content must be addressed in the grade 5 curriculum</li> <li>• Topic must be familiar to student</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is age-appropriate</li> <li>• Domain specific content must be addressed in the grade 5 curriculum</li> <li>• Topic must be familiar to student</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is age-appropriate</li> <li>• Domain specific content must be addressed in the grade 5 curriculum</li> <li>• Topic must be familiar to student</li> </ul>
<b>Associated Variable Features, Cognitive Background Knowledge</b>	<ul style="list-style-type: none"> <li>• Remind student that a concluding statement is broad and summarizes the information in the text: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Remind student that a concluding statement is broad and summarizes the information in the text: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Remind student (e.g., verbally, in writing, or using pictures) of the general structure of informative/explanatory text: <b>Yes</b></li> <li>• Provide a template to support students' understanding of the general structure of informative/explanatory</li> </ul>

			texts (e.g., main idea, body with supporting details, and conclusion): <b>Yes</b>
<b>Selected Variable Features: Perceptual</b>	<ul style="list-style-type: none"> <li>• Delivery mechanisms by which the question is perceived <b>eg: Yes</b></li> <li>• Delivery parameters for oral presentation of material <b>eg: Yes</b></li> <li>• Supports for the use of equipment required for the task <b>eg: Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Delivery mechanisms by which the question is perceived <b>eg: Yes</b></li> <li>• Delivery parameters for oral presentation of material <b>eg: Yes</b></li> <li>• Supports for the use of equipment required for the task <b>eg: Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Delivery mechanisms by which the question is perceived <b>eg: Yes</b></li> <li>• Delivery parameters for oral presentation of material <b>eg: Yes</b></li> <li>• Supports for the use of equipment required for the task <b>eg: Yes</b></li> </ul>
<b>Selected Variable Features: Skill and Fluency</b>	<ul style="list-style-type: none"> <li>• Supports for manipulating physical materials <b>eg: Yes</b></li> <li>• Supports for manipulating digital/electronic equipment <b>eg: Yes</b></li> <li>• Response mode options <b>eg: Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports for manipulating physical materials <b>eg: Yes</b></li> <li>• Supports for manipulating digital/electronic equipment <b>eg: Yes</b></li> <li>• Response mode options <b>eg: Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports for manipulating physical materials <b>eg: Yes</b></li> <li>• Supports for manipulating digital/electronic equipment <b>eg: Yes</b></li> <li>• Response mode options <b>eg: Yes</b></li> </ul>
<b>Selected Variable Features: Language and Symbols</b>	<ul style="list-style-type: none"> <li>• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>Yes</b></li> <li>• All key information available in sign language for students who are deaf: <b>Yes</b></li> <li>• Digital Braille with or without automatic Braille to speech: <b>Yes</b></li> <li>• Read language and symbols aloud: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• All key information in the dominant language (e.g., English) is also available in prevalent first languages (e.g., Spanish) for second language learners: <b>Yes</b></li> <li>• All key information available in sign language for students who are deaf: <b>Yes</b></li> <li>• Digital Braille with or without automatic Braille to speech: <b>Yes</b></li> <li>• Read language and symbols aloud: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• All key information available in sign language for students who are deaf: <b>Yes</b></li> <li>• Digital Braille with or without automatic Braille to speech: <b>Yes</b></li> <li>• Read language and symbols aloud: <b>Yes</b></li> </ul>
<b>Selected Variable Features: Cognitive</b>	<ul style="list-style-type: none"> <li>• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: <b>Embed in scenario</b></li> <li>• Options for supporting background knowledge - remind student of prior experiences: <b>Yes</b></li> <li>• Options for supporting memory and transfer: reread question/stimulus: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: <b>Embed in scenario</b></li> <li>• Options for supporting background knowledge - remind student of prior experiences: <b>Yes</b></li> <li>• Options for supporting memory and transfer: reread question/stimulus: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Options for supporting critical features, big ideas, and relations: provide graphic organizers: <b>Yes - done</b></li> <li>• Options for supporting memory and transfer: present items as a discrete unit or embed in a scenario: <b>Discrete unit</b></li> <li>• Options for supporting background knowledge - remind student of prior experiences: <b>Yes</b></li> <li>• Options for supporting memory and transfer: reread question/stimulus: <b>Yes</b></li> </ul>
<b>Selected Variable Features: Executive</b>			<ul style="list-style-type: none"> <li>• Adjust levels of challenge and support <b>eg: Yes - done</b></li> </ul>

<p><b>Selected Variable Features: Affective</b></p>	<ul style="list-style-type: none"> <li>• Task options for engagement: heighten salience: <b>Yes - done</b></li> <li>• Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide feedback to support engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Task options for engagement: heighten salience: <b>Yes - done</b></li> <li>• Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide feedback to support engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher options for providing supports for attention and engagement: provide supports to reduce student frustration <u>eg</u>: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide optimal student positioning (positions which encourage alertness, not recumbent): <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide feedback to support engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: prompt student to engage/re-engage: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: administer assessment at optimal time of day for student engagement: <b>Yes</b></li> <li>• Teacher options for providing supports for attention and engagement: provide verbal/gestural prompts: <b>Yes</b></li> </ul>
<p><b>Item Complexity Notes</b></p>	<p>IC1. DOK:Comprehension - Summarize  Length of passage: 51 words  Length of sentences in passage: 7.2 words per sentence  Flesch-Kincaid: 0.6  Complexity and variation in sentence structure: Use of diverse vocabulary  Number of unique words: 30 words  Number of distractors related to story: 2</p>	<p>IC1. DOK: Comprehension - Summarize  Length of passage: 16  Length of sentences in passage: 4 words per sentence  Flesch-Kincaid: 0.0  Complexity and variation of sentence structure: Declarative sentences;  Number of unique words: 8 words  Number of distractors related to story: 1</p>	<p>IC1. DOK: 3a. Recall - Match  3b. Attention</p>
<p><b>Item Directive</b></p>	<p>ID1. Teacher/administrator presents passage (Stimulus Material 1) to student and says,</p>	<p>ID1. Teacher/administrator presents passage (Stimulus Material 1) to student and says,</p>	<p>ID1. 3a. Teacher/administrator presents diagram (Stimulus Material 1)</p>

	<p>"Here is a story. Follow along as I read it aloud." Teacher/administrator reads aloud: "Amy went on a trip. She left her house early in the morning. She rode on the train for three hours. She had a snack in the dining car. Her aunt picked her up at the train station. They drove for two hours. She arrived at the house at three o'clock that afternoon."</p> <p>Teacher/administrator says, "Pick a good concluding statement for this story. Remember a good concluding statement sums up the story in one sentence." Teacher/administrator presents student with three note cards (Stimulus Materials 2, 3, and 4) and reads the following aloud: - "Amy liked the train ride." - "Amy traveled a long time." - "Amy's aunt lives in a big house."</p>	<p>"Here is a story. Follow along as I read it aloud." Teacher/administrator reads the following aloud: - "Paul has a dog." - "Paul walks his dog." - "Paul feeds his dog." - "Paul brushes his dog."</p> <p>Teacher/administrator places the passage where the student can see it. Teacher/administrator presents student with three note cards (Stimulus Materials 2, 3, and 4) and says, "Pick a good concluding statement for this story. Remember a good concluding statement sums up the story in one sentence." Teacher/administrator reads the following aloud: - "Paul cares for his dog." - "Paul likes to walk his dog." - "Paul plays video games."</p>	<p>to student and says, "Stories that give you information have several parts. Look at this diagram. There is an introduction &lt;points to the box for introduction&gt; there are supporting facts &lt;points to the three boxes for supporting facts&gt;, and there is a conclusion &lt;points to the box for conclusion&gt;." Teacher/administrator repeats description of diagram and then places it to the side, but where the student can see it.</p> <p>Teacher/administrator presents a second diagram (Stimulus Material 2) and says, "Here is another diagram." Teacher/administrator points to the boxes and says "Introduction, Supporting facts. There is an empty box." Teacher/administrator presents student with two note cards (Stimulus Materials 3 and 4) and says, "This card says 'Supporting fact' and this card says 'Conclusion.' [Show me]/[Touch]/[Look at] the card that goes in the empty box."</p> <p>3b. If student answers 3a incorrectly (or does not answer), teacher/administrator removes the Supporting fact note card and says, "[Show me]/[Touch]/[Look at] the card that goes in the empty box."</p>
<p><b>Correct Answer</b> </p>	<p>CA1. Student indicates "Amy traveled a long time."</p>	<p>CA1. Stimulus Material 2: Note card with "Paul cares for his dog."</p>	<p>CA1. Stimulus Material 4: Note card with "Conclusion"</p>
<p><b>Materials for Examiner</b> </p>	<p>Mf1. Task worksheet that describes item and delivery instructions</p>	<p>Mf1. Task worksheet that describes item and delivery instructions</p>	<p>Mf1. Task worksheet that describes item and delivery instructions</p>



	Task data sheet or other method to record student's response	Task data sheet or other method to record student's response	Task data sheet or other method to record student's response
<b>Description of Stimulus Materials</b>	<p>Do1. Stimulus Material 1: Passage printed in large font</p> <p>Stimulus Materials 2-4: Note cards with the following text in large font:</p> <ul style="list-style-type: none"> <li>- SM2: Amy liked the train ride.</li> <li>- SM3: Amy traveled a long time.</li> <li>- SM4: Amy's aunt lives in a big house.</li> </ul>	<p>Do1. Stimulus Material 1: Passage printed in large font</p> <p>Stimulus Materials 2-4: Note cards with the following text in large font:</p> <ul style="list-style-type: none"> <li>- SM2: Paul cares for his dog.</li> <li>- SM3: Paul likes to walk his dog.</li> <li>- SM4: Paul plays video games.</li> </ul>	<p>Do1. Stimulus Material 1: Diagram with introduction, supporting facts, and conclusion</p> <p>Stimulus Material 2: Diagram with introduction, supporting fact, but missing conclusion</p> <p>Stimulus Material 3: Note card with "Supporting fact"</p> <p>Stimulus Material 4: Note card with "Conclusion"</p>
<b>Notes</b>			

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**Alternate Assessment Design—English Language Arts  
Task Tryouts**

**Writing 5.2: Write Text to Convey Information  
Materials and Instructions**

ID, KS, UT

September 2011

SRI International  
Center for Education and Human Services  
Center for Technology in Learning

For more information contact Katherine Nagle, (703) 247-8619, [Katherine.nagle@sri.com](mailto:Katherine.nagle@sri.com)

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## **Overview and Purpose of Task Tryouts**

Over the past 12 months, researchers from SRI International and personnel from your state office of education have collaborated closely to develop assessment tasks in English language arts designed for students with significant cognitive disabilities. These tasks were based on the Common Core State Standards in English language arts, but have been reduced in depth, breadth, and complexity. The tasks were developed using principles of Universal Design for Learning and are intended to be appropriate for students with significant cognitive disabilities who participate in your state’s alternate assessment based on alternate achievement standards.

Each task will be administered to nine students: three students who are at a high communication level, three who are at a medium communication level, and three who are at a low communication level. This document provides step-by-step scripts, instructions, and materials for each item. We ask that you follow these instructions very carefully to ensure that the data collected are of the highest quality so that we can gather reliable information about the tasks and determine whether any revisions to them are needed.

This document is divided into four sections:

- Background information on a task
- General instructions for administering items
- Detailed instructions for administering items
- Task materials for each item.

## Section 1: Background Information on Task

This table describes the basic attributes and general information for Writing 5.2: Write Text to Convey Information (Wrt 5.2).

Attributes	General Information
English language arts strand	Writing
Task Code	Wrt 5.2
Assessment Target	Ability to generate text that provides a concluding statement

## Section 2: General Instructions for Administering Items

This section first describes an overview of item administration and then provides detailed scripts, materials, and instructions for administering, scoring, and reporting each item within a task.

### *General Administration Guidelines*

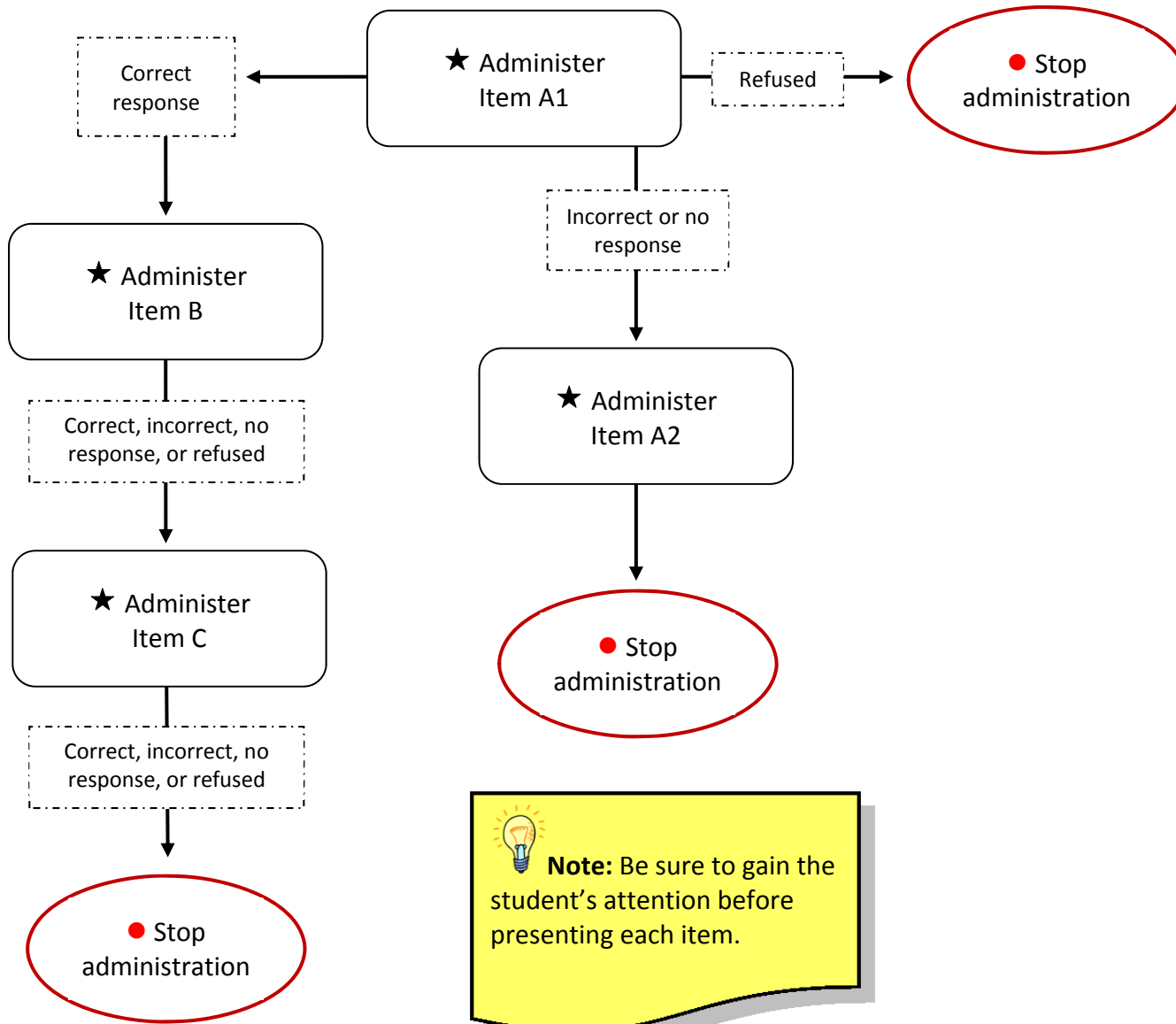
Highlights for administering tasks are provided below; more detailed instructions for task administration are provided in the following section, Task Presentation.

- Choose a location with few, if any, distractions and appropriate furniture.
- Choose a time of day when the student will be alert and able to pay attention and respond.
- On the day of the Task Tryout, **do not** instruct the student on the content of the task.
- Before presenting the item directions and student materials, make sure the student is attending or gain the student’s attention.
- While administering the task, maintain a neutral demeanor.
- Do not provide prompts or hints that might “give away” the correct answer.
- Use familiar gestures and prompts to refocus the student if necessary.
- You may provide a break if the student requires one.
- If the student DOES NOT RESPOND to an item the first time you read it, you may **repeat the item one time after refocusing** the student’s attention.
- Remember, this is an assessment task rather than an instructional activity. Although a task might be changed to meet needs presented by the student’s disability, each item should be presented so that the student responds independently.

### ***Task Presentation***

- Each task contains three items, which must be administered in a specific order (see Figure 1 on page 6):
  - All students are administered Item A1.
  - Students who respond incorrectly or do not respond to Item A1 are administered Item A2. This completes the Task Tryout for these students.
  - Students who refuse to answer Item A1 are not administered any additional items. This completes the Task Tryout for these students.
  - All students who respond correctly to Item A1 are administered Item B and then Item C. This completes the Task Tryout for these students.
- Each task and its three items have specific administration instructions and a script for teachers to use (these are included in Section 3). Follow the instructions and script for the specific task you are administering. Instructions include:
  - **Item Directions:** The directions for each item describe what the teacher says and what the teacher does to administer each item. Follow the detailed directions in Section 3, saying the words (in bold) in the script and presenting the item materials as directed (unbolded text). When portions of the detailed directions are in brackets (e.g., [Look at/touch/point to]), this indicates that you should chose the directions most appropriate for the student participating in the Task Tryout.
  - **Materials:** The materials to be presented with a particular item are described in Section 3. Some materials are printed pages with graphics or illustrations to which the student responds. These graphics and illustrations are provided in Section 4. You may need to print and cut out the graphics or illustrations.
  - **Student Responses:** The correct student response is also described in Section 3. Student responses may vary so that one student points to a selection, another names his/her selection verbally or in sign language, and another presses a switch. Each student will communicate his/her selection in a manner consistent with typical responding in the classroom.

**Figure 1: Flowchart of Task Administration**



**Section 3: Detailed Instructions for Administering Items**

**Item A1**

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<p><b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i></p>	<p>Teacher/administrator presents diagram (Item A Stimulus Material 1) to student and says, <b>Stories that give you information have several parts. Look at this diagram. There is an introduction</b> [points to the box for introduction], <b>there are supporting facts</b> [points to the three boxes for supporting facts], <b>and there is a conclusion</b> [points to the box for conclusion].</p> <p>Teacher/administrator repeats description of diagram and then places it to the side, but where the student can see it.</p> <p>Teacher/administrator presents a second diagram (Item A Stimulus Material 2) and says, <b>Here is another diagram.</b> Teacher/administrator points to the boxes and says <b>Introduction, Supporting facts. There is an empty box.</b> Teacher/administrator presents student with two note cards (Item A Stimulus Materials 3 and 4) and says, <b>This card says 'Supporting fact' and this card says 'Conclusion.'</b> [Show me] / [Touch] / [Look at] <b>the card that goes in the empty box.</b></p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p><b>Materials:</b> <i>What the student perceives</i></p>	<ul style="list-style-type: none"> <li>• Item A Stimulus Material 1: Diagram with introduction, supporting facts, and conclusion</li> <li>• Item A Stimulus Material 2: Diagram with introduction, supporting fact, but missing conclusion</li> <li>• Item A Stimulus Material 3: Note card with “Supporting fact”</li> <li>• Item A Stimulus Material 4: Note card with “Conclusion”</li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p>Student <b>Correct</b> response</p>	<ul style="list-style-type: none"> <li>• Student indicates Item A Stimulus Material 4: Note card with “Conclusion”</li> </ul>	<p>Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>MOVE TO ITEM B.</b></p>



Appendix F: Writing Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b><i>Incorrect</i></b> response†	<ul style="list-style-type: none"> <li>• Student indicates Item A Stimulus Material 3: Note card with “Supporting Fact”</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b>
Student <b><i>No Response</i></b> — doesn’t respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student’s attention and repeat the directions. b) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM A2.</b>
Student <b><i>Refused to Respond</i></b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) “No” or “ I don’t want to”</li> <li>• Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix F: Writing Exemplar Task  
Item A2

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<b>Directions:</b> What the teacher says ( <i>bold script</i> ) and does ( <i>regular text</i> )	If student answers A1 incorrectly (or does not answer), teacher/administrator removes the Supporting fact note card and says, <b>[Show me]/[Touch]/[Look at] the card that goes in the empty box.</b>	If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
<b>Materials:</b> What the student perceives	<ul style="list-style-type: none"> <li>• Item A Stimulus Material 1: Diagram with introduction, supporting facts, and conclusion</li> <li>• Item A Stimulus Material 2: Diagram with introduction, supporting facts, but missing conclusion</li> <li>• Item A Stimulus Material 4: Note card with “Conclusion”</li> </ul>	If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.
Student <b>Correct</b> response	<ul style="list-style-type: none"> <li>• Student indicates Item A Stimulus Material 4: Note card with “Conclusion”</li> </ul>	Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>STOP TASK ●</b>
Student <b>Incorrect</b> response†	<ul style="list-style-type: none"> <li>• Student says “I don’t know”</li> <li>• Student echoes “empty box”</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>No Response</b> — doesn’t respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student’s attention and repeat the directions. b) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) “No” or “ I don’t want to”</li> <li>• Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix F: Writing Exemplar Task

Item B

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<p><b>Directions:</b> <i>What the teacher says (bold script) and does (regular text)</i></p>	<p>Teacher/administrator presents passage (Item B Stimulus Material 1) to student and says, <b>Here is a story. Follow along as I read it aloud.</b></p> <p>Teacher/administrator reads the following aloud:</p> <p><b>Paul has a dog.</b></p> <p><b>Paul walks his dog.</b></p> <p><b>Paul feeds his dog.</b></p> <p><b>Paul brushes his dog.</b></p> <p>Teacher/administrator places the passage where the student can see it.</p> <p>Teacher/administrator presents student with three note cards (Item B Stimulus Materials 2, 3, and 4) and says, <b>Pick a good concluding statement for this story. Remember a good concluding statement sums up the story in one sentence.</b> Teacher/administrator reads the following aloud:</p> <p><b>A. Paul cares for his dog.</b></p> <p><b>B. Paul likes to walk his dog.</b></p> <p><b>C. Paul plays video games.</b></p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p><b>Materials:</b> <i>What the student perceives</i></p>	<ul style="list-style-type: none"> <li>• Item B Stimulus Material 1: Passage printed in large font</li> <li>• Item B Stimulus Material 2: Note card with “Paul cares for his dog.”</li> <li>• Item B Stimulus Material 3: Note card with “Paul likes to walk his dog.”</li> <li>• Item B Stimulus Material 4: Note card with “Paul plays video games.”</li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p>Student <b>Correct</b> response</p>	<ul style="list-style-type: none"> <li>• Student indicates Item B Stimulus Material 2: Note card with “Paul cares for his dog.”</li> </ul>	<p>Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode.</p> <p><b>MOVE TO ITEM C.</b></p>

Appendix F: Writing Exemplar Task

<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
Student <b><i>Incorrect</i></b> response†	<ul style="list-style-type: none"> <li>• Student indicates Item B Stimulus Material 3: Note card with “Paul likes to walk his dog.”</li> <li>• Student indicates Item B Stimulus Material 4: Note card with “Paul plays video games.”</li> <li>• Student says “I don’t know”</li> <li>• Student repeats the prompt</li> </ul>	Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b>
Student <b><i>No Response</i></b> — doesn’t respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student’s attention and repeat the directions. b) If the student still doesn’t respond, record the student’s lack of response in Section 1 of the Data Collection Booklet. <b>MOVE TO ITEM C.</b>
Student <b><i>Refused to Respond</i></b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) “No” or “ I don’t want to”</li> <li>• Student pushes task materials away</li> </ul>	Mark “Refused” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

Appendix F: Writing Exemplar Task  
Item C

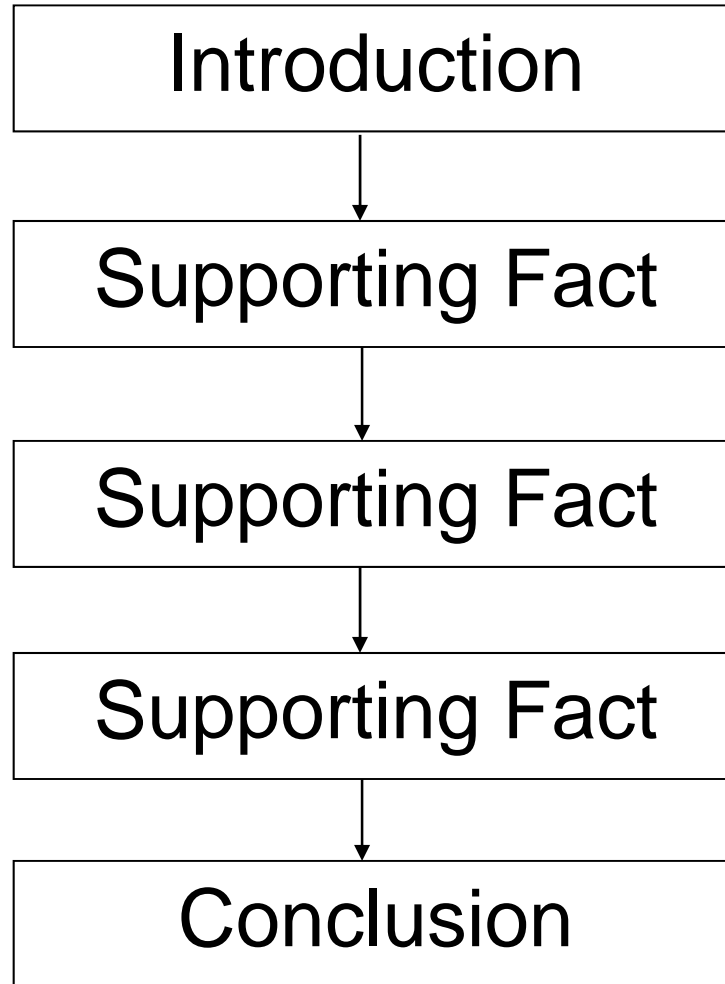
<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
<p><b>Directions:</b> What the teacher says (<i>bold script</i>) and does (<i>regular text</i>)</p>	<p>Teacher/administrator presents passage (Item C Stimulus Material 1) to student and says, <b>Here is a story. Follow along as I read it aloud.</b></p> <p>Teacher/administrator reads aloud:  <b>Amy went on a trip. She left her house early in the morning. She rode on the train for three hours. She had a snack in the dining car. Her aunt picked her up at the train station. They drove for two hours. She arrived at the house at three o'clock that afternoon.</b></p> <p>Teacher/administrator says, <b>Pick a good concluding statement for this story. Remember a good concluding statement sums up the story in one sentence.</b> Teacher/administrator presents student with three note cards (Item C Stimulus Materials 2, 3, and 4) and reads the following aloud:  <b>A. Amy liked the train ride.</b>  <b>B. Amy traveled a long time.</b>  <b>C. Amy's aunt lives in a big house.</b></p>	<p>If you change the directions to meet individual needs of the student, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p><b>Materials:</b> What the student perceives</p>	<ul style="list-style-type: none"> <li>• Item C Stimulus Material 1: Passage printed in large font</li> <li>• Item C Stimulus Material 2: Note card with “Amy liked the train ride.”</li> <li>• Item C Stimulus Material 3: Note card with “Amy traveled a long time.”</li> <li>• Item C Stimulus Material 4: Note card with “Amy's aunt lives in a big house.”</li> </ul>	<p>If you change materials, indicate the changes in Section 1 and answer the questions about accommodations in Section 2 of the Data Collection Booklet.</p>
<p>Student <b>Correct</b> response</p>	<ul style="list-style-type: none"> <li>• Student indicates Item C Stimulus Material 3: Note card with “Amy traveled a long time.”</li> </ul>	<p>Mark “Correct” in Section 1 of the Data Collection Booklet if the response was independent and consistent with the student’s typical response mode. <b>STOP TASK ●</b></p>
<p>Student <b>Incorrect</b> response†</p>	<ul style="list-style-type: none"> <li>• Student indicates Item B Stimulus Material 2: Note card with “Amy liked the train ride.”</li> <li>• Student indicates Item B Stimulus Material 4: Note card with “Amy's aunt lives in a big house.”</li> <li>• Student says “I don’t know”</li> </ul>	<p>Mark “Incorrect” and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b></p>

Appendix F: Writing Exemplar Task

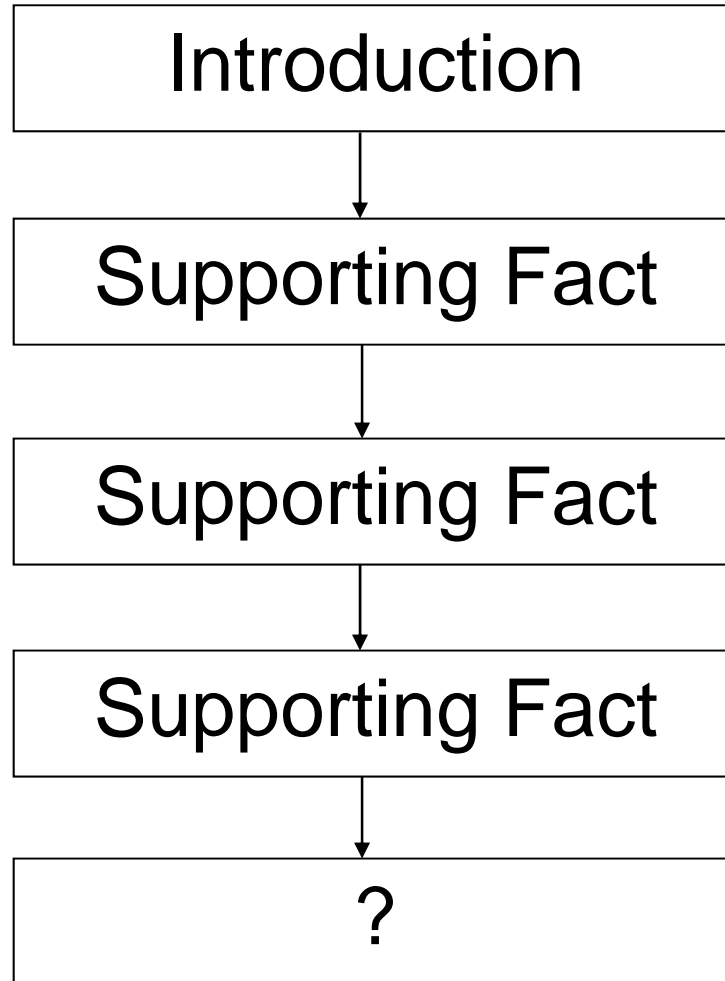
<b>Steps</b>	<b>Scripts, materials, and student responses</b>	<b>Directions for scoring, reporting, and moving to the next item</b>
	<ul style="list-style-type: none"> <li>• Student repeats the prompt</li> </ul>	
Student <b>No Response</b> — doesn't respond to question†	<ul style="list-style-type: none"> <li>• Student claps hands</li> <li>• Student stares at wall</li> <li>• Student hums with eyes closed</li> </ul>	a) Obtain the student's attention and repeat the directions. b) If the student still doesn't respond, record the student's lack of response in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>
Student <b>Refused to Respond</b> †	<ul style="list-style-type: none"> <li>• Student says (signs or gestures) "No" or "I don't want to"</li> <li>• Student pushes task materials away</li> </ul>	Mark "Refused" and record how the student responded in the appropriate field in Section 1 of the Data Collection Booklet. <b>STOP TASK ●</b>

†These are just some examples of potential student responses and are not exhaustive lists

## **Section 4: Task Materials for Each Item**







# Conclusion

Wrt5.2, Item A Stimulus Material 3

# Supporting fact

Wrt5.2, Item A Stimulus Material 4

Paul has a dog.

Paul walks his dog.

Paul feeds his dog.

Paul brushes his dog.

Paul cares for his dog.

Wrt5.2, Item B Stimulus Material 2

Paul likes to walk his dog.

Wrt5.2, Item B Stimulus Material 3

Paul plays video games.

Wrt5.2, Item B Stimulus Material 4

Amy went on a trip. She left her house early in the morning. She rode on the train for three hours. She had a snack in the dining car. Her aunt picked her up at the train station. They drove for two hours. She arrived at the house at three o'clock that afternoon.

Amy liked the train ride.

Wrt5.2, Item C Stimulus Material 2

Amy traveled a long time.

Wrt5.2, Item C Stimulus Material 3

Amy's aunt lives in a big house.

Wrt5.2, Item C Stimulus Material 4