

Alternate Assessment Design–English Language Arts

Technical Report 7

Task Tryout Study: Design, Analysis, and Results

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Alternate Assessment Design–English Language Arts Technical Report 7: Pilot Task Tryouts. Design, Analysis, and Results

Introduction

The Idaho Alternate Assessment Design-English Language Arts (AAD-ELA) project supported by an Enhanced Assessment Grant (EAG) extends the innovative methodological approach to assessment design begun in the Utah Alternate Assessment Design-Mathematics (AAD-M) project (Cameto, Haertel, DeBarger, & Morrison, 2010). Both projects focus on creating academic assessment tasks for students with significant cognitive disabilities (SCD). Like its predecessor, the AAD-ELA project applies evidence-centered design (ECD) integrated with the principles of universal design for learning (UDL) to designing and developing assessment tasks for alternate assessments based on alternate achievement standards (AA-AAS). This work extends current knowledge in the field regarding content-centered assessment design by applying the model for AA-AAS design and development originally applied to mathematics (Cameto et al., 2010) to English language arts. The design process begins with grade-level academic content and anticipates possible threats that may arise in the form of construct irrelevant variance (CIV) attributable to characteristics related to a student's disability. The results show that students from each state, in each of the three communication levels (high, medium, low), with a variety of primary disabilities, who have or have not received prior instruction on the item skills and content, placed in different settings, and with teachers of different levels of teaching experience are able to successfully respond to the tasks.

Background

The requirement to develop and administer alternate assessments was spurred by the reauthorizations of two important federal laws during the late 1990's and early 2000s. These two laws are the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). The IDEA Amendments of 1997 (PL 105-17) required states to develop alternate assessments for students with disabilities who could not participate in general assessments even with accommodations. These early alternate assessments varied both from each other and more decidedly from the general education assessments typically used in large scale systems (Kearns, 2010). Many states adopted a portfolio approach as they allowed the teacher leeway in how and when to administer the assessments and also allowed for greater flexibility in how the student interacted with the assessment items and tasks. The 2001 reauthorization of the ESEA (PL 107-110) and the Individuals With Disabilities Education Improvement Act of 2004 (PL 108-446) changed the field's understanding and approaches to alternate assessments. These laws determined that alternate assessments be designed for students with SCD, be based on alternate achievement standards (AAS), and measure grade level academic content separately in reading/ELA, mathematics, and science (US Department of Education, December 9, 2003). These AA-AAS, like their ESEA general education counterparts, must be "valid and reliable for the purposes for which the assessment system is used and be consistent with relevant, nationally recognized professional and technical standards" (US Department of Education, 2007, pg. 8). With these requirements, the flexibility and teacher control of the assessment process common in the early AA-AAS came into conflict with the need to establish reliability—a key requirement if scores were to be included in accountability

systems. As a result many states took their AA-AAS back to the assessment development drawing board and began afresh to develop technically adequate AA-AAS.

When considering the teaching, learning, and assessing of academic content, students with SCD challenge conventions of test design and development. Test developers and researchers involved in the “new generation” of AA-AAS development were quick to discover that the varied learning characteristics of this population, the assumptions about measuring their achievement, and the variation in the design, development, and implementation procedures for AA-AAS made traditional assessment design approaches inadequate (Gong & Marion, 2006; Ryan, Quenemoen, & Thurlow, 2004; U.S. Government Accountability Office, 2009). The various methods used to date in designing alternate assessments and selecting their targeted content typically do not match the same technical rigor used for designing general education assessments (Bechard, 2005). In an effort to improve the technical quality of AA-AAS and overcome the challenges faced by traditional assessment design methodology, this project applied ECD and UDL in the design of tasks for AA-AAS. It is our hope that this work will extend current knowledge in the field and provide an additional model for future assessment development using content-centered assessment design.

Evidence Centered Design

ECD (e.g., Mislevy, Steinberg, & Almond, 2003) uses a rigorous and replicable assessment design process that carefully considers the interaction between content, task, and learner characteristics in the creation of assessment tasks. In this approach, co-design teams bring together the expertise of assessment specialists, special educators, and content-area specialists to create design patterns, task templates, task specifications, and exemplar tasks. In this project, the co-design team members were specialists in large-scale and formative assessment, special educators of SWCD, and English language arts educators with experience in instruction and assessment. Expertise was also contributed by representatives from each state department of education, by research staff, and by nationally recognized experts in special education, English language arts, and assessment.

The ECD process involves five layers of activities (Mislevy & Haertel, 2006) on the identification of the substantive domain to be assessed; the assessment argument, the structure of assessment elements such as tasks, rubrics, and psychometric models; the implementation of these elements; and the way they function in an operational assessment, as described below.

1. **Domain Analysis** involves determining the specific content to be included in the assessment. Use of state content standards and the pending common core standards are examples of domain analyses. The AAD-ELA project used the common core state standards in English language arts and literacy in history/social studies and science.
2. In **Domain Modeling**, a high-level narrative description of the knowledge, skills, and abilities (KSAs) to be assessed (targeted KSAs), the evidence that needs to be collected, and the features of the tasks that will elicit the evidence are specified in detail. Ancillary or additional KSAs required to respond correctly to a task (not the target) are also specified (e.g., decoding skills for a task assessing comprehension). In this way, CIV can be minimized—potential barriers can be removed or their effects reduced by providing appropriate access. The document produced in this layer is called a Design Pattern. The design patterns in the AAD-ELA project document the link between the alternate

assessment (AA) tasks and the CCSS in English language arts and literacy in history/social studies and science.

3. The **Conceptual Assessment Framework** is developed from the narrative design patterns and contains technical specifications required for the student, evidence, and task models. In this layer, the “nuts and bolts” of the proposed assessment are specified. For example, evidence to be collected in potential observations, the psychometric measurement submodel and the evaluation submodel that specifies potential rubrics to be used in scoring the tasks are documented.
4. **Implementation involves the authoring of the assessment items or tasks** using Design Patterns and the conceptual assessment framework just described. In this layer the item directives or prompts are created, distracters for multiple choice items are developed, stimulus materials to be used in the item are determined. In addition, the scoring rubrics to be used are created and the scoring process is specified.
5. In **Delivery**, the processes for the assessment administration are specified and reporting and score reports are planned.

Universal Design for Learning

Principles of universal design (UD, Mace, 1991) were used to address the challenge of designing and delivering tests that are accessible to and valid for a wide range of students with SCD. Dolan and Hall (2001, 2007) proposed applying UDL so that tests would minimize potential sources of CIV by supporting the ways that students with a diverse set of characteristics interact with the assessment process. Thompson, Johnstone, and Thurlow (2002) adapted Mace’s original elements from architecture to derive seven elements of accessible and fair tests: “(1) inclusive assessment population, (2) precisely defined constructs, (3) accessible, nonbiased items, (4) items amendable to accommodations, (5) simple, clear, and intuitive instructions and procedures; (6) maximum readability and comprehensibility, and (7) maximum legibility” (p. 1).

Purpose of the Task Try Out Study

The AAD-ELA developed 21 design patterns and 22 corresponding exemplar tasks through the implementation of co-design teams. For one design pattern, Reading Foundations 5.4, two tasks were developed: one task for students who communicate orally and one task for students who do not communicate orally. By design, each exemplar task spans a range of student performance levels for SCD who are eligible to take their state’s AA-AAS. The purpose of the pilot study was to try-out the 22 exemplar tasks developed by the AAD-ELA co-design teams to determine their usability. This study had two objectives:

1. **Task and Item Viability**
Pilot the tasks to assess the viability of the tasks for administration (e.g., Can the three items within the exemplar task be administered as designed? Is the task clear to the teacher? Is the task clear to the student?).
2. **Appropriateness for a Range of Student Performance Levels**
Investigate the suitability of exemplar tasks and associated items for assessing a range of students with significant cognitive disabilities (low, medium, high functioning). Can all/most students do the first item (least complex item)? Can any students do the last item (most complex item)?

The project integrated ECD and UDL and produced 22 AA-AAS exemplar tasks in ELA/reading using the ECD process. This study reiterates the proof of concept, a second step on the way to a fully functioning model that applies ECD to AA-AAS. The Task Tryouts allowed researchers to examine an implementation of the 22 exemplar tasks and corresponding items with a focus on identifying refinements that could be applied to the design patterns and exemplar tasks¹ developed by the Idaho Alternate Assessment Design-English Language Arts (AAD-ELA) project.

In this report the characteristics of the tasks are briefly described as is the performance of participating students with significant cognitive disabilities. The results of this analysis will inform the project of lessons learned from the application of ECD to the design and development of exemplar tasks for an AA-AAS in English language arts.

Methods

This Task Tryouts study was exploratory and evaluative, focusing on an initial implementation of the ELA/reading exemplar tasks and items. The operational items were tried out by teachers and their students with significant cognitive disabilities eligible for AA-AAS in school settings to ensure usefulness and to identify any difficulties that warrant refinement to the exemplar tasks and corresponding items. A logical next step would be a field test with a representative sample of AA-AAS eligible students. In this section we describe the exemplar tasks, including the breakdown by grade and content strand and internal structure. We describe the administration instructions for items and the sample of students for whom the tasks are intended.

English Language Arts AA Tasks and Administration

Description of Tasks

The 22 exemplar tasks are grade specific and based on four strands identified in the common core state standards for English language arts and literacy in history/social studies and science. These strands are: reading [literature (A), informational text (B) and foundational skills]; writing; speaking and listening; and language (see Table 1 for a distribution of tasks by content strand and grade level). A complete listing of the tasks with a count of pilot administrations appears in Tables 11 and 24.

¹ The use of design patterns and exemplar tasks in this project is described extensively in other reports from this project and can be found at <http://alternateassessmentdesign.sri.com>.

Table 1. Distribution of Tasks by Content Strand and Grade

ELA Strand	Grade 3	Grade 4	Grade 5	Grade 7	Grade 8	High School	Total
Reading							
• <i>Literature</i>	3.1A 3.3A			7.3A		9/10.3A	4
• <i>Informational Text</i>		4.7B		7.5B	8.7B	11/12.6B	4
• <i>Foundational Skills</i>			5.4 5.4				2
Writing	3.8		5.1 5.2			11/12.2	4
Speaking and Listening	3.2			7.2		9/10.5	3
Language		4.2	5.5		8.2 8.5	11/12.5	5
Total	4	2	5	3	3	5	22

Each exemplar task suite is made up of four items of graduated complexity. Each of the individual items within a task suite specifies an item directive, stimulus materials, the correct response, and supports that may mitigate construct irrelevant barriers. The four items within a task suite are:

- Item C: this item is closest to the targeted content standard and is presumed to be most challenging.
- Item B: this item is next closest to the targeted content standard and is presumed to be easier than C.
- Item A1: this item is removed from the targeted content standard and is presumed to be much easier than B and C.
- Item A2: this item is intended to be answered correctly by every student; it only has one option for the student to choose.

Task Administration Directions

By design, each task was intended to be administered to nine students enrolled in the grade corresponding to the grade level of the task. The nine students who were administered a particular task were chosen to represent a range of communication levels: three students with a “low” level of communication, three students with a “medium” level of communication, and three students with a “high” level of communication (Towles-Reeves, Kearns, Kleinert, and Kleinert, 2009). See Table 2 for a description of the communication levels.

Table 2. Communication Levels

Low	Student has not yet acquired the skills to discriminate between pictures or other symbols (and does not use symbols to communicate). May or may not use objects to communicate. May or may not use idiosyncratic gestures, sounds/vocalizations, and movements/touch to communicate with others. A direct and immediate relationship between a routine activity and the student's response may or may not be apparent. The student may have the capacity to sort very different objects, may be trial and error. Mouthing and manipulation of objects leads to knowledge of how objects are used. May combine objects (e.g., place one block on another).
Medium	Student may use some symbols to communicate (e.g., pictures, logos, objects). Beginning to acquire symbols as part of a communication system. May have limited emerging functional academic skills. Representations probably need to be related to the student's immediate environment and needs.
High	Student communicates with symbols (e.g., pictures) or words (e.g., spoken words, assistive technology, ASL, home signs). May have emerging or basic functional academic skills. Emerging writing or graphic representation for the purpose of conveying meaning through writing, drawing, or computer keying.

The four items from a task are administered in a particular order (see Figure 1):

- **Each student** is administered Item A1. If a student **refuses** to participate the student is finished with the task.
- A student who responds **incorrectly or does not respond to Item A1** is administered Item A2. After completing Item A2, the student is finished with the task.
- A student who responds **correctly to Item A1** is administered Item B and **then** Item C.
- After completing Item C, the student is finished with the task.

Figure 2 shows an example task administration when Item A1 is correct and when it is incorrect.

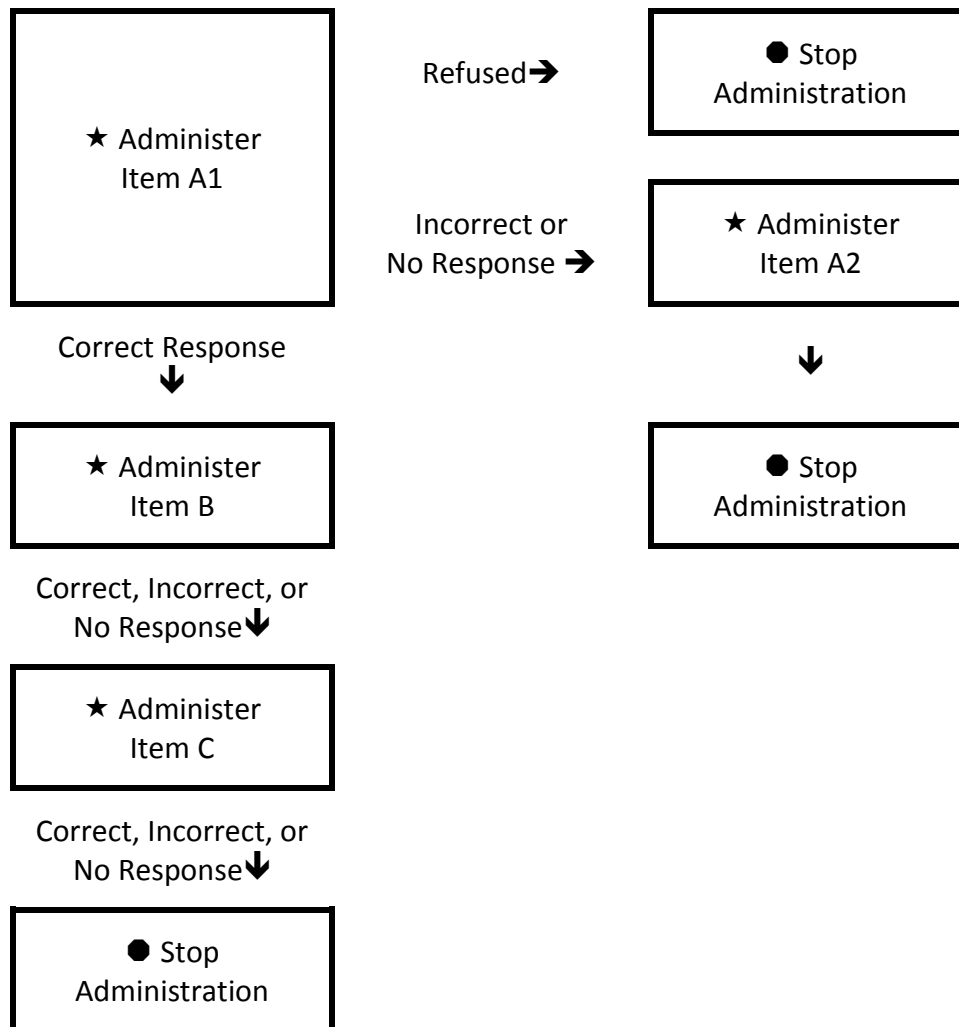
Figure 1. Flowchart of Task Administration

Figure 2. Administration Directions for One AAD-ELA Exemplar Task (when A1 is correct)

Anatomy of a Task: Language

Attributes	General Information
Task Code	Rdg.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.
Task Name	Ask and Answer Questions Using Text


Item A1

Directions 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 labeled picture (Stimulus Material 2) and says **Teddy bear.** Teacher/administrator presents student with second labeled picture (Stimulus Material 3) and says **Kristin.** Teacher/administrator says, **[Show me] / [Touch] / [Look at] Dauntay's friend.**


Materials Stimulus material 1 passage; Stimulus material 2 teddy bear; stimulus material 3 Kristin

Correct Answer Stimulus material 3 Kristin

Dauntay's friend is Kristin.



Teddy Bear
Rdg.3.1A, Item 3 Stimulus Material 2



Kristin
Rdg.3.1A, Item 3 Stimulus Material 3

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Item B

Directions Cont. Teacher/administrator presents student with three note cards (Stimulus Materials 2, 3, and 4) and says, **Where did Felipe swing?** Teacher/administrator points to each card and reads it aloud:

- At home
- At school
- At the park

Passage and 3 note cards

Correct Answer Stimulus material 4 at the park

At home

At school

At the park

Item C

Directions C1 Teacher/administrator presents passage to student (Stimulus Material 1). Teacher/administrator reads 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.

Materials Stimulus material 1: Passage large font; stimulus material 2: a stuffed dog; stimulus material 3: a slide; stimulus material 4: a gray cat

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.

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Figure 2 (Cont). Administration Directions for One AAD-ELA Exemplar Task (when A1 is incorrect)

Anatomy of a Task: Language

Attributes	General Information
Task Code	Rdg.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.
Task Name	Ask and Answer Questions Using Text

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Item A1


Directions 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 labeled picture (Stimulus Material 2) and says **Teddy bear.** Teacher/administrator presents student with second labeled picture (Stimulus Material 3) and says **Kristin.** Teacher/administrator says, **[Show me] / [Touch] / [Look at] Dauntay's friend.**

Materials Stimulus material 1 passage; Stimulus material 2 teddy bear; stimulus material 3 Kristin

Correct Answer Stimulus material 3 Kristin

Dauntay's friend is Kristin.


 Teddy Bear
Rdg.3.1A, Item A Stimulus Material 2


 Kristin
Rdg.3.1A, Item A Stimulus Material 3

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Item A2

Directions 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, **Dauntay's friend is Kristin.** Teacher/administrator points to picture of girl and says, **Kristin.** Teacher/administrator says, **[Show me] / [Touch] / [Look at] Dauntay's friend Kristin.**

Materials Stimulus Material 1: Passage large font
Stimulus Material 3: Note card with picture of Kristin

Correct Answer Stimulus Material 3: Note card with picture of Kristin

Dauntay's friend is Kristin.


 Kristin
Rdg.3.1A, Item A Stimulus Material 3

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ELA Task Tryout Recruitment and Training²

A Study Coordinator was identified in each of the three participating states. It was their responsibility to identify and recruit teachers to participate in the Tryouts. The Study Coordinator used a teacher roster to record the teacher's name and assign a unique Teacher ID number to each teacher.

Each of the 22 exemplar tasks were to be administered to at least 9 different students in each state: 4 tasks for students in grade 3, 2 tasks for students in grade 4, 4 tasks for students in grade 5, 3 tasks for students in grade 7, 3 tasks for students in grade 8, and 5 tasks for students in high school (see Table 1). Referring to the communication level noted on the Student Rosters by the teachers, the Study Coordinator assigned tasks to students using the Study Coordinator Tracking Form. This approach ensured that tasks were administered to students with a range of communication abilities. The number of teachers to recruit depended on whether students would be administered more than one task. The Study Coordinator decided how many teachers were needed to complete administration of all the tasks. The teachers identified to participate in the study attended a brief training on obtaining consent and assigning communication levels. Study Coordinators provided this training for their teachers using the Obtaining Consent and Assigning Communication Levels PowerPoint provided. All necessary materials were provided by SRI and Study Coordinators distributed the materials. As part of this training, teachers completed the Student Communication Level Quiz. Study Coordinators collected the completed quizzes, scored them, and contacted the teachers about any errors.

Teachers sent consent forms to the parents/guardians of all students in their classroom. The teachers filled in the names of students in their classroom next to the student ID numbers on the Student Roster. Teachers tracked when the consent forms were sent and returned authorizing student participation. For all students for whom consent was provided, the teacher provided the information required on the Student Roster: student grade, student birth date, and student communication level.

Administration materials were sent to each teacher who had recruited students with consent to participate in the study. Each teacher participated in a training using the Task Administrator Training PowerPoint conducted by the Study Coordinator. As part of this training, teachers completed the Task Tryout Administration Quiz. The Study Coordinator collected the completed quizzes, scored them, and contacted the teachers about any errors. Study Coordinators supported teachers throughout the administration process to use the appropriate materials and instructions for the assigned items and to complete the Task Tryouts Collection Booklet for each item administered. Teachers returned the Data Collection Booklets and the Student Roster to the Study Coordinator who then shipped them all to SRI for processing.

² Documents used for recruitment and training may be found in the Task Tryout Training and Administration Materials.

Study Results

Student Sample

Three states recruited students ($N = 308$) to participate in the task tryouts (Table 3): State A ($n = 72$), State B ($n = 109$), State C ($n = 127$). Nearly half (45%) of participating students were classified as having an intellectual disability, 21% having autism, 21% having multiple disabilities, and the remaining 9% were distributed across the remaining federal disability categories (Table 4). Participating students were enrolled across the range of assessment and accountability grades (3 through 8 and high school, Table 5): elementary (43%), middle school (26%), and high school (31%). Participating students were classified at three communication levels (Table 6): low (21%), medium (25%), and high (54%) (Browder, Flowers, & Wakeman, 2008). The majority of students received instruction in a self-contained classroom in a regular school (77%, Table 7). Forty percent of the students were reported to be functioning at the preschool level in English language arts (Table 8). The vast majority of student participants had hearing and vision within normal limits, with or without corrective devices (93% and 88% respectively, Table 9). Almost one third of students used augmentative communication systems and over 32% were English language learners (Table 9). Information about the students is based on a questionnaire completed by the teacher after administering the task. Additional information about the students is in Appendix A.

Table 3. Task Tryout Participating Students

State	Students	
	Number	Percent
State A	72	23%
State B	109	35%
State C	127	41%
Total	308	100%

Table 4. Proportion of Students by Disability Category

Primary Disability	Students	
	Number	Percent
Intellectual disability	134	45%
Autism	63	21%
Multiple disabilities	63	21%
Other health impairment	14	5%
Specific learning disability	13	4%
Low incidence disabilities	14	4%
Other disabilities	2	<1%
	301	100%

Note: Low incidence disabilities include Hearing Impairment/Deafness, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment/Blindness.

Table 5. Grade Level for Students Participating in Task Tryouts

Grade	Number	Percent
3	43	14%
4	39	13%
5	47	15%
6	8	3%
7	38	12%
8	33	11%
9	23	7%
10	28	9%
11	23	7%
12	21	7%
Missing	4	1%
Ungraded	1	<1%
Total	308	100%

Table 6. Communication Levels of Students in Sample

Communication Level	Number	Percent
Low	65	21%
Medium	76	25%
High	167	54%
Total	308	100%

Table 7. Instructional Environment of Students

Educational Environment	Number	Percent
Self-contained class in regular school	233	77%
Special school	30	10%
Resource room	24	8%
Inclusive setting	12	4%
Self-contained class in regular school with English language arts instruction	3	1%
	302	100%

Table 8. Percent of students functioning at a given grade level in English language arts

Grade Level	Number	Percent
Pre-K	119	40%
K	41	14%
1	48	16%
2	56	19%
3	22	7%
4	5	2%
5	5	2%
6	2	7%
7	1	3%
8	0	0%
High School	0	0%
	299	100.0%

Table 9. Percent of students for whom a given statement is true

Statement	Number	Percent
Hearing within normal limits with or without hearing aids	268	93%
Vision within normal limits with or without correction	251	88%
Use augmentative communication system	98	33%
English language learner	95	32%
Need adaptations or assistive devices to support fine motor function	57	19%

The characteristics of students were disaggregated by grade group: elementary (students in grades 3-5), middle (students in grades 6-8), and high (students in grades 9-12). Across the 3 states a little more than half of the students are rated in the high communication group with the remaining half split between the medium and low groups (Table 10).

Table 10. Percent of students with a given level of communication, by grade group

Communication Level	Elementary		Middle		High		Overall	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High	70	54.3%	43	54.4%	52	54.7%	165	54.5%
Medium	30	23.3%	18	22.8%	25	26.3%	73	24.1%
Low	29	22.5%	18	22.8%	18	18.9%	65	21.5%
	129	100.0%	79	100.0%	95	100.0%	303	100.0%

Almost half of the students in the elementary grades and approximately 40% of the students in the middle grades were from State 3 with the remaining students split between States 2 and 1 (Table 11). Nearly half of the students in the high grade group were from State 2 and one-third of the students were from State 3.

Table 11. Percent of students from a given state, by grade group

State	Elementary		Middle		High		Overall	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	63	48.8%	31	39.2%	31	32.6%	125	41.3%
2	37	28.7%	25	31.6%	46	48.4%	108	35.6%
1	29	22.5%	23	29.1%	18	18.9%	70	23.1%
	129	100.0%	79	100.0%	95	100.0%	303	100.0%

Across the three grade groups, the majority of students were reported as being placed in a self-contained classroom within a regular school (Table 12). In the elementary grade group, the percentages for the remaining students were split evenly among placement in special schools, resource rooms, and inclusive settings. In the middle grade group, almost 20% of the remaining students were reported as being placed in a special school. The percentages for the students in the high grade group not reported as being placed in a self-contained classroom were split fairly evenly between placement in special schools or resource rooms.

Table 12. Percent of students placed in a given environment, by grade group

Educational Environment	Elementary		Middle		High		Overall	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Self-contained class in regular school	93	72.1%	60	76.9%	79	84.0%	232	77.1%
Special school	11	8.5%	13	16.7%	6	6.4%	30	10.0%
Resource room	12	9.3%	4	5.1%	8	8.5%	24	8.0%
Inclusive setting	12	9.3%					12	4.0%
Self-contained class in regular school with English language arts instruction	1	<1%	1	1.3%	1	1.1%	3	1.0%
	129	100.0%	78	100.0%	94	100.0%	301	100.0%

In each of the three grade groups, the highest percentages of students were reported to be functioning at a Pre-K level (Table 13). Overall, the large majority of students were reported as functioning at no higher than a 2nd grade level; however, 16% of the students in the high grade group were reported to be functioning at a 3rd grade level.

Table 13. Percent of students functioning at a given grade level in ELA, by grade group

Grade Level	Elementary		Middle		High		Overall	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pre-K	61	48.0%	27	34.6%	30	32.3%	118	39.6%
K	19	15.0%	13	16.7%	9	9.7%	41	13.8%
1	23	18.1%	15	19.2%	10	10.8%	48	16.1%
2	20	15.7%	14	17.9%	22	23.7%	56	18.8%
3	3	2.4%	4	5.1%	15	16.1%	22	7.4%
4			3	3.8%	2	2.2%	5	1.7%
5	1	<1%	1	1.3%	3	3.2%	5	1.7%
6			1	1.3%	1	1.1%	2	7%
7					1	1.1%	1	3%
	127	100.0%	78	100.0%	93	100.0%	298	100.0%

In each of the three grade groups the highest percentages of students were reported as having intellectual disabilities, including the majority of students in the elementary grade group. Most of the remaining students in each grade group were reported with a primary disability of autism or multiple disabilities (Table 14).

Table 14. Percent of students with a given primary disability, by grade group

Primary Disability	Elementary		Middle		High		Overall	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Intellectual disability	68	53.1%	26	33.8%	39	41.1%	133	44.3%
Autism	23	18.0%	21	27.3%	19	20.0%	63	21.0%
Multiple disabilities	25	19.5%	17	22.1%	21	22.1%	63	21.0%
Other health impairment	2	1.6%	5	6.5%	7	7.4%	14	4.7%
Specific learning disability	6	4.7%	5	6.5%	2	2.1%	13	4.3%
Hearing impairment/deafness			2	2.6%	3	3.2%	5	1.7%
Traumatic brain injury	1	<1%			2	2.1%	3	1.0%
Orthopedic impairment	1	<1%			2	2.1%	3	1.0%
Speech/language impairment	2	1.6%					2	7%
Visual impairment/blindness			1	1.3%			1	3%
	128	100.0%	77	100.0%	95	100.0%	300	100.0%

Task Sample

There were 22 exemplar tasks administered during the AAD-ELA task tryouts. Across all tasks, there were 765 administrations. Each participating state administered all 22 exemplar tasks. For the purposes of this study, 765 task administrations were included in the analysis. There were two records excluded from the analyses due to incomplete data. Table 15 displays a breakdown of administrations by strand and grade. A detailed listing of exemplar tasks and a count of administrations for each task appears in Table 16.

Table 15. Task Tryout Administrations by Strand and Grade Level

Strand	Elementary	Middle	High	Total
Reading	153	90	89	332
Language	79	74	42	195
Speaking/Lis	30	31	47	108
Writing	91		39	130
Total	353	195	217	765
Percent	46.1%	25.5%	28.4%	

Table 16. Count of Administrations for each Exemplar Task

Reading				
Level	Grade	Task Title	Task Description	Count
Elem	3	Rdg, Lit 3.1A	Ask and answer questions using text	35
	3	Rdg, Lit 3.3A	Describe characters	33
	4	Rdg, Info 4.7 B	Interpreting information	43
	5	Rdg 5.4	Foundations : Students communicate orally	24
	5	Rdg 5.4	Foundations: Students DO NOT comm. orally	18
Mid	7	Rdg, Info 7.5B	Analyze text structure	30
	7	Rdg, Lit 7.3A	Analyze elements	29
	8	Rdg, Info 8.7B	Evaluate presentation mediums	31
High	9	Rdg, Lit 9/10.3A	Analyze characters	46
	11	Rdg, Info 11/12.6B	Author purpose, rhetoric	43
Language				
Level	Grade	Task Title	Task Description	Count
Elem	4	Lang 4.2	Command of conventions and commas	42
	5	Lang 5.5	Understand language and word meanings	37
Mid	8	Lang 8.2	Spelling, punctuation, and commas	37
	8	Lang 8.5	Figurative language	37
High	11	Lang 11/12.5	Figurative language	42
Speaking				
Level	Grade	Task Title	Task Description	Count
Mid	3	Spkg 3.2	Main ideas	30
	7	Spkg 7.2	Information presented in diverse media	31
High	9	Spkg 9/10.5	Digital media in presentations	47
Writing				
Level	Grade	Task Title	Task Description	Count
Elem	3	Wrtg 3.8	Gathering and sorting information	31
	5	Wrtg 5.1	Write opinion pieces	30
	5	Wrtg 5.2	Write text to convey information	30
High	11	Wrtg 11/12.2	Write text to clearly convey complex information	39

Description of Teachers

The number of unique teachers who administered the 22 tasks is 96. Tables 17 through 23 provide descriptive information about the teachers who administered the tasks. This information is based on a questionnaire completed by each teacher. Additional information about the teachers is in Appendix B.

- 42% of the teachers are from State 3 and 37% are from State 1.
- Half of the teachers are in elementary schools, 32% are in middle school middle, and 27% are in high school. Fewer than 5% of teachers are in special schools.
- 60% of teachers have a master's degree.
- 97% of the teachers have a special education certificate.
- 5% of the teachers have an ELA endorsement.
- 86% of the teachers have been teaching at least five years.
- 77% of the teachers have been teaching students with significant disabilities at least five years.
- 70% of the teachers have been teaching functional ELA to students with SCD for at least five years.
- About half of the teachers have been teaching ELA aligned with grade level content standards to students with SCD for at least five years.

Table 17. Percent of teachers from a given state

State Code	Number	Percent
3	40	41.7%
2	21	21.9%
1	35	36.5%
	96	100.0%

Table 18. Percent of teachers at a given type of school

School Type	Number	Percent
Elementary school	46	50.0%
Middle school/junior high	29	31.5%
High school	25	27.2%
Special school	4	4.3%

Table 19. Percent of teachers with a given degree

Teachers Degree	Number	Percent
Master's	55	59.8%
Bachelor's	33	35.9%
Advanced graduate degree/diploma beyond master's	4	4.3%
	92	100.0%

Table 20. Percent of teachers with specified certifications

Certifications	Number	Percent
Special education	89	96.7%
Elementary education	53	57.6%
Secondary	23	25.0%
Middle	16	17.4%
Other	13	14.1%
National Board	1	1.1%

Table 21. Percent of teachers with specified endorsements

Endorsements	Number	Percent
None	82	89.1%
Reading	7	7.6%
English language arts	5	5.4%

Table 22. Percent of teachers teaching for a specified number of years

Years	Number	Percent
0-1	2	2.2%
2-4	11	12.1%
5-10	31	34.1%
11+	47	51.6%
	91	100.0%

Table 23. Percent of teachers who have been engaged in a specific type of teaching for at least five years

Specific Type of Teaching	Number	Percent
Teaching (overall)	78	85.7%
Teaching students with significant disabilities	71	77.2%
Teaching functional English language arts to students with significant disabilities	63	70.0%
Teaching English language arts aligned with grade-level content standards to students with significant disabilities	46	51.1%

Performance on the Tasks

A total of 765 tasks were administered and completed. Table 24 shows the number of students who completed each task. Each of the tasks was administered to an average of 35 students.

Table 24. Number of test-takers per task

Task	Number of Students
01: Language 4.2	42
02: Language 5.5	37
03: Reading 5.4	24
04: Reading 5.4	18
05: Reading, Info 4.7 B	43
06: Reading, Lit 3.1A	35
07: Reading, Lit 3.3A	33
08: Speak/Listen 3.2	30
09: Writing 3.8	31
10: Writing 5.1	30
11: Writing 5.2	30
12: Language 8.2	37
13: Language 8.5	37
14: Reading, Info 7.5B	30
15: Reading, Info 8.7B	31
16: Reading, Lit 7.3A	29
17: Speak/Listen 7.2	31
18: Language 11/12.5	42
19: Reading, Info 11/12.6B	43
20: Reading, Lit 9/10.3A	46
21: Speak/Listen 9/10.5	47
22: Writing 11/12.2	39
	765

The percentage of students who correctly answered each item (A1, A2, B, C) within a given task was examined. Table 25 shows the “percentage correct” results across all tasks.

- 55% of the total number of students correctly answered Item A1.
- 60% of students who attempted Item A2 answered it correctly (even though this item was designed so that virtually all students would answer it correctly). Please note that the 342 students who did not correctly answer item A1 were supposed to take Item A2 and 332 of these students did so.
- 54% of students who attempted Item B answered it correctly. Please note that the 423 students who correctly answered item A1 were supposed to take Item B and 417 of these students did.
- 46% of students who attempted Item C answered it correctly. Please note that the 423 students who correctly answered item A1 correctly were supposed to complete Item C and 412 did.

- Between 2-19% of students did not give a response to a given item.
- About 0-5% of students refused to answer a given item.

Table 25. Results on the Four Items Across All Tasks

Results	A1	A2	B	C
Number of respondents	765	332	417	412
Percent who answered correctly	55.3%	60.2%	54.0%	45.6%
Number who answered correctly	423	200	225	188
Percent who answered incorrectly	32.4%	16.0%	43.4%	50.7%
Percent with no response	9.8%	18.7%	2.4%	2.9%
Percent who refused	2.5%	5.1%	0.2%	0.7%
Percent who used accommodations	26.6%	32.5%	21.1%	28.4%
Percent who answered correctly, excluding nonresponses and refusals	63.0%	79.1%	55.4%	47.4%

Excluding the students who did not give a response or who refused to answer an item, the percent who correctly answered an item ranges from 47% to 80% as illustrated in Table 25.

Overall Results by Student Instruction

Results across the 22 tasks were disaggregated by whether or not the student received instruction about the content and skills assessed by the particular item. These results were broken down by students' receiving instruction related to the content of Item A1 (Table 26) students' receiving instruction related to the content of Item B (Table 27), and students' receiving instruction related to the content of Item C (Table 28).

Results show that students who had received instruction about the content and skills in a given item were more likely to correctly answer the item than those who hadn't received prior instruction and indicate that the items are sensitive to instruction.

- For Item A1, 74% of "received instruction" students correctly answered Item A1 compared to 41% of "non-received-instruction" students ($p < .001$). Note that receiving instruction on the content and skills related to Item A1 did not impact students' performance on Items B and C.
- For Item B, 70% of "received instruction" students correctly answered Item B compared to 36% of "non-received-instruction" students ($p < .001$).
- For Item C, 63% of "received instruction" students correctly answered Item C compared to 27% of "non-received-instruction" students ($p < .001$).

Table 26. Overall Task Results Disaggregated by Students' Receiving Instruction about Content and Skills Related to Item A1

Item A1	Did student receive instruction about content and skills in this area? (A1)				Overall
	Yes	No	Don't Know	No Response	
Number of respondents	309	391	51	14	765
Percent who answered correctly	74.4%	40.7%	60.8%	21.4%	55.3%
Percent who used accommodations	16.1%	34.0%	20.5%	64.3%	26.6%

Table 27. Overall Task Results Disaggregated by Students' Receiving Instruction about Content and Skills Related to Item B

Item B	Did student receive instruction about content and skills in this area? (B)				Overall
	Yes	No	Don't Know	No Response	
Number of respondents	206	169	31	11	417
Percent who answered correctly	69.9%	35.5%	54.8%	36.4%	54.0%
Percent who used accommodations	15.2%	26.5%	20.0%	40.0%	21.1%

Table 28. Overall Task Results Disaggregated by Students' Receiving Instruction about Content and Skills Related to Item C

Item C	Did student receive instruction about content and skills in this area? (C)				Overall
	Yes	No	Don't Know	No Response	
Number of respondents	186	185	34	7	412
Percent who answered correctly	62.9%	27.0%	55.9%	28.6%	45.6%
Percent who used accommodations	21.1%	35.6%	18.2%	63.6%	28.4%

Overall Results by Student Communication Level

Results across the 22 tasks were disaggregated by students' level of communication (low, medium, high). Table 29 shows the results.

- Students with a high communication level were more likely than students with a medium or low communication level to correctly answer Items A1, B, and C.
 - For Item A1, students with a medium level of communication were more likely than students with a low level of communication to correctly answer the item ($p < .001$). Students with a high level of communication were more likely than students with a medium and a low level of communication to correctly answer the item ($p < .001$).
 - For Item A2, students with a high level of communication were more likely than both students with a low level of communication ($p < .001$) and students with a medium level of communication ($p < .01$) to correctly answer the item.
 - For Items B and C, students with a high communication level were more likely than both students with a medium level of communication ($p < .001$, for both items) and students with a low level of communication ($p < .01$, for both items) to correctly answer the item.

Table 29. Overall Task Results Disaggregated by Student Communication Level

		Student Communication Level			
Item		High	Medium	Low	Overall
A1	Number of respondents	398	191	176	765
	Percent who answered correctly	75.6%	42.4%	23.3%	55.3%
	Percent who used accommodations	9.3%	32.7%	59.1%	26.6%
A2	Number of respondents	95	108	129	332
	Percent who answered correctly	86.3%	64.8%	37.2%	60.2%
	Percent who used accommodations	6.3%	29.9%	54.3%	32.5%
B	Number of respondents	297	80	40	417
	Percent who answered correctly	61.6%	36.3%	32.5%	54.0%
	Percent who used accommodations	15.2%	22.4%	62.2%	21.1%
C	Number of respondents	296	80	36	412
	Percent who answered correctly	54.1%	23.8%	25.0%	45.6%
	Percent who used accommodations	23.0%	32.4%	67.7%	28.4%

Overall Results Disaggregated by Student Primary Disability

Results across the 22 tasks were disaggregated by student primary disability (Table 30).

- For Item A1, students with autism were more likely to correctly answer the item than students with Multiple Disabilities ($p < .001$). Students with Intellectual Disabilities were more likely to correctly answer the item than students with Autism ($p < .01$). Students with Intellectual Disabilities and those with Multiple Disabilities were less likely to correctly answer the item than students with Other Disabilities ($p < .001$, for both).
- For Item A2, both students with Intellectual Disabilities and those with Autism were more likely to correctly answer the item than students with Multiple Disabilities ($p < .001$, for both comparisons).
- For Item B, students with Other Disabilities were more likely to correctly answer the item than students with Autism ($p < .05$), Intellectual Disabilities ($p < .05$), and Multiple Disabilities ($p < .01$).
- For Item C, students with Other Disabilities were more likely to correctly answer the item than students with Autism ($p < .001$), Intellectual Disabilities ($p < .01$), and Multiple Disabilities ($p < .001$).

Table 30. Overall Task Results Disaggregated by Student Primary Disability

		Student Primary Disability				
Item		Intellectual Disability	Autism	Multiple Disabilities	Other	Overall
A1	Number of respondents	342	155	168	85	765
	Percent who answered correctly	64.9%	50.3%	33.9%	75.3%	55.3%
	Percent who used accommodations	13.3%	23.4%	62.0%	12.5%	26.6%
A2	Number of respondents	117	76	106	20	332
	Percent who answered correctly	70.9%	69.7%	40.6%	60.0%	60.2%
	Percent who used accommodations	15.4%	28.8%	55.7%	23.1%	32.5%
B	Number of respondents	221	76	56	62	417
	Percent who answered correctly	54.3%	51.3%	39.3%	71.0%	54.0%
	Percent who used accommodations	15.9%	14.7%	61.2%	12.7%	21.1%
C	Number of respondents	220	76	53	61	412
	Percent who answered correctly	40.5%	46.1%	35.8%	72.1%	45.6%
	Percent who used accommodations	26.2%	24.3%	61.9%	14.8%	28.4%

Overall Results Disaggregated by Student Environment

Results across the 22 tasks were disaggregated by student environment (Table 31).

- For Item A1, students in a resource room setting were more likely to correctly answer the item than students in self-contained and special school environments ($p < .001$, for both comparisons). Students in an inclusive setting were more likely to correctly answer the item than students in self-contained environments ($p < .001$) and those in special schools ($p < .01$). Students in a self-contained setting were more likely to correctly answer the item than students in special schools ($p < .01$).
- There were no differences by student environment for Items A2.
- For Items B and C, students in an inclusive setting were more likely to correctly answer the item than students in special schools ($p < .01$).

Table 31. Overall Task Results Disaggregated by Student Environment

		Student Environment				
Item		Self-Contained	Special School	Resource Room	Inclusive Setting	Overall
A1	Number of respondents	592	72	59	29	765
	Percent who answered correctly	54.2%	37.5%	84.7%	82.8%	55.3%
	Percent who used accommodations	26.6%	54.8%	10.0%	9.1%	26.6%
A2	Number of respondents	262	45	8	5	332
	Percent who answered correctly	59.2%	68.9%	87.5%	80.0%	60.2%
	Percent who used accommodations	32.3%	45.0%	12.5%	0.0%	32.5%
B	Number of respondents	317	27	49	24	417
	Percent who answered correctly	52.1%	48.1%	59.2%	75.0%	54.0%
	Percent who used accommodations	22.2%	44.4%	14.0%	4.2%	21.1%
C	Number of respondents	314	27	48	23	412
	Percent who answered correctly	41.4%	55.6%	54.2%	73.9%	45.6%
	Percent who used accommodations	29.2%	58.8%	24.0%	4.5%	28.4%

Overall Results Disaggregated by Teacher Years of Experience

Results across the 22 tasks were disaggregated by teacher years of experience in teaching students with significant disabilities (Table 32).

- There were no significant differences in the percentage of students who correctly answered an item correctly based on teachers' years of experience in teaching students with significant disabilities for Items A1, A2, and C.
- For Item B, students with teachers having 5 or more years of experience were more likely to answer the item correctly than those with teachers with 0 to 4 years ($p < .05$).

Table 32. Overall Task Results Disaggregated by Teacher Years of Experience

		Years Teaching Overall		
Item		0-4 Years	5+ Years	Overall
A1	Number of respondents	88	667	765
	Percent who answered correctly	54.5%	56.1%	55.3%
	Percent who used accommodations	28.0%	26.2%	26.6%
A2	Number of respondents	37	286	332
	Percent who answered correctly	59.5%	60.1%	60.2%
	Percent who used accommodations	36.8%	31.1%	32.5%
B	Number of respondents	47	369	417
	Percent who answered correctly	36.2%	56.4%	54.0%
	Percent who used accommodations	22.9%	20.8%	21.1%
C	Number of respondents	47	364	412
	Percent who answered correctly	34.0%	47.3%	45.6%
	Percent who used accommodations	32.7%	27.9%	28.4%

Overall Results Disaggregated by Teacher Years of Experience in Teaching Functional ELA

Results across the 22 tasks were disaggregated by teacher years of experience in teaching functional ELA to students with significant disabilities (Table 33).

- There were no significant differences in the percentage of students who correctly answered an item correctly based on teachers' years of experience in teaching functional ELA for Items A1, B, and C.
- For Item A2, students with teachers having 5 or more years of experience were more likely to answer the item correctly than those with teachers with 0 to 4 years ($p < .01$).

Table 33. Overall Task Results Disaggregated by Teacher Years of Experience Teaching Functional ELA

Item		Years Teaching Functional English Language Arts		
		0-4 Years	5+ Years	Overall
A1	Number of respondents	227	506	765
	Percent who answered correctly	53.3%	56.7%	55.3%
	Percent who used accommodations	25.5%	27.0%	26.6%
A2	Number of respondents	101	214	332
	Percent who answered correctly	46.5%	65.9%	60.2%
	Percent who used accommodations	31.0%	33.3%	32.5%
B	Number of respondents	119	283	417
	Percent who answered correctly	50.4%	54.4%	54.0%
	Percent who used accommodations	21.8%	20.8%	21.1%
C	Number of respondents	119	278	412
	Percent who answered correctly	44.5%	45.3%	45.6%
	Percent who used accommodations	28.7%	29.1%	28.4%

Overall Results Disaggregated by Teacher Years of Experience in Teaching ELA Aligned with Content Standards

Results across the 30 tasks were disaggregated by teacher years of experience in teaching ELA aligned with grade-level content standards to students with significant disabilities (Table 34).

- There were no significant differences in the percentage of students who correctly answered an item correctly based on teachers' years of experience in teaching ELA aligned with content standards.

Table 34. Overall Task Results Disaggregated by Teacher Years of Experience Teaching ELA Aligned with Content Standards

		Years Teaching English Language Arts Aligned with Content Standards		
Item		0-4 Years	5+ Years	Overall
A1	Number of respondents	390	343	765
	Percent who answered correctly	53.8%	57.7%	55.3%
	Percent who used accommodations	24.0%	29.4%	26.6%
A2	Number of respondents	174	141	332
	Percent who answered correctly	59.8%	59.6%	60.2%
	Percent who used accommodations	28.9%	36.6%	32.5%
B	Number of respondents	208	194	417
	Percent who answered correctly	52.4%	54.1%	54.0%
	Percent who used accommodations	20.9%	21.3%	21.1%
C	Number of respondents	206	191	412
	Percent who answered correctly	44.2%	46.1%	45.6%
	Percent who used accommodations	28.7%	29.2%	28.4%

Results by Task

The performance of students on each of the 22 tasks was examined. Table 35 shows the percentage of students who correctly answered each item on each task. The information provided in the table is grouped by the three grade-level categories: elementary (Tasks 1-11); middle (Tasks 12-17); and high school (Tasks 18-22). Tables 36 through 39 graphically show the percentage of students who answered each item correctly.

For Item A1, three tasks had 75% or more students correctly answer the item; for Item A2, four tasks; for Item B, four tasks; and for Item C, no tasks.

- For Item A1, 14 tasks had 50% or more students correctly answer the item; for Item A2, 18 tasks; for Item B, 13 tasks; and for Item C, 9 tasks.
- Given at least 10 test-takers, the items that appear to be more difficult (25% or fewer students who took the item answered correctly) are:
 - Item A1: Task 04: Reading 5.4, and Task 14: Reading Informational Text 7.5B
 - Item B: Task 01: Language 4.2, Task 12: Language 8.2, and Task 13: Language 8.5
 - Item C: Task 07 Reading Literary Text 3.3

Table 35. Student Performance on Each Item on Each Task

Task	Item A1 Respondents	Item A1 Percent Who Answered Correctly	Item A2 Respondents	Item A2 Percent Who Answered Correctly	Item B Respondents	Item B Percent Who Answered Correctly	Item C Respondents	Item C Percent Who Answered Correctly
01: Language 4.2	42	66.7%	14	64.3%	28	25.0%	28	35.7%
02: Language 5.5	37	51.4%	17	52.9%	18	27.8%	19	36.8%
03: Reading 5.4	24	79.2%	5	60.0%	18	72.2%	17	64.7%
04: Reading 5.4	18	16.7%	15	53.3%	3	66.7%	3	33.3%
05: Reading, Info 4.7 B	43	67.4%	14	78.6%	29	41.4%	28	53.6%
06: Reading, Lit 3.1A	35	71.4%	10	70.0%	25	52.0%	25	48.0%
07: Reading, Lit 3.3A	33	60.6%	13	69.2%	20	55.0%	19	21.1%
08: Speak/Listen 3.2	30	50.0%	13	92.3%	15	33.3%	15	46.7%
09: Writing 3.8	31	48.4%	16	37.5%	15	86.7%	15	73.3%
10: Writing 5.1	30	30.0%	21	61.9%	9	88.9%	9	66.7%
11: Writing 5.2	30	50.0%	14	71.4%	15	73.3%	15	46.7%
12: Language 8.2	37	54.1%	16	56.3%	19	15.8%	19	26.3%
13: Language 8.5	37	40.5%	21	33.3%	15	20.0%	14	35.7%
14: Reading, Info 7.5B	30	16.7%	25	80.0%	5	40.0%	5	60.0%
15: Reading, Info 8.7B	31	77.4%	6	33.3%	24	45.8%	24	37.5%
16: Reading, Lit 7.3A	29	55.2%	13	53.8%	16	50.0%	15	66.7%
17: Speak/Listen 7.2	31	45.2%	16	75.0%	13	53.8%	13	38.5%
18: Language 11/12.5	42	59.5%	17	47.1%	25	52.0%	25	56.0%
19: Reading, Info 11/12.6B	43	46.5%	23	60.9%	20	85.0%	20	65.0%
20: Reading, Lit 9/10.3A	46	76.1%	10	60.0%	35	68.6%	35	31.4%
21: Speak/Listen 9/10.5	47	72.3%	13	61.5%	32	90.6%	31	54.8%
22: Writing 11/12.2	39	46.2%	20	50.0%	18	44.4%	18	27.8%
	765	55.3%	332	60.2%	417	54.0%	412	45.6%

Note: Tasks on which 75% or more correctly answered are highlighted in green and tasks on which 25% or fewer correctly answered are highlighted in red.

Table 36. Percentage of Students who Correctly Answered Item A1, Sorted by Percent Correct

Task	Respondents	Percent Who Answered Correctly
03: Reading 5.4	24	79.2%
15: Reading, Info 8.7B	31	77.4%
20: Reading, Lit 9/10.3A	46	76.1%
21: Speak/Listen 9/10.5	47	72.3%
06: Reading, Lit 3.1A	35	71.4%
05: Reading, Info 4.7 B	43	67.4%
01: Language 4.2	42	66.7%
07: Reading, Lit 3.3A	33	60.6%
18: Language 11/12.5	42	59.5%
16: Reading, Lit 7.3A	29	55.2%
12: Language 8.2	37	54.1%
02: Language 5.5	37	51.4%
08: Speak/Listen 3.2	30	50.0%
11: Writing 5.2	30	50.0%
09: Writing 3.8	31	48.4%
19: Reading, Info 11/12.6B	43	46.5%
22: Writing 11/12.2	39	46.2%
17: Speak/Listen 7.2	31	45.2%
13: Language 8.5	37	40.5%
10: Writing 5.1	30	30.0%
04: Reading 5.4	18	16.7%
14: Reading, Info 7.5B	30	16.7%

Table 37. Percentage of Students who Correctly Answered Item A2, Sorted by Percent Correct

Task	Respondents	Percent Who Answered Correctly
08: Speak/Listen 3.2	13	92.3%
14: Reading, Info 7.5B	25	80.0%
05: Reading, Info 4.7 B	14	78.6%
17: Speak/Listen 7.2	16	75.0%
11: Writing 5.2	14	71.4%
06: Reading, Lit 3.1A	10	70.0%
07: Reading, Lit 3.3A	13	69.2%
01: Language 4.2	14	64.3%
10: Writing 5.1	21	61.9%
21: Speak/Listen 9/10.5	13	61.5%
19: Reading, Info 11/12.6B	23	60.9%
03: Reading 5.4	5	60.0%
20: Reading, Lit 9/10.3A	10	60.0%
12: Language 8.2	16	56.3%
16: Reading, Lit 7.3A	13	53.8%
04: Reading 5.4	15	53.3%
02: Language 5.5	17	52.9%
22: Writing 11/12.2	20	50.0%
18: Language 11/12.5	17	47.1%
09: Writing 3.8	16	37.5%
15: Reading, Info 8.7B	6	33.3%
13: Language 8.5	21	33.3%

Table 38. Percentage of Students who Correctly Answered Item B, Sorted by Percent Correct

Task	Respondents	Percent Who Answered Correctly
21: Speak/Listen 9/10.5	32	90.6%
10: Writing 5.1	9	88.9%
09: Writing 3.8	15	86.7%
19: Reading, Info 11/12.6B	20	85.0%
11: Writing 5.2	15	73.3%
03: Reading 5.4	18	72.2%
20: Reading, Lit 9/10.3A	35	68.6%
04: Reading 5.4	3	66.7%
07: Reading, Lit 3.3A	20	55.0%
17: Speak/Listen 7.2	13	53.8%
06: Reading, Lit 3.1A	25	52.0%
18: Language 11/12.5	25	52.0%
16: Reading, Lit 7.3A	16	50.0%
15: Reading, Info 8.7B	24	45.8%
22: Writing 11/12.2	18	44.4%
05: Reading, Info 4.7 B	29	41.4%
14: Reading, Info 7.5B	5	40.0%
08: Speak/Listen 3.2	15	33.3%
02: Language 5.5	18	27.8%
01: Language 4.2	28	25.0%
13: Language 8.5	15	20.0%
12: Language 8.2	19	15.8%

Table 39. Percentage of Students who Correctly Answered Item C, Sorted by Percent Correct

Task	Respondents	Percent Who Answered Correctly
09: Writing 3.8	15	73.3%
10: Writing 5.1	9	66.7%
16: Reading, Lit 7.3A	15	66.7%
19: Reading, Info 11/12.6B	20	65.0%
03: Reading 5.4	17	64.7%
14: Reading, Info 7.5B	5	60.0%
18: Language 11/12.5	25	56.0%
21: Speak/Listen 9/10.5	31	54.8%
05: Reading, Info 4.7 B	28	53.6%
06: Reading, Lit 3.1A	25	48.0%
11: Writing 5.2	15	46.7%
08: Speak/Listen 3.2	15	46.7%
17: Speak/Listen 7.2	13	38.5%
15: Reading, Info 8.7B	24	37.5%
02: Language 5.5	19	36.8%
01: Language 4.2	28	35.7%
13: Language 8.5	14	35.7%
04: Reading 5.4	3	33.3%
20: Reading, Lit 9/10.3A	35	31.4%
22: Writing 11/12.2	18	27.8%
12: Language 8.2	19	26.3%
07: Reading, Lit 3.3A	19	21.1%

Teacher Attitudes toward the Tasks

Teachers were asked for their opinions about each of the four items within a given task. For example, teachers were asked if they thought the directions were clear, if the item was appropriate for the test-takers, if the item was understandable to the student, etc. Tables 401 through 43 show the percentage of teachers who gave a favorable response on a given statement for each of the four levels of items: the A1 items, the A2 items, the B items, and the C items. Results are shown across all 22 items of a given item level.

- The **highest**-rated statements for each of Items A1, B, and C:
 - The students' response was clear and observable
 - The size of the stimulus materials was just right
 - The test directions provided the right amount of information
 - The number of steps made the item just right
 - The amount of detail in stimulus material was just
 - The item was engaging and interesting for the student
- The **lowest**-rated statements for each of Items A1, B, and C:
 - The content knowledge required by the item was just right
 - The item context was helpful to the student
 - The item was appropriate for this student with SCD
- In general, teachers rated Items A1 and B higher than Item C.

Table 40. Item A1 Ratings: Percent of teachers who responded favorably to statements about A1

Statement	Respondents	Number Who Responded Favorably	Percent Who Responded Favorably
11. Student's response to item was clear and observable	750	713	95.1%
8. Size of the stimulus materials was just right	712	662	93.0%
2. Test directions for teachers provided just the right amount of info	750	658	87.7%
9. Amount of detail in stimulus materials was just right	717	589	82.1%
6c. Number of steps made the item just right	747	583	78.0%
6b. Amount of effort required of the student in the item was just right	750	572	76.3%
7. Stimulus materials supported the student's understanding of item	710	514	72.4%
10. Item was interesting and engaging for this student	748	512	68.4%
6a. Language used in the item was just right	751	488	65.0%

Table 40 (Cont). Item A1 Ratings: Percent of teachers who responded favorably to statements about A1

Statement	Respondents	Number Who Responded Favorably	Percent Who Responded Favorably
5c. Item context was appropriate for the student	737	475	64.5%
12. Item was appropriate for this student with significant cognitive disabilities	743	472	63.5%
5a. Item context was understandable to the student	737	458	62.1%
6d. Content knowledge required by the item was just right	750	451	60.1%
5b. Item context was helpful to the student	709	418	59.0%
1. Student received instruction about content and skills in this item	700	309	44.1%

Table 41. Item A2 Ratings: Percent of teachers who responded favorably to statements about A2

Statement	Respondents	Number Who Responded Favorably	Percent Who Responded Favorably
4. Student's response to item was clear and observable	303	276	91.1%
2. Test directions for teachers provided just the right amount of info	303	266	87.8%
3. Item was interesting and engaging for this student	299	152	50.8%
5. Item was appropriate for this student with significant cognitive disabilities	298	142	47.7%
1. Student received instruction about content and skills in this item	287	85	29.6%

Table 42. Item B Ratings: Percent of teachers who responded favorably to statements about B

Statement	Respondents	Number Who Responded Favorably	Percent Who Responded Favorably
11. Student's response to item was clear and observable	407	392	96.3%
8. Size of the stimulus materials was just right	400	372	93.0%
2. Test directions for teachers provided just the right amount of info	409	357	87.3%
6c. Number of steps made the item just right	405	323	79.8%
9. Amount of detail in stimulus materials was just right	400	316	79.0%
10. Item was interesting and engaging for this student	406	320	78.8%
6b. Amount of effort required of the student in the item was just right	407	318	78.1%
7. Stimulus materials supported the student's understanding of item	399	291	72.9%
5c. Item context was appropriate for the student	393	286	72.8%
5a. Item context was understandable to the student	389	277	71.2%
6a. Language used in the item was just right	407	289	71.0%
5b. Item context was helpful to the student	373	260	69.7%
12. Item was appropriate for this student with significant cognitive disabilities	404	280	69.3%
6d. Content knowledge required by the item was just right	404	273	67.6%
1. Student received instruction about content and skills in this item	375	206	54.9%

Table 43. Item C Ratings: Percent of teachers who responded favorably to statements about C

Statement	Respondents	Number Who Responded Favorably	Percent Who Responded Favorably
11. Student's response to item was clear and observable	403	387	96.0%
8. Size of the stimulus materials was just right	385	349	90.6%
2. Test directions for teachers provided just the right amount of info	405	353	87.2%
6c. Number of steps made the item just right	401	292	72.8%
10. Item was interesting and engaging for this student	400	287	71.8%
9. Amount of detail in stimulus materials was just right	386	276	71.5%
6b. Amount of effort required of the student in the item was just right	402	286	71.1%
7. Stimulus materials supported the student's understanding of item	386	269	69.7%
5c. Item context was appropriate for the student	398	272	68.3%
6a. Language used in the item was just right	403	267	66.3%
12. Item was appropriate for this student with significant cognitive disabilities	401	258	64.3%
5b. Item context was helpful to the student	380	241	63.4%
5a. Item context was understandable to the student	400	252	63.0%
6d. Content knowledge required by the item was just right	399	244	61.2%
1. Student received instruction about content and skills in this item	371	186	50.1%

Administration Process

One of the purposes of the pilot test was to determine if the tasks could be administered as intended. A process for administering the items was designed (see Figure 1). Ratings were examined to see the extent to which teachers actually followed this administration design. Please note that in the analysis for this report, these activities that occurred but should not have were excluded.

After Item A1 was administered, 1,169 administration activities were supposed to take place: 423 Item Bs were to be administered; 423 Item Cs were to be administered; and 323 Item A2s were to be administered. Of these 1,169 activities:

- 1147 (98%) of the activities happened as intended.
- 22 (2%) of the activities did not happen as intended.

Of the 27 activities that were supposed to occur but did not:

- 5 Item A2s were to be administered that weren't;
- 6 Item Bs were to be administered that weren't; and
- 11 Item Cs were to be administered that weren't.

In addition, 88 activities occurred that should not have:

- 19 students answered A1 correctly, and then they were administered A2;
- 14 students refused to answer A1, and then they were administered A2;
- 10 students answered A1 incorrectly, and then they were administered B;
- 9 students answered A1 incorrectly, and then they were administered C;
- 3 students did not respond to A1, and then they were administered B;
- 3 students did not respond to A1, and then they were administered C;
- 30 students were administered A2, and then they were administered B and C.

Item Suite Dossiers

Item suite dossiers were created for each of the 22 tasks. These dossiers provide general information about each task and its set of items (i.e., item A1, item A2, item B, and item C); descriptive information regarding student response to the task; and item response data by three categories: overall, by student communication level, and by student opportunity to learn. In addition, the item dossiers provide a summary of both general and specific teacher feedback for each of the items within a task.

Reading Foundation 5.4: Students Who Communicate Orally

Section 1: Background Information on Task

Table 1-1 describes the basic attributes and general information for Task Reading Foundation 5.4: Students with Oral Communication (RdgFdn 5.4).

Table 1-1. General item suite information for Reading Foundation 5.4

Attribute	General Information
ELA strand	Reading foundations
Task Code	RdgFdn 5.4
CCSS	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> 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.
NCECCSS	Read text comprised of familiar words with accuracy and understanding to support comprehension.
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to access with appropriate rate and accuracy text that has been adapted from grade-level literature (opportunities for self-correction will be provided) FK2: Ability to read with accuracy text that has been adapted from grade-level literature (opportunities for self-correction will be provided) FK3: Ability to access with appropriate rate, accuracy, and expression prose or poetry adapted from grade-level literature that is read by the student or by a reader (on successive readings) (opportunities for self-correction will be provided)
Item A1 directions*	Teacher/administrator (TA) places one line of text printed in large font on a card in front of student. Part 1 TA says, Show me where to start reading. Part 2 After student indicates where to start reading, TA says, Follow along with your finger [or pointing tool] as I read the words. TA read the following aloud: A man and a mouse had a tea party. Alice joined the tea party.
Item A2 directions*	If student does not respond to A1, TA says, [Show me] / [Touch] / [Look at] the words on this card.
Item B directions*	TA presents student with a printed passage and says, Read this aloud. I'll tell you when to stop reading. TA sets a timer 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

	<p>again. Alec holds onto the horse's neck. The horse starts to run. Alec is riding the horse!</p> <p>While student reads, TA uses a copy of the passage to record student performance: TA 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, TA records the number of words read correctly in one minute.</p>
Item C directions*	<p>TA presents student with a printed passage and says, Read this aloud. I'll tell you when to stop reading. TA sets a timer for one minute and student reads the following passage aloud:</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, TA stops the timer and presents second page of passage and says, Read this aloud. I'll tell you when to stop reading. TA restarts the timer and student reads the following passage:</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, TA uses a copy of the passage to record student performance: TA 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, TA records the number of words read correctly in one minute.</p>

* **Directions:** What the teacher says (bold script) and does (regular text)

Section 2: Student Data

Twenty-four students were administered the items in Reading 5.4: Communicate orally (there are two item sets for Reading 5.4: one for students who communicate orally and another for students who do not communicate orally; the results for the two item sets are presented separately). Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The majority of the respondents were in 5th grade (20). More than half of the item respondents were students with intellectual disabilities (15). Students with autism comprised just over twenty percent of the item respondents (5). Two students were identified with “other” disabilities, one student was reported to have multiple disabilities, and one an unspecified disability. The majority of students administered the items in Reading 5.4: Communicate orally were reported to have a high level of communication (17); almost half of this group was made up of students with intellectual disabilities (8). Five students were reported to have a medium level of communication and two a low level; all of the students reported to have medium or low levels of communication were identified as having an intellectual disability.

Table 2-1. Grade level of students administered Reading 5.4

<i>Grade Level</i>										<i>Un- graded</i>	<i>Un- spec.</i>	<i>Total</i>
3	4	5	6	7	8	9	10	11	12			
0	0	20	3	1	0	0	0	0	0	0	0	24

Table 2-1. Disability category, by communication level for Reading 5.4:

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	8	5	2	15
Autism	5	0	0	5
Multiple Disabilities	1	0	0	1
Other	2	0	0	2
Unspecified	1	0	0	1
	17	5	2	24

Section 3: Communication Level

Item suite *Reading 5.4* Foundations (oral), was administered to 24 students. Seventy-nine percent of students (n = 19) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays how students taking this item responded to the items within the suite.

Table 3-1. Student response, by items administered for Reading 5.4

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	24	5	18	17
Number answered correctly	19	3	13	11
Number answered incorrectly	4	1	4	5
Number with no response	1	1	1	1
Number who refused	0	0	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who were administered item A1, 67% responded correctly. Of the students responding correctly, none were classified at the low communication level, 29% were at the medium communication level, and 71% were at the high level. All of these students went on to the more challenging items where 7 (25%) responded correctly to item B (all at the high communication level).

Table 3-2: Student response to item A1, by communication level for Reading 5.4

	Communication level			Total
	High	Medium	Low	
A1 Response				
Correct	14	4	1	19
Incorrect	3	1	0	4
No Response	0	0	1	1
Refused	0	0	0	0
Unspecified	0	0	0	0
	17	5	2	24

Table 3-2: Student response to item A2, by communication level for Reading 5.4

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	2	1	0	3
Incorrect	1	0	0	1
No Response	0	0	1	1
Refused	0	0	0	0
Not required	14	4	1	19
Unspecified	0	0	0	0
	17	5	2	24

Table 3-2: Student response to item B, by communication level for Reading 5.4

	Communication level			Total
	High	Medium	Low	
<i>B Response</i>				
Correct	11	2	0	13
Incorrect	2	2	0	4
No Response	0	0	1	1
Refused	0	0	0	0
Not required	3	1	1	5
Unspecified	1	0	0	1
	17	5	2	24

Table 3-2: Student response to item C, by communication level for Reading 5.4

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>C Response</i>				
Correct	10	1	0	11
Incorrect	2	3	0	5
No Response	0	0	1	1
Refused	0	0	0	0
Not required	3	1	1	5
Unspecified	2	0	0	2
	17	5	2	24

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to twenty-four students. Twenty-one students were reported by their teacher as having an opportunity to learn the skill being assessed. Of those, 17 answered the item correctly. Two of the three students d reported as not having an opportunity to learn answered the item correctly.

Five students were administered Item A2. Three of the four students reported as having an opportunity to learn answered the item correctly. The one student reported as not having an opportunity to learn answered the item incorrectly.

Eighteen students were administered item B. All eleven students reported as having an opportunity to learn answered the item correctly. Seven students were reported as not having an opportunity to learn answered the item correctly. Of those, two answered the item correctly.

Seventeen students were administered item C. All ten students reported as having an opportunity to learn answered the item correctly. One of the seven students reported as not having an opportunity to learn answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Reading 5.4

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	21	4	11	10
Item correct	17	3	11	10
Item incorrect	4	1	0	0
No response/refused item	0	0	0	0
<i>Student had OTL: No</i>				
Item answered	3	1	7	7
Item correct	2	0	2	1
Item incorrect	0	0	4	5
No response/refused item	1	1	1	1

Section 5: Teacher Item Feedback: Task Suite: Reading Foundations 5.4

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Across each of the four items teachers responded that the item was interesting and engaging for most of the student. For example, the teachers of 21 of the 24 students who took item A1 and the teachers of 13 of the 17 students who took item C responded that the item was interesting and engaging for the student.

Table 5-1: General feedback: Engagement, interest, and student response for Reading 5.4

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	24	5	18	17
Item was interesting and engaging for this student	21	3	14	12
Student's response to item was clear and observable	24	5	17	17

For each of the four items teachers indicated that for most students the response to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses varied across each item (Table 5-2). For example, the teachers of 21 of the 24 students who took item A1 responded that it was appropriate for the student, whereas the teachers of 11 of the 17 students who took item C so responded.

Table 5-2: General feedback: Item appropriateness for Reading 5.4

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	24	5	18	17
Item was appropriate for this student with significant disabilities	21	3	12	11
Item was appropriate for most students with significant disabilities in:				
- Grades 3-5	22	5	12	11
- Grades 6-8	8	1	7	7
- Grades 9-12	5	0	4	3

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10.

Teachers were asked to mark all the grade levels that applied. Teachers indicated that each item was appropriate for a majority of students with SCD in grades 3-5.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student (Table 5-3). In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teachers indicated that the item scenario/context was understandable to a majority of students. For example, the teachers of 21 of the 24 students who took item A1 reported that the item scenario/context was understandable to the student and the teachers of 12 of the 17 students who took item C indicated that the scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Reading 5.4

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		24	18	17
Item scenario/context was:	- Understandable to student	21	12	11
	- Helpful to student	18	9	9
	- Appropriate for student	20	10	10
Item language was:	- Too simple	0	0	0
	- Just right	21	12	10
	- Too hard	3	6	7
Effort required of student was:	- Too simple	1	0	0
	- Just right	21	11	10
	- Too hard	1	6	7
Number of steps made the item:	- Too simple	0	0	0
	- Just right	22	13	13
	- Too hard	1	4	4
Content knowledge required was:	- Too simple	1	0	0
	- Just right	21	10	11
	- Too hard	1	6	6

Teacher responses indicated that the item scenario/context was helpful to the majority of students. For example, the teachers of 18 of the 24 students who took item A1 reported that the item scenario/context was helpful to the student and the teachers of 10 of the 18 students who took item B indicated that the scenario/context was helpful to the student. Finally, the teachers of

20 of the 24 students who took item A1 and 11 of the 18 students who took item B reported that the item scenario/context was appropriate for them.

Teachers next answered questions relating to the complexity of the item. For the majority of students who took an item, teachers reported that the item language was just right. For example, the teachers of 21 of the 24 students who took item A1 and 12 of the 18 students who took item B reported that the item language was just right. There was some variation in teacher responses to the level of effort required by the item. Teachers of 21 of the 24 students who took item A1 responded that the level of effort required by the item was just right, whereas, the teachers of 12 of the 18 students who took item B reported that the level of effort was just right. For most of students who took an item, teachers reported that the number of steps made the item just right. For example, the teachers of 22 of the 24 students who took item A1 reported that the number of steps made the item just right. Finally, teacher feedback indicated that the content knowledge required by each item was just right for a majority of students. For example, according to the teachers of 10 of the 18 students who took item B and 11 of the 17 students who took item C, the content knowledge required by the item was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

There was some variation in teacher responses on whether the item’s stimulus materials supported the student’s understanding of the item. For example, the teachers of 20 out of 24 students who took item A1, strongly agreed (6) or agreed (14) with the statement and the teachers of 11 of the 18 students who took item B strongly agreed (3) or agreed (8) that the stimulus materials supported the student’s understanding of the item

Across each of the items teachers of most students reported that the size of the stimulus materials was just right for the student. For example, the teachers of 16 of the 18 students who took item B indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers of a majority of students reported that the amount of detail was just right. For example the teachers of 23 of the 24 students who took item A1 and the teachers of 9 of the 17 students who took item C reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Reading 5.4

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		24	18	17
Stimulus materials supported student's understanding:	- Strongly agree	6	3	2
	- Agree	14	7	7
	- Disagree	0	5	5
	- Strongly disagree	3	2	2
	- Not applicable	1	1	1
Size of stimulus materials was:	- Just right	22	15	13
	- Not applicable	0	1	1
	- Too small	1	0	0
	- Too large	1	2	3
Amount of detail in stimulus materials was:	- Just right	23	11	9
	- Not applicable	0	1	1
	- Too little	0	0	0
	- Too much	1	6	6
	- Not clear	0	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	1	3	3
	Right amount of direction	23	15	14
	Too much direction	0	0	0

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 23 of the 24 students who took item A1 and 14 of the 17 students who took item C indicated that the item directions had just the right amount of direction.

Reading Foundation 5.4: For Students Who DO NOT Communicate Orally

Section 1: Background Information on Task

Table 1-1 describes the basic attributes and general information for Task Reading Foundation 5.4: DO NOT communicate orally (RdgFdn 5.4DNCO).

Table 1-1. General item suite information for Reading Foundation 5.4: DO NOT communicate orally

Attribute	General Information
ELA strand	Reading foundations
Task Code	RdgFdn 5.4DNCO (Do Not Communicate Orally)
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.
NCECCSS	Read text comprised of familiar words with accuracy and understanding to support comprehension.
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to access with appropriate rate and accuracy text that has been adapted from grade-level literature (opportunities for self-correction will be provided) FK2: Ability to read with accuracy text that has been adapted from grade-level literature (opportunities for self-correction will be provided) FK3: Ability to access with appropriate rate, accuracy, and expression prose or poetry adapted from grade-level literature that is read by the student or by a reader (on successive readings) (opportunities for self-correction will be provided)
Item A1 directions*	Teacher/administrator (TA) places one line of text printed in large font on a card in front of student. Part 1 Teacher/administrator says, Show me where to start reading. Part 2 After student indicates where to start reading, TA says, Follow along with your finger [or pointing tool] as I read the words. TA reads the following aloud: A man and a mouse had a tea party. Alice joined the tea party.
Item A2 directions*	If student does not respond to A1, TA says, [Show me] / [Touch] / [Look at] the words on this card.
Item B directions*	TA presents student with a passage and says, Read this passage. You will have 30 seconds to read as much as you can. I'll tell you when to stop reading. Then I'll ask you a question about what you read. TA sets the timer for 30 seconds and student reads the following passage: Alec wants to ride the horse. Alec gets on the horse. The horse jumps. The horse

	<p>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>TA sets three pictures cards (1. A boy and a dog, 2. A boy and a horse, 3. a boy playing basketball) in front of student and says, Which of these pictures shows what the story is about?</p>
Item C directions*	<p>TA presents student with a passage and says, You will have 30 seconds to read as much as you can. I'll tell you when to stop reading. Then I'll ask you a question about what you read.</p> <p>TA sets the timer for 30 seconds and student reads the following passage: 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. "</p> <p>TA sets three picture cards in front of student (1. A girl and a puppy, 2. A girl and a fish, 3. A girl and a white rabbit) and says, Which of these pictures shows what the story was about?</p>

* **Directions:** What the teacher says (bold script) and does (regular text)

Section 2: Student Data

Eighteen students were administered the items in Reading 5.4: DO NOT communicate orally (there are two item sets for Reading 5.4: one for students who communicate orally and another for students who do not communicate orally; the results for the two item sets are presented separately). Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The majority of these students were in 5th grade (11). Students with multiple disabilities (8) and students with autism (7) comprised over eighty percent of the item respondents. Two students were identified with intellectual disabilities and one student was reported to have an "other" disability. More than half of the students administered the items in Reading 5.4: DO NOT communicate orally were reported to have a low level of communication (10). Half of this group was made up of students with multiple disabilities (5) and another forty percent was students with autism (4). One student identified as having a low level of communication was reported to have an intellectual disability. Five students were reported to have a medium level of communication. More than half of these students were reported to have autism (3); one student was reported to have an intellectual disability and one was reported to have multiple disabilities. Three students were reported to have a high level of communication. Most of these students were reported to have multiple disabilities (2) and one student was reported to have an "other" disability.

Table 2-1. Grade level of students administered Reading 5.4: DO NOT communicate orally

Grade Level										Un- graded	Un- spec.	Total
3	4	5	6	7	8	9	10	11	12	0	0	18
0	0	11	5	2	0	0	0	0	0			

Table 2-2. Disability category, by communication level for Reading 5.4: DO NOT communicate orally

	<i>Communication level</i>			<i>Total</i>
	<i>High</i>	<i>Medium</i>	<i>Low</i>	
<i>Primary Disability</i>				
Intellectual Disability	0	1	1	2
Autism	0	3	4	7
Multiple Disabilities	2	1	5	8
Other	1	0	0	1
Unspecified	0	0	0	0
	3	5	10	18

Section 3: Communicational Level

Item suite Reading 5.4 Foundations: (non oral), was administered to 18 students. Seventeen percent of students (n = 3) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Reading 5.4: DO NOT communicate orally

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	18	15	3	3
Number answered correctly	3	8	2	1
Number answered incorrectly	7	2	1	2
Number with no response	7	4	0	0
Number who refused	1	1	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students responding correctly, one was classified at the low communication level, one at the medium communication level, and one at the high level. Fifteen took item A2 (7 low level, 4 medium level, and 2 high level communication). Findings for this item were atypical and warrant further investigation.

Table 3-2: Student response to item A1, by communication level for Reading 5.4: DO NOT communicate orally

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	1	1	1	3
Incorrect	2	2	3	7
No Response	0	2	5	7
Refused	0	0	1	1
Unspecified	0	0	0	0
	3	5	10	18

Table 3-3: Student response to item A2, by communication level for Reading 5.4: DO NOT communicate orally

	Communication level			Total
	High	Medium	Low	
<i>A2 Response</i>				
Correct	2	2	4	8
Incorrect	0	2	0	2
No Response	0	0	4	4
Refused	0	0	1	1
Not required	1	1	1	3
Unspecified	0	0	0	0
	3	5	10	18

Table 3-4: Student response to item B, by communication level for Reading 5.4: DO NOT communicate orally

	Communication level			
	High	Medium	Low	Total
B Response				
Correct	1	0	1	2
Incorrect	0	1	0	1
No Response	0	0	0	0
Refused	0	0	0	0
Not required	2	4	9	15
Unspecified	0	0	0	0
	3	5	10	18

Table 3-5: Student response to item C, by communication level for Reading 5.4: DO NOT communicate orally

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>C Response</i>				
Correct	0	0	1	1
Incorrect	1	1	0	2
No Response	0	0	0	0
Refused	0	0	0	0
Not required	2	4	9	15
Unspecified	0	0	0	0
	3	5	10	18

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to eighteen students. Nine students were reported by their teacher as having an opportunity to learn the skill being assessed. Of those, two answered the item correctly. Nine students were reported as not having an opportunity to learn answered the item correctly. Of those, one answered the item correctly.

Fifteen students were administered Item A2. Six of the seven students reported as having an opportunity to learn answered the item correctly. Eight students were reported as not having an opportunity to learn answered the item incorrectly. Of those, two answered the item correctly.

Three students were administered item B. Both students reported as having an opportunity to learn answered the item correctly. The one student reported as not having an opportunity to learn answered the item incorrectly.

Three students were administered item C. One of the two students reported as having an opportunity to learn answered the item correctly. The one student reported as not having an opportunity to learn answered the item incorrectly.

Table 4-1. Opportunity to learn (OTL), by items administered for Reading 5.4: DO NOT communicate orally

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	9	7	2	2
Item correct	2	6	2	1
Item incorrect	5	0	0	1
No response/refused item	2	1	0	0
<i>Student had OTL: No</i>				
Item answered	9	8	1	1
Item correct	1	2	0	0
Item incorrect	2	2	1	1
No response/refused item	6	4	0	0

Section 5: Teacher Item Feedback: Task Suite: Reading Foundations 5.4 WCO

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Across each of the four items teachers responded that the item was interesting and engaging for some of the students. For example, the teachers of 7 of the 18 students who took item A1 and the teachers of 6 of the 15 students who took item A2 responded that the item was interesting and engaging for the student.

Table 5-1: General feedback: Engagement, interest, and student response for reading 5.4: DO NOT communicate orally

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	18	15	3	3
Item was interesting and engaging for this student	7	6	2	2
Student's response to item was clear and observable	18	15	2	2

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items teachers indicated that for most students the response to the item was clear and observable. For example, the teachers of all the students who took item A1, and item A2 reported that the responses of their students were clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses varied across each item (Table 5-2). For example, the teachers of 12 of the 18 students who took item A1 responded that it was appropriate for the student, whereas the teachers of 8 of the 15 students who took item A2 so responded.

Table 5-2: General feedback: Item appropriateness for Reading 5.4: DO NOT communicate orally

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		18	15	3	3
Item was appropriate for this student with significant disabilities		12	8	3	3
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	16	13	3	3
	- Grades 6-8	6	5	1	1
	- Grades 9-12	5	5	1	1

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teachers indicated that item A1 and A2 were appropriate for most of students with SCD in grades 3-5.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Due to the small number of students participating in item B and C teacher feedback will concentrate on item A1. Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student (Table 5-3). In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teachers of 7 of the 18 students who took item A1 reported that the item scenario/context was both understandable and helpful to the student. Additionally, the teachers of 8 of the 18 students who took item A1 reported that the item scenario /context was appropriate for them.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Reading 5.4: DO NOT communicate orally

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		18	3	3
Item scenario/context was:	- Understandable to student	7	1	1
	- Helpful to student	7	2	2
	- Appropriate for student	8	2	2
Item language was:	- Too simple	0	0	0
	- Just right	11	2	2
	- Too hard	7	1	1
Effort required of student was:	- Too simple	0	0	0
	- Just right	14	2	2
	- Too hard	4	1	1
Number of steps made the item:	- Too simple	0	0	0
	- Just right	12	2	2
	- Too hard	6	1	1
Content knowledge required was:	- Too simple	0	0	0
	- Just right	10	2	2
	- Too hard	8	1	1

Teachers next answered questions relating to the complexity of the item. Teachers of 11 of the 18 students who took item A1 reported that the item language was just right. Teachers of 14 of the 18 students who took item A1 responded that the level of effort required by the item was just right. Teachers of 12 of the 18 students who took item A1 reported that the number of steps made the item just right. Finally, teacher feedback indicated that the content knowledge required by item A1 was just right for 10 of the 18 students.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

**Table 5-4: Specific feedback: Item stimulus materials and item directions for Reading 5.4 : DO
NOT communicate orally**

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		18	3	3
Stimulus materials supported student's understanding:	- Strongly agree	2	1	0
	- Agree	5	1	2
	- Disagree	3	0	0
	- Strongly disagree	3	1	0
	- Not applicable	5	0	0
Size of stimulus materials was:	- Just right	15	3	3
	- Not applicable	2	0	0
	- Too small	1	0	0
	- Too large	0	0	0
Amount of detail in stimulus materials was:	- Just right	11	2	2
	- Not applicable	3	1	1
	- Too little	0	0	0
	- Too much	3	0	0
	- Not clear	1	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	2	1	0
	Right amount of direction	16	2	3
	Too much direction	0	0	0

The teachers of 7 out of 18 students who took item A1, strongly agreed (2) or agreed (5) that the item stimulus materials supported student understanding of the item. Teachers indicated that the size and amount of detail were just right for most of the students who took item A1. Finally, teachers of 16 of the 18 students who took item A1 indicated the item had just the right amount of direction.

Reading 3.1A: Ask and Answer Questions Using Text

Section 1: Background Information on Task

Table 1-1 describes the basic attributes and general information for Task Reading 3.1A: Ask and Answer Questions Using Text (Rdng3.1A).

Table 1-1. General item suite information for Reading, Lit 3.1A

Attribute	General Information
ELA strand	Reading
Task Code	Rdng3.1A
CCSS	Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.
NCECCSS	Answer questions to demonstrate recall of details from text.
Focal KSA(s) (selected FKSA is bolded)	<p>FK1. Ability to ask questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text.</p> <p>FK2. Ability to answer questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text.</p> <p>FK3. Ability to ask and answer questions explicitly using the text (e.g., using quotations from the text, making specific references to or paraphrasing information presented in text) to demonstrate understanding (comprehension) of a text.</p>
Item A1 directions*	Teacher/Administrator (TA) presents student with printed passage and reads it aloud, Dauntay's friend is Kristin . TA presents student two note cards (1. picture of a teddy bear, 2. Picture of Kristin), points to and reads each card aloud. TA says, [Show me]/[Touch]/[Look at] Dauntay's friend .
Item A2 directions*	If student answers A1 incorrectly (or does not answer), TA removes the picture of the teddy bear, leaves the passage and picture of Kristin in front of student, and says, Dauntay's friend is Kristin , TA points to picture Kristin and says, Kristin. [Show me] / [Touch] / [Look at] Dauntay's friend Kristin .
Item B directions*	TA presents student with printed passage and reads it aloud: Felipe went to the park. He sat in a swing. He pushed off with his toes. It was fun. TA presents student with three note cards (1. At home, 2. At school, 3. At the park) and says, Where did Felipe swing? TA points to each card and reads it aloud.
Item C directions*	TA presents student with printed passage and reads it 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. TA presents student with three note cards (1. A stuffed dog, 2. A slide, 3. A gray cat) and says, What did Eliana see when she rolled over? TA points to each card and reads it aloud.

* **Directions:** What the teacher says (bold script) and does (regular text)

Section 2: Student Data

Thirty-five students were administered the items in Reading, Lit 3.1A. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The majority of these students were in 3rd grade (27). More than half of the item respondents were students with intellectual disabilities (19). Students with autism comprised close to a third of the item respondents (10). Four students were identified with autism and two students were reported to have “other” disabilities. Slightly more than half of the students administered the items in Reading, Lit 3.1A were reported to have a high level of communication (18); fourteen students with intellectual disabilities comprised the majority of this group. Six students were reported to have a medium level of communication and eleven were reported to have a low level.

Table 2-1. Grade level of students administered Reading, Lit 3.1A

<i>Grade Level</i>											<i>Un-graded</i>	<i>Un-spec.</i>	<i>Total</i>
3	4	5	6	7	8	9	10	11	12				
27	6	1	0	0	0	1	0	0	0	0	0	0	35

Table 2-2. Disability category, by communication level for Reading, Lit 3.1A

<i>Primary Disability</i>	<i>Communication level</i>			<i>Total</i>
	<i>High</i>	<i>Medium</i>	<i>Low</i>	
Intellectual Disability	14	2	3	19
Autism	2	1	1	4
Multiple Disabilities	0	3	7	10
Other	2	0	0	2
Unspecified	0	0	0	0
	18	6	11	35

Section 3: Communication

Item suite Reading Lit 3.1 A: Ask and answer questions using text, was administered to 35 students. Seventy-two percent of students (n = 25) who took this suite responded correctly to item A1 and proceeded to take items B & C (64% low level communication, 20% medium level, and 16% low level). Table 3-1 displays the how students taking item A1 responded to the remaining items within the suite.

Table 3-1: Student response, by items administered for Reading, Lit 3.1A

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	35	10	25	25
Number answered correctly	25	7	13	12
Number answered incorrectly	7	0	11	12
Number with no response	3	3	1	1
Number who refused	0	0	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4, and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the 25 students who proceeded to more complex items, 13 students 50% taking item B responded correctly to item B. One student (8%) was at a low communication level, 2 students (15 %) were at a medium level, and 10 (77%) had high level communication.

Table 3-2: Student response for item A1, by communication level for Reading, Lit 3.1A

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	16	5	4	25
Incorrect	2	1	4	7
No Response	0	0	3	3
Refused	0	0	0	0
Unspecified	0	0	0	0
	18	6	11	35

Table 3-3: Student response for item A2, by communication level for Reading, Lit 3.1A

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	2	1	4	7
Incorrect	0	0	0	0
No Response	0	0	3	3
Refused	0	0	0	0
Not required	16	5	4	25
Unspecified	0	0	0	0
	18	6	11	35

Table 3-4: Student response for item B, by communication level for Reading, Lit 3.1A

	Communication level			
	High	Medium	Low	Total
B Response				
Correct	10	2	1	13
Incorrect	6	3	2	11
No Response	0	0	1	1
Refused	0	0	0	0
Not required	2	1	7	10
Unspecified	0	0	0	0
	18	6	11	35

Table 3-5: Student response for item C, by communication level for Reading, Lit 3.1A

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	9	2	1	12
Incorrect	7	3	2	12
No Response	0	0	1	1
Refused	0	0	0	0
Not required	2	1	7	10
Unspecified	0	0	0	0
	18	6	11	35

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty-five students. Fourteen of the seventeen students reported by their teacher

as having an opportunity to learn the skill being assessed answered the item correctly. Seven of the thirteen students reported as not having an opportunity to learn answered the item correctly.

Ten students were administered Item A2. Three of the four students reported as having an opportunity to learn answered the item correctly. Four of the five students reported as not having an opportunity to learn answered the item correctly.

Twenty-five students were administered Item B. Twelve students were reported as having an opportunity to learn. Of those, six answered the item correctly. Ten students were reported as not having an opportunity to learn. Of those, four answered the item correctly.

Twenty-five students were administered item C. Six of the ten students reported as having an opportunity to learn answered the item correctly. Eleven students were reported as not having an opportunity to learn. Of those, four answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Reading, Lit 3.1A

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	17	4	12	10
Item correct	14	3	6	6
Item incorrect	2	0	6	4
No response/refused item	1	1	0	0
<i>Student had OTL: No</i>				
Item answered	13	5	10	11
Item correct	7	4	4	4
Item incorrect	5	0	5	6
No response/refused item	1	1	1	1
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	5	1	3	4
Item correct	4	0	3	2
Item incorrect	0	0	0	2
No response/refused item	1	1	0	0

Section 5: Teacher Item Feedback: Task Suite: Reading Literature 3.1A

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Across the four items teachers of a majority of students responded that the item was interesting and engaging for a majority of the student. For example, the teachers of 23 of the 35 students who took item A1 and the teachers of

13 of the 25 students who took item C responded that the item was interesting and engaging for the student.

Table 5-1: General feedback: Engagement, interest, and student response for Reading, Lit 3.1A

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	35	10	25	25
Item was interesting and engaging for this student	23	5	15	13
Student's response to item was clear and observable	33	9	23	23

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that for most students the response to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses varied across items (Table 5-2).

Table 5-2: General feedback: Item appropriateness for Reading, Lit 3.1A

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	35	10	25	25
Item was appropriate for this student with significant disabilities	24	4	13	14
Item was appropriate for most students with significant disabilities in:				
- Grades 3-5	28	7	20	17
- Grades 6-8	4	1	5	5
- Grades 9-12	4	2	3	3

For example, the teachers of 24 of the 35 students who took item A1 responded that it was appropriate for the student, whereas the teachers of 4 of the 10 students who took item A2 so responded. Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teachers indicated that each item was appropriate for a majority of students with SCD in grades 3-5.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the

number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

For a majority of the students who took an item, teacher responses indicated that the item scenario/context was understandable to the student (Table 5-3). For example, the teachers of 24 of the 35 students who took item A1 and the teachers of 17 of the 25 students who took item B reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Reading, Lit 3.1A

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		35	25	25
Item scenario/context was:	- Understandable to student	24	17	12
	- Helpful to student	20	14	11
	- Appropriate for student	20	14	13
Item language was:	- Too simple	2	2	0
	- Just right	24	16	17
	- Too hard	8	7	7
Effort required of student was:	- Too simple	3	1	0
	- Just right	28	18	18
	- Too hard	3	6	6
Number of steps made the item:	- Too simple	3	1	0
	- Just right	23	20	21
	- Too hard	7	4	3
Content knowledge required was:	- Too simple	3	2	0
	- Just right	22	15	15
	- Too hard	9	8	9

Teacher responses varied on whether the scenario/context in the item was helpful to students. For example, the teachers of 20 of the 35 students who took item A1 indicated that the item scenario/ context was helpful to the student. However, teachers of 13 of the 25 students who took item C reported that the scenario/context was helpful to the student. A similar picture emerged regarding the appropriateness of the item scenario/context for the students. For example, teachers of 20 of the 35 students who took item A1 reported that the item scenario/context was appropriate for the student compared to teachers of 13 of the 25 students who took item C so reporting.

Teachers next answered questions relating to the complexity of the item. Teachers responded that item language was just right for a majority of students. For example, the teachers of 24 of the 35 students who took item A1 and the teachers of 17 of the 25 students who took item C reported that the item language was just right. The teachers of most of the students who took an item reported that the effort required of the student made the item just right. For example, the teachers of 18 of the 25 students who took item B and 18 of the 25 students who took item C

reported that the effort required by the item was just right for the student. A similar picture emerged regarding the number of steps. Teacher responses varied in terms of the number of steps. The teachers of 23 of the 35 students who took item A1 reported that the number of steps made the item just right, while teachers of 21 of the 25 students who took item C so reported. Finally, teacher feedback indicated that the content knowledge required by an item was just right for a majority of the students who took the item. For example, according to the teachers of 15 of the 25 students who took item B the content knowledge required was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Across each item the teachers of a majority of students strongly agreed or agreed that the item’s stimulus materials supported the student’s understanding of the item. For example the teachers of 14 of the 25 students who took item B strongly agreed (1) or agreed (13) with the statement. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 23 of the 25 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for most students. For example the teachers of 25 of the 35 students who took item A1 and the teachers of 16 of the 25 students who took item B reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Reading, Lit 3.1A

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		35	25	25
Stimulus materials supported student's understanding:	- Strongly agree	4	1	1
	- Agree	13	13	13
	- Disagree	8	6	7
	- Strongly disagree	7	4	1
	- Not applicable	2	1	2
Size of stimulus materials was:	- Just right	30	23	23
	- Not applicable	3	1	1
	- Too small	0	0	0
	- Too large	2	1	0
Amount of detail in stimulus materials was:	- Just right	25	16	17
	- Not applicable	3	0	0
	- Too little	2	2	2
	- Too much	1	5	4
	- Not clear	3	2	1
Directions provided to teacher for administering item and using materials had:	- Not enough direction	3	1	1
	Right amount of direction	28	23	21
	Too much direction	4	1	2

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 28 of the 35 students who took item A1 and 21 of the 25 students who took item C indicated that the item directions had just the right amount of direction.

Reading 3.3A: Describe Characters

Section 1: Background Information on Task

Table 1-1 describes the basic attributes and general information for Task Reading 3.3A: Describe Characters (RdgLit.3.3A).

Table 1-1. General item suite information for Reading, Lit 3.3A

Attribute	General Information
ELA strand	Reading literary text
Task Code	RdgLit.3.3A
CCSS	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events.
NCECCSS	Identify the feelings of characters in the story.
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to describe the characteristics of the characters in a story, with an emphasis on characteristics such as feelings, traits, or motivations.
Item A1 directions*	Teacher/administrator (TA) presents student with a printed passage from Charlotte's Web and says, We are going to read a passage from a book called Charlotte's Web. TA/student read the following aloud: Wilbur, the pig, lived in a big barn. TA places the passage where the student can see it. TA presents student with two picture cards (1. Pig, 2. Barn) and says, This is a picture of a pig. This is a picture of a barn. [Show me] / [Touch] / [Look at] the picture of the character from Charlotte's Web.
Item A2 directions*	If student does not respond to A1, TA removes the picture of the barn, points to the passage and re-reads the passage aloud: Wilbur, the pig, lived in a big barn. TA says, [Show me] / [Touch] / [Look at] the picture with the character from the story.
Item B directions*	TA presents student with a printed passage from Charlotte's Web and says, We are going to read a passage from a book called Charlotte's Web. Listen for what Wilbur, a character in the book, wishes he could do. TA reads the following aloud: Wilbur watched Charlotte, the spider, spin her web. Wilbur wished he could make a web like Charlotte. He could not because he was a pig, not a spider. TA places the passage where the student can see it. TA presents student with three note cards (1. Spin a web, 2. Eat food, 3. Crawl like a spider) and says, What did Wilbur wish he could do? TA points to each card and reads it aloud.
Item C directions*	This is a 2 part item. TA may provide student with breaks between parts. If a break is provided, TA should reread passage to student before asking next question. TA presents student with a printed passage from Charlotte's Web and says, We are going to read a passage from a book called Charlotte's Web. Listen for the feelings of the main character, Wilbur. TA reads the following aloud:

	<p>Wilbur, the pig, lived in a big barn. He lived with horses, geese, sheep, and a rat. Even so, Wilbur was lonely. He started to cry. Then all of a sudden, a voice said "I will be your friend." She said her name was Charlotte. Wilbur liked having a new friend.</p> <p>TA places the passage where the student can see it.</p> <p>Part 1</p> <p>TA presents student with three note cards (1. Tired, 2. Sad, 3. Excited) and says, How did Wilbur feel before he met Charlotte? TA points to each card and reads it aloud. After student responds TA removes the materials from part 1.</p> <p>Part 2</p> <p>TA reads the passage. TA presents student with three note cards (1. Happy, 2. Sad, 3. Scared) and says, How did Wilbur feel after he met Charlotte? TA points to each card and reads it aloud.</p>
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* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Thirty-three students were administered the items in Reading, Lit 3.3A. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The vast majority of these students were in 3rd grade (31). Almost half of the item respondents were students with intellectual disabilities (16). Students with multiple disabilities comprised more than a third of the item respondents (12). Three students were identified with autism; one student was reported to have an “other” disability and one student was reported to have an unspecified disability. Almost forty percent of the students administered the items in Reading, Lit 3.3A were reported to have a high level of communication (13); eleven students with intellectual disabilities comprised the majority of this group. Eight students were reported to have a medium level of communication. More than a third of the students administered these items were reported to have a low level of communication (12).

Table 2-1. Grade level of students administered Reading, Lit 3.3A

<i>Grade Level</i>										<i>Un- graded</i>	<i>Un- spec.</i>	<i>Total</i>
3	4	5	6	7	8	9	10	11	12			
31	2	0	0	0	0	0	0	0	0	0	0	33

Table 2-2. Disability category, by communication level for Reading, Lit 3.3A

	Communication level			Total
	High	Medium	Low	
Primary Disability				
Intellectual Disability	11	2	3	16
Autism	1	0	2	3
Multiple Disabilities	0	6	6	12
Other	1	0	0	1
Unspecified	0	0	1	1
	13	8	12	33

Section 3: Communication Level

Item suite Reading Lit 3.3 A: Describe character_, was administered to 33 students. Sixty-one percent of students (n = 20) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Reading, Lit 3.3A

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	33	13	20	19
Number answered correctly	20	9	11	4
Number answered incorrectly	9	1	7	13
Number with no response	3	2	2	2
Number who refused	1	1	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the 20 students who proceeded to more complex items, 11 students responded correctly to item B (9 students had a high communication level, one student had a medium level, and another one was classified at the low level of communication).

Table 3-2: Student response for item A1, by communication level for Reading, Lit 3.3A

<i>Student response, by communication level for Reading, Lit 3.3A</i>				
	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>A1 Response</i>				
Correct	11	4	5	20
Incorrect	2	3	4	9
No Response	0	0	3	3
Refused	0	1	0	1
Unspecified	0	0	0	0
	13	8	12	33

Table 3-3: Student response for item A2, by communication level for Reading, Lit 3.3A

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	2	4	3	9
Incorrect	0	0	1	1
No Response	0	0	2	2
Refused	0	0	1	1
Not required	11	4	5	20
Unspecified	0	0	0	0
	13	8	12	33

Table 3-4: Student response for item B, by communication level for Reading, Lit 3.3A

	Communication level			
	High	Medium	Low	Total
<i>B Response</i>				
Correct	9	1	1	11
Incorrect	2	3	2	7
No Response	0	0	2	2
Refused	0	0	0	0
Not required	2	4	7	13
Unspecified	0	0	0	0
	13	8	12	33

Table 3-5: Student response for item C, by communication level for Reading, Lit 3.3A

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	3	1	0	4
Incorrect	8	3	2	13
No Response	0	0	2	2
Refused	0	0	0	0
Not required	2	4	7	13
Unspecified	0	0	1	1
	13	8	12	33

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty-three students. Eleven of the sixteen students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Fourteen students were reported as not having an opportunity to learn. Of those, seven answered the item correctly.

Thirteen students were administered Item A2. Three of the five students reported as having an opportunity to learn answered the item correctly. Five of the seven students reported as not having an opportunity to learn answered the item correctly.

Twenty students were administered Item B. Seven of the ten students reported as having an opportunity to learn answered the item correctly. Nine students were reported as not having an opportunity to learn. Of those, four answered the item correctly.

Nineteen students were administered item C. Nine students were reported as having an opportunity to learn. Of those, three answered the item correctly. Nine students were reported as not having an opportunity to learn. Of those, one answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Reading, Lit 3.3A

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	16	5	10	9
Item correct	11	3	7	3
Item incorrect	4	0	2	5
No response/refused item	1	2	1	1
<i>Student had OTL: No</i>				
Item answered	14	7	9	9
Item correct	7	5	4	1
Item incorrect	5	1	5	8
No response/refused item	2	1	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	3	1	1	1
Item correct	2	1	0	0
Item incorrect	0	0	0	0
No response/refused item	1	0	1	1

Section 5: Teacher Item Feedback: Task Suite: Reading Literature 3.3A

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Across three of the four items teachers of a majority of students responded that the item was interesting and engaging for the student. For example, the teachers of 22 of the 33 students who took item A1 and the teachers of 10 of the 19 students who took item C responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 6 of the 13 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Reading, Lit 3.3A

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	33	13	20	19
Item was interesting and engaging for this student	22	6	15	10
Student's response to item was clear and observable	30	12	19	18

For each of the four items in the task suite teachers indicated that for most students the response to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses varied across each item (Table 5-2). For example, the teachers of 22 of the 33 students who took item A1 responded that it was appropriate for the student, whereas the teachers of 10 of the 13 students who took item A2 so responded

Table 5-2: General feedback: Item appropriateness for Reading, Lit 3.3A

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		33	13	20	19
Item was appropriate for this student with significant disabilities		22	9	13	10
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	27	10	16	15
	- Grades 6-8	6	4	6	6
	- Grades 9-12	4	3	5	5

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teachers indicated that each item was appropriate for most students with SCD in grades 3-5.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

For a majority of the students who took an item, teacher responses indicated that the item scenario/context was understandable to the student (Table 5-3). For example, the teachers of 21 of the 33 students who took item A1 and the teachers of 10 of the 19 students who took item C reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Reading, Lit 3.3A

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		33	20	19
Item scenario/context was:	- Understandable to student	21	11	10
	- Helpful to student	18	10	6
	- Appropriate for student	22	11	8
Item language was:	- Too simple	0	0	0
	- Just right	21	13	8
	- Too hard	11	6	10
Effort required of student was:	- Too simple	2	0	0
	- Just right	25	15	14
	- Too hard	6	4	3
Number of steps made the item:	- Too simple	0	0	0
	- Just right	25	16	13
	- Too hard	7	2	4
Content knowledge required was:	- Too simple	1	0	0
	- Just right	21	13	10
	- Too hard	11	6	7

Teacher responses varied on whether the scenario/context in the item was helpful to students. For example, the teachers of 18 of the 33 students who took item A1 and 10 of the 20 students who took item B indicated that the item scenario/context was helpful to the student. However, teachers of 6 of the 19 students who took item C reported that the scenario/context was helpful to the student. A similar picture emerged regarding the appropriateness of the item scenario/context for the students. For example, teachers of 22 of the 33 students who took item A1 reported that the item scenario/context was appropriate for the student compared to 8 of the 19 students who took item C so reporting.

Teachers next answered questions relating to the complexity of the item. Teacher responses varied by item about the language used. For example the teachers of 21 of the 33 students who took item A1 reported that the item language was just right, whereas teachers of 8 of the 19 students who took item C reported that the item language was just right. The teachers of a majority of students who took each item reported that the effort required of the student made the item just right. For example, the teachers of 15 of the 20 students who took item B and 14 of the 19 students who took item C reported that the effort required by the item was just right for the student. A similar picture emerged regarding the number of steps. The teachers of 25 of the 33 students who took item A1 reported that the number of steps made the item just right and teachers of 17 of the 20 students who took item B so reported. . Finally, teacher feedback indicated that the content knowledge required by the items was appropriate for a majority of students. For example the teachers of 21 of the 33 students who took item A1 reported that the content knowledge required was just right and the teachers of 10 of the 19 students who took item C reported that the content knowledge was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Across each item the teachers of a majority of students strongly agreed or agreed that the item’s stimulus materials supported the student’s understanding of the item. For example, the teachers of 22 out of 33 students who took item A1, strongly agreed (2) or agreed (20) with the statement and the teachers of 13 of the 20 students who took item B strongly agreed (1) or agreed (12) with the statement. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 18 of the 19 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers of most students reported that the amount of detail was just right. For example the teachers of 28 of the 33 students who took item A1 and the teachers of 12 of the 19 students who took item C reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Reading, Lit 3.3A

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		33	20	19
Stimulus materials supported student's understanding:	- Strongly agree	2	1	0
	- Agree	20	11	11
	- Disagree	6	8	6
	- Strongly disagree	2	0	1
	- Not applicable	2	0	0
Size of stimulus materials was:	- Just right	29	20	17
	- Not applicable	0	0	1
	- Too small	3	0	0
	- Too large	1	0	0
Amount of detail in stimulus materials was:	- Just right	28	14	11
	- Not applicable	0	0	0
	- Too little	0	2	2
	- Too much	4	3	4
	- Not clear	0	0	1
Directions provided to teacher for administering item and using materials had:	- Not enough direction	0	1	1
	Right amount of direction	29	16	14
	Too much direction	3	2	3

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” For most students who took an item, their teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 29 of the 33 students who took item A1 and 15 of the 19 students who took item C indicated that the item directions had just the right amount of direction.

Reading 7.3A: Analyze Elements

Section 1: Background Information on Task

Table 1-1 describes the basic attributes and general information for Task Reading 7.3A: Analyze Elements (Rdng7.3A).

Table 1-1. General item suite information for Reading, Lit 7.3A

Attribute	General Information
ELA strand	Reading
Task Code	Rdng7.3A
CCSS	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
NCECCSS	Determine how two or more events in a story are related (e.g., the cupboard was empty when they looked so they went shopping).
Focal KSA(s) (selected FKSA is bolded)	<p>FK1. Ability to determine how a character's attributes, thoughts, or actions are shaped by the setting of a story or drama (time and place)</p> <p>FK2. Ability to determine how a character's attributes, thoughts, or actions are shaped by the plot of a story or drama (events and the sequence of events, actions of other characters)</p> <p>FK3. Ability to determine how the setting of a story or drama can change in response to characters' actions</p> <p>FK4. Ability to determine how the setting of a story or drama can change in response to plot events</p> <p>FK5. Ability to determine how the plot of a story or drama is advanced in response to characters' actions (linked to AK1, AK3, and AK4)</p> <p>FK6. Ability to determine how the plot of a story or drama is influenced by the setting (time and place)</p>
Item A1 directions*	<p>Teacher/administrator (TA) presents student with a printed passage and says, We are going to reads a passage from a book called Roll of Thunder Hear My Cry. Then I'll ask you some questions.</p> <p>TA places the first notecard (picture of Cassie going into the store) and reads the first sentence from the passage: Cassie goes to a store. TA places the second notecard (picture of Cassie being yelled at by the storekeeper) and reads the second sentence from the passage: The storekeeper yells at Cassie. TA places the third notecard (picture of Cassie leaving the store) and reads third sentence from the passage: The storekeeper tells Cassie to get out of the store.</p> <p>TA removes all note cards and presents student with two note cards (1. picture of Cassie being yelled at by the storekeeper, 2. picture of Cassie leaving the store) and says, Look at these pictures. Which picture shows what happened after Cassie was yelled at?</p>
Item A2 directions*	If student answers A1 incorrectly (or does not answer), TA remove passage, picture of Cassie being yelled at by the storekeeper and picture of Cassie being yelled at by the storekeeper and says, [Show me] / [Touch]/[Look at] the picture that shows what

	happened after Cassie was yelled at.
Item B directions*	<p>TA presents student with printed passage and says, This passage is from a book called Roll of Thunder, Hear My Cry. We are going to read it. TA/student reads the following aloud: A mob is going to hurt a boy. His friends are warned that the mob is coming. One of the friends sets his own cotton field on fire to lead the mob away. All the neighbors and the mob come together to put out the fire. The boy is not hurt.</p> <p>TA presents student with three note cards and says, What happened right after the friend set the cotton field on fire? TA points to each card and reads it aloud:</p> <ul style="list-style-type: none"> - All the neighbors and the mob put out the fire - The boy's friends are warned that the mob is coming - A mob decides to hurt the boy
Item C directions*	<p>TA presents student with printed passage and says, This passage is from a book called Roll of Thunder, Hear My Cry. We are going to read it aloud. TA/student reads the following aloud: Cassie tells Mama that a mob is going to hurt a boy. Papa runs outside with a gun. Soon, Mama sees that their cotton field is on fire. She thinks it started by lightning. Then Cassie goes back to her room and wonders if people can live in peace. Everyone goes out to the cotton field. Papa and Mama's neighbors are helping them put out the fire. The people in the mob are helping put out the fire too. Cassie thinks that her Papa started the fire.</p> <p>TA presents student with three note cards and says, How did Papa starting the fire change the story? TA points to each card and reads it aloud:</p> <ul style="list-style-type: none"> - The fire made the mob more angry and they hurt the boy - The mob helped put out the fire and didn't hurt the boy - Cassie got scared of the fire and ran away from home

* **Directions:** What the teacher says (bold script) and does (regular text)

Section 2: Student Data

Twenty-nine students were administered the items in Reading, Lit 7.3A. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The vast majority of these students were in 7th grade (28). Approximately one-third of the item respondents were students with intellectual disabilities (10). Seven of the student respondents were identified with multiple disabilities, six with autism, four with "other" disabilities, and two with unspecified disabilities. Just over half of the students administered the items in Reading, Lit 7.3A were reported to have a high level of communication (15); forty percent of these students were identified as having an intellectual disability (6). Eight students were reported to have a medium level of communication and six a low level of communication.

Table 2-1. Grade level of students administered Reading, Lit 7.3A

<i>Grade Level</i>										<i>Un-graded</i>	<i>Un-spec.</i>	<i>Total</i>
3	4	5	6	7	8	9	10	11	12			
0	0	0	0	28	1	0	0	0	0	0	0	29

Table 2-2. Disability category, by communication level for Reading, Lit 7.3A

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	6	3	1	10
Autism	4	2	0	6
Multiple Disabilities	1	2	4	7
Other	2	1	1	4
Unspecified	2	0	0	2
	15	8	6	29

Section 3: Communication Level

Item suite Reading Lit 7.3 A: Analyze elements, was administered to 29 students. Fifty-five percent of students (n = 16) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Reading, 7.3A

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	29	13	16	15
Number answered correctly	16	7	8	10
Number answered incorrectly	12	2	8	5
Number with no response	1	3	0	0
Number who refused	0	1	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-4) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 8 students responded correctly to item B. All 8 students were classified with a high communication level.

Table 3-2: Student response for item A1, by communication level for Reading, Lit 7.3A

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	12	2	2	16
Incorrect	3	6	3	12
No Response	0	0	1	1
Refused	0	0	0	0
Unspecified	0	0	0	0
	15	8	6	29

Table 3-3: Student response for item A2, by communication level for Reading, Lit 7.3A

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	2	4	1	7
Incorrect	0	1	1	2
No Response	0	1	2	3
Refused	1	0	0	1
Not required	12	2	2	16
Unspecified	0	0	0	0
	15	8	6	29

Table 3-4: Student response for item B, by communication level for Reading, Lit 7.3A

	Communication level			Total
	High	Medium	Low	
<i>B Response</i>				
Correct	8	0	0	8
Incorrect	4	2	2	8
No Response	0	0	0	0
Refused	0	0	0	0
Not required	3	6	4	13
Unspecified	0	0	0	0
	15	8	6	29

Table 3-5: Student response for item C, by communication level for Reading, Lit 7.3A

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	9	0	1	10
Incorrect	3	2	0	5
No Response	0	0	0	0
Refused	0	0	0	0
Not required	3	6	4	13
Unspecified	0	0	1	1
	15	8	6	29

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 show students' opportunity to learn the skills being assessed. Item A1 was administered to twenty-nine students. Nine of the fifteen students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Eleven students were reported as not having an opportunity to learn. Of those, four answered the item correctly.

Thirteen students were administered Item A2. Three of the six students reported as having an opportunity to learn answered the item correctly. Four of the seven students reported as not having an opportunity to learn answered the item correctly.

Sixteen students were administered Item B. All seven students reported as having an opportunity to learn answered the item correctly. Five students were reported as not having an opportunity to learn. Of those, none answered the item correctly.

Fifteen students were administered item C. Six of the seven students reported as having an opportunity to learn answered the item correctly. Five students were reported as not having an opportunity to learn. Of those, two answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Reading, Lit 7.3A

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	15	6	7	7
Item correct	9	3	7	6
Item incorrect	6	2	0	1
No response/refused item	0	1	0	0
<i>Student had OTL: No</i>				
Item answered	11	7	5	5
Item correct	4	4	0	2
Item incorrect	6	0	5	3
No response/refused item	1	3	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	3		4	3
Item correct	3		1	2
Item incorrect	0		3	1
No response/refused item	0		0	0

Section 5: Teacher Item Feedback: Task Suite: Reading, Literature 7.3A

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). The teachers of 23 of the 29 students who took item A1 responded that the item was interesting and engaging for the student and the teachers of 11 of the 16 students who took item B responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 7 of the 13 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Reading, Lit 7.3A

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	29	13	16	15
Item was interesting and engaging for this student	23	7	11	11
Student's response to item was clear and observable	27	11	14	13

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities,” (Table 5-2). Teachers of 24 of the 29 students who took item A1 indicated that it was appropriate for the student and teachers of 12 of the 16 students who took item B indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Reading, Lit 7.3A

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		29	13	16	15
Item was appropriate for this student with significant disabilities		24	8	12	10
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	17	6	9	7
	- Grades 6-8	28	13	13	12
	- Grades 9-12	8	3	6	7

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for a majority of students with SCD in grades 6-8.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses indicated that the scenario/context in the items was understandable to most of the students (Table 5-3). For example, the teachers of 21 of the 29 students who took item A1 indicated that the scenario/context was understandable to the student and for item B the teachers of 12 of the 16 students who took the item reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Reading, Lit 3.3A

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		29	16	15
Item scenario/context was:	- Understandable to student	21	12	12
	- Helpful to student	16	9	9
	- Appropriate for student	23	12	11
Item language was:	- Too simple	0	0	0
	- Just right	25	12	13
	- Too hard	4	3	2
Effort required of student was:	- Too simple	1	1	1
	- Just right	25	12	12
	- Too hard	3	2	2
Number of steps made the item:	- Too simple	0	0	0
	- Just right	25	14	12
	- Too hard	4	1	3
Content knowledge required was:	- Too simple	1	0	0
	- Just right	22	11	10
	- Too hard	6	4	5

Teacher responses indicated that the scenario/context in the items was helpful to a majority of students. For example, the teachers of 16 of the 29 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 9 of the 16 students who took item B reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for a majority of students. For example, teachers of 23 of the 29 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 11 of the 15 students who took item C so reported.

Teachers next answered questions relating to the complexity of the item. The teachers of 25 of the 29 students who took item A1 responded that the item language was just right and 13 of the 15 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for most students. For example, the teachers of 25 of the 29 students who took item A1 and 14 of the 16 students who took item B reported that the effort required by the item was just right for the student. Teacher responses indicated that the number of steps in the item made it just right for most students. For example, the teachers of 25 of the 29 students who took item A1 reported that the number of steps made the item just right and the teachers of 14 of the 16 students who took item B so reported. Finally, teachers varied across the items on the content knowledge required. For example, teachers of 22 of the 29 students who took item A1 indicated that it was just right, whereas the teachers of 10 of the 15 students who took item C indicated that the content knowledge required by the item was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for most students. For example the teachers of 25 of the 29 students who took item A1 strongly agreed (5) or agreed (20) with the statement and teachers of 11 of the 16 students who took item B strongly agreed (1) or agreed (10) that the stimulus materials supported the understanding of the item. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example the teachers of 14 of the 15 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for a majority of students. For example the teachers of 22 of the 29 students who took item A1 reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Reading, Lit 7.3A

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		29	16	15
Stimulus materials supported student's understanding:	- Strongly agree	5	1	2
	- Agree	20	10	8
	- Disagree	3	3	3
	- Strongly disagree	0	1	2
	- Not applicable	1	0	0
Size of stimulus materials was:	- Just right	28	15	14
	- Not applicable	1	0	0
	- Too small	0	0	0
	- Too large	0	0	0
Amount of detail in stimulus materials was:	- Just right	22	12	10
	- Not applicable	2	0	0
	- Too little	0	1	1
	- Too much	2	2	4
	- Not clear	1	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	0	0	0
	Right amount of direction	27	14	15
	Too much direction	2	1	0

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 14 of the 16 students who took item B indicated that the item directions had just the right amount of direction.

Reading 9/10.3A: Analyze Characters

Section 1: Background Information on Task

Table 1-1 describes the basic attributes and general information for Task Reading 9-10.3A: Analyze Characters (Rdng9-10.3A).

Table 1-1. General item suite information for Reading, Lit 9/10.3A

Attribute	General Information
ELA strand	Reading
Task Code	Rdng9-10.3A
CCSS	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.
NCECCSS	Determine how characters change or develop over the course of a text.
Focal KSA(s) (selected FKSA is bolded)	FK1. Ability to determine how a complex character develops over the course of a text (e.g., how conflicting motivations affect the way the character develops)
Item A1 directions*	Teacher/administrator (TA) present student with a printed passage and says, I am going to read a passage. TA read following aloud: Three witches told Macbeth he would be king. Macbeth wanted to be king. TA present student with two note cards (1. picture of a king, 2. picture of a witch) and says, What did Macbeth want? TA points to and reads each card aloud.
Item A2 directions*	If student cannot or does not respond to A1, TA remove the picture of the witch and says, [Show me] / [Touch] / [Look at] the king.
Item B directions*	TA present student with a printed passage and say, I'm going to read a passage from a famous play. This passage is about Lady Macbeth. Read along silently with me. Listen for Lady Macbeth's feelings. TA read the passage aloud: Lady Macbeth wanted to be queen. She was mean and would do cruel things to be queen. Lady Macbeth could be queen if the king died. She told her husband to kill the king. Lady Macbeth's husband killed the king. Now she could be queen, but she felt guilty. The king was dead because she wanted to be queen. TA present student question and three note cards and says, Lady Macbeth changed over time in this story. First Lady Macbeth was cruel and would do anything to be queen. How did Lady Macbeth feel after the king was murdered? TA points to and reads each card aloud: <ul style="list-style-type: none"> - Guilty because the king was dead - Happy because she could be queen - Sleepy because it was late
Item C directions*	TA present student with a printed passage and says, I'm going to read a passage from a famous play. This passage is about Macbeth, a character in the play. Read along

	<p>silently with me. Listen for how Macbeth changes over time. TA reads the passage aloud: Macbeth was a great soldier and a hero. He was loyal to King Duncan. One day, he met three witches. They told Macbeth that he would be king. Macbeth's wife told him to kill King Duncan so Macbeth could be king. Macbeth was conflicted. He wanted to be king, but he did not want to kill King Duncan. Macbeth was loyal to King Duncan. Macbeth's wife called him a coward. He felt pressured to kill King Duncan.</p> <p>Macbeth wanted to be powerful and eventually killed King Duncan.</p> <p>TA presents student with a printed sentence and read it aloud: Macbeth changed over time in this story. At the beginning he was loyal to King Duncan, but at the end he killed King Duncan. Which response option tells you why Macbeth changed? TA presents student with three note cards, points to and reads each card aloud:</p> <ul style="list-style-type: none"> - Macbeth gave in to his desire to be king - Macbeth did not like King Duncan - Macbeth was a great soldier
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* **Directions:** What the teacher says (bold script) and does (regular text)

Section 2: Student Data

Forty-six students were administered the items in Reading, Lit 9/10.3A. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. More than half of these students were in 10th grade (26) and more than a third were in 9th grade (17). Almost forty percent of the item respondents were students with intellectual disabilities (18). Students reported to have autism comprised slightly more than one-fourth of the item respondents (12). Nearly one-third of the student respondents were reported to have either multiple disabilities (8) or “other” disabilities (7). One student respondent was reported to have an unspecified disability. Half of the students administered the items in Reading, Lit 9/10.3A were reported to have a high level of communication (23); twelve students with intellectual disabilities comprised the majority of this group. Thirteen students were reported to have a medium level of communication and ten a low level of communication.

Table 2-1. Grade level of students administered Reading, Lit 9/10.3A

<i>Grade Level</i>										<i>Un- graded</i>	<i>Un- spec.</i>	<i>Total</i>
3	4	5	6	7	8	9	10	11	12	0	0	46
0	0	0	0	0	0	17	26	3	0	0	0	

Table 2-2. Disability category, by communication level for Reading, Lit 9/10.3A

	Communication level			Total
	High	Medium	Low	
Primary Disability				
Intellectual Disability	12	4	2	18
Autism	5	6	1	12
Multiple Disabilities	0	1	7	8
Other	6	1	0	7
Unspecified	0	1	0	1
	23	13	10	46

Section 3: Communication Level

Item suite Reading Lit 9/10.3 A: Analyze characters, was administered to 46 students. Seventy-six percent of students (n = 35) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Reading, Lit 9/10.3A

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	46	10	35	35
Number answered correctly	35	6	24	11
Number answered incorrectly	8	1	11	23
Number with no response	2	2	0	1
Number who refused	1	1	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 24 students responded correctly to item B (16 students had a high communication level, 4 students had a medium level, and 4 were classified at the low level of communication).

Table 3-2: Student response for item A1, by communication level for Reading, Lit 9/10.3A

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	22	7	6	35
Incorrect	1	5	2	8
No Response	0	1	1	2
Refused	0	0	1	1
Unspecified	0	0	0	0
	23	13	10	46

Table 3-3: Student response for item A2, by communication level for Reading, Lit 9/10.3A

	Communication level			
	High	Medium	Low	Total
A2 Response				
Correct	1	5	0	6
Incorrect	0	0	1	1
No Response	0	0	2	2
Refused	0	1	0	1
Not required	22	7	6	35
Unspecified	0	0	1	1
	23	13	10	46

Table 3-4: Student response for item B, by communication level for Reading, Lit 9/10.3A

	Communication level			
	High	Medium	Low	Total
<i>B Response</i>				
Correct	16	4	4	24
Incorrect	6	3	2	11
No Response	0	0	0	0
Refused	0	0	0	0
Not required	1	6	4	11
Unspecified	0	0	0	0
	23	13	10	46

Table 3-5: Student response for item C, by communication level for Reading, Lit 9/10.3A

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	7	1	3	11
Incorrect	15	5	3	23
No Response	0	1	0	1
Refused	0	0	0	0
Not required	1	6	4	11
Unspecified	0	0	0	0
	23	13	10	46

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to forty-six students. Fourteen of the sixteen students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Twenty-one of the thirty students reported as not having an opportunity to learn answered the item correctly.

Ten students were administered Item A2. Both students reported as having an opportunity to learn answered the item correctly. Four of the seven students reported as not having an opportunity to learn answered the item correctly.

Thirty-five students were administered Item B. Nine of the twelve students reported as having an opportunity to learn answered the item correctly. Thirteen of the twenty-one students reported as not having an opportunity to learn answered the item correctly.

Thirty-five students were administered item C. Ten students were reported as having an opportunity to learn. Of those, four answered the item correctly. Twenty-three students were reported as not having an opportunity to learn. Of those, seven answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Reading, Lit 9/10.3A

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	16	2	12	10
Item correct	14	2	9	4
Item incorrect	2	0	3	6
No response/refused item	0	0	0	0
<i>Student had OTL: No</i>				
Item answered	30	7	21	23
Item correct	21	4	13	7
Item incorrect	6	1	8	15
No response/refused item	3	2	0	1
<i>Student had OTL: Don't know/unspecified</i>				
Item answered		1	2	2
Item correct		0	2	0
Item incorrect		0	0	2
No response/refused item		1	0	0

Section 5: Teacher Item Feedback: Task Suite: Reading Literature 9/10.3A

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). The teachers of 37 of the 46 students who took item A1 responded that the item was interesting and engaging for the student and the teachers of 26 of the 35 students who took item B responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 6 of the 10 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Reading, Lit 9/10.3A

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	46	10	35	35
Item was interesting and engaging for this student	37	6	26	22
Student's response to item was clear and observable	42	8	31	31

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities,” (Table 5-2). Teachers of 33 of the 46 students who took item A1 indicated that it was appropriate for the student and teachers of 22 of the 35 students who took item B indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Reading, Lit 9/10.3A

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		46	10	35	35
Item was appropriate for this student with significant disabilities		33	6	22	19
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	6	5	1	1
	- Grades 6-8	13	5	3	2
	- Grades 9-12	39	8	27	27

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for a majority of students with SCD in grades 9-12.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses varied across the items (Table 5-3). For example, the teachers of 34 of the 46 students who took item A1 indicated that the scenario/context was understandable to the student and for item B the teachers of 23 of the 35 students who took the item reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Reading, Lit 9/10.3A

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		46	35	35
Item scenario/context was:	- Understandable to student	34	23	18
	- Helpful to student	33	21	19
	- Appropriate for student	34	22	20
Item language was:	- Too simple	0	0	1
	- Just right	35	24	17
	- Too hard	11	10	16
Effort required of student was:	- Too simple	4	1	1
	- Just right	37	26	20
	- Too hard	5	7	13
Number of steps made the item:	- Too simple	1	0	1
	- Just right	41	26	20
	- Too hard	4	8	13
Content knowledge required was:	- Too simple	1	0	1
	- Just right	37	21	17
	- Too hard	7	11	16

Teacher responses varied across items on whether the scenario/context in the items was helpful to the student. For example, the teachers of 33 of the 46 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 19 of the 35 students who took item C reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for a majority of students. For example, teachers of 34 of the 46 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 22 of the 35 students who took item B so reported.

Teachers next answered questions relating to the complexity of the item. The teachers of 35 of the 46 students who took item A1 responded that the item language was just right and teachers of 17 of the 35 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for a majority of students. For example, the teachers of 37 of the 46 students who took item A1 and 26 of the 35 students who took item B reported that the effort required by the item was just right for the student. Teacher responses indicated that the number of steps in the item made it just right for a majority of students. For example, the teachers of 41 of the 46 students who took item A1 reported that the number of steps made the item just right and the teachers of 26 of the 35 students who took item B so reported. Finally, teachers varied across the items on the content knowledge required for the item. For example, teachers of 37 of the 46 students who took item A1 indicated that it was just right, whereas the teachers of 17 of the 35 students who took item C indicated that the content knowledge required by the item was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for a majority of students. For example the teachers of 41 of the 46 students who took item A1 strongly agreed (14) or agreed (27) with the statement and teachers of 25 of the 35 students who took item B strongly agreed (6) or agreed (19) that the stimulus materials supported the understanding of the item. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example the teachers of 28 of the 35 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for most students. For example the teachers of 37 of the 46 students who took item A1 reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Reading, Lit 9/10.3A

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		46	35	35
Stimulus materials supported student's understanding:	- Strongly agree	14	6	6
	- Agree	27	19	15
	- Disagree	3	6	10
	- Strongly disagree	2	3	2
	- Not applicable	0	0	0
Size of stimulus materials was:	- Just right	41	29	28
	- Not applicable	0	0	1
	- Too small	1	0	0
	- Too large	3	5	5
Amount of detail in stimulus materials was:	- Just right	37	25	23
	- Not applicable	1	0	0
	- Too little	0	1	1
	- Too much	6	6	7
	- Not clear	2	2	3
Directions provided to teacher for administering item and using materials had:	- Not enough direction	3	2	2
	Right amount of direction	42	32	31
	Too much direction	1	0	1

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 32 of the 35 students who took item B indicated that the item directions had just the right amount of direction.

Reading 4.7B: Interpreting Information

Section 1: Background Information on Task

Table 1-1 describes the basic attributes and general information for Task Reading 4.7B: Interpreting Information (RdgInf 4.7B).

Table 1-1. General item suite information for Reading, Info 4.7B

Attribute	General Information
ELA strand	Reading informational text
Task Code	RdgInf 4.7B
CCSS	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.
NCECCSS	Answer factual questions about information presented graphically or visually presented in a text.
Focal KSA(s) (selected FKSA is bolded)	<p>FK1: Ability to answer factual questions based on information presented visually in a text.</p> <p>FK2: Ability to answer factual questions based on information presented quantitatively (e.g., in charts, graphs, diagrams, timelines) in a text.</p> <p>FK3: Ability to identify and use both information presented in text and related information presented visually or quantitatively.</p>
Item A1 directions*	Teacher/administrator (TA) presents student with two objects (a real leaf and an ice cube). TA says, This is a leaf and this is an ice cube. Listen to this sentence: ‘Plants have leaves.’ Which object am I talking about, the leaf or the ice cube?
Item A2 directions*	If student does not respond to A1, TA removes the ice cube and says, [Show me] / [Touch] / [Look at] the leaf.
Item B directions*	<p>TA presents student with a picture of a Dalmatian and says, This is a picture of a Dalmatian. TA places the picture where the student can see it. TA presents student with a printed passage [or in other format accessible to student] and reads the following:</p> <p>Dalmatians are a kind of dog. They are medium sized. Dalmatians are very smart. They can make great family pets.</p> <p>TA presents student with three note cards and says, Think about what I just read and look at the picture. Which of these is correct? TA points to each card and reads it aloud:</p> <ul style="list-style-type: none"> - Dalmatians are small dogs with black and white spots - Dalmatians are medium size dogs with black and white spots - Dalmatians are medium size dogs that are yellow
Item C directions*	<p>This is a 2 part item. TA may provide student with breaks between parts. If a break is provided, TA should reread passage to student before asking next question.</p> <p>TA presents student with a printed passage, I'm going to read you some information.</p>

	<p>Then I'll ask you some questions.</p> <p>TA reads the passage aloud: Pets can be great! They can be fun to play with. There are many kinds of pets. Some pets need more care than others. Some pets cost more than others.</p> <p>DOGS:</p> <ul style="list-style-type: none"> -Dogs take a lot of time to care for. -Dogs are expensive. <p>CATS:</p> <ul style="list-style-type: none"> -Cats take less time to care for than dogs. -Cats are less expensive than dogs. <p>FISH:</p> <ul style="list-style-type: none"> -Fish take very little time to care for. -Fish do not cost very much. <p>TA places the information where the student can see it.</p> <p>Part 1</p> <p>TA says, Which pet takes the most time to care for? and records the student's answer. TA can reread passage if needed. After student responds TA provides a break if needed or moves to next part.</p> <p>Part 2</p> <p>TA places a chart in front of student and says, Look at this chart. It shows that a dog costs \$10, a cat costs \$5, and a fish costs \$1. The dog takes the most time to care for. How much does the dog cost?</p>
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* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Forty-three students were administered the items in Reading, Info. 4.7B. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The large majority of these students were in 4th grade (37). More than half of the item respondents were identified as students with intellectual disabilities (23). Students with autism and students with multiple disabilities together comprised almost one-third of the item respondents (7, each). Five students were identified with "other" disabilities and one student had an unspecified disability. The majority of students administered the items in Reading, Info. 4.7B were reported to have a high level of communication (25); seventeen students with intellectual disabilities comprised the majority of this group. Twelve students were reported to have a medium level of communication and six were reported to have a low level.

Table 2-1. Grade level of students administered Reading, Info 4.7B

Grade Level										Un- graded	Un- spec.	Total
3	4	5	6	7	8	9	10	11	12			
1	37	4	0	0	0	1	0	0	0	0	0	43

Table 2-2. Disability category, by communication level for Reading, Info 4.7B

	Communication level			
	High	Medium	Low	Total
Primary Disability				
Intellectual Disability	17	5	1	23
Autism	3	3	1	7
Multiple Disabilities	1	4	2	7
Other	4	0	1	5
Unspecified	0	0	1	1
	25	12	6	43

Section 3: Communication Level

Item suite *Reading Info 4.7 B*: Interpreting information was administered to 43 students. 58 percent of students (n = 25) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Reading, Info 4.7B

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	43	14	29	28
Number answered correctly	29	11	12	15
Number answered incorrectly	12	1	17	12
Number with no response	2	1	0	0
Number who refused	0	1	0	1

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students responding correctly to item A1, 16% were classified at the low communication level, 20% were at the medium communication level, and 64% were at the high level. Twenty-nine students responded to the more challenging items where 13 responded correctly with 10 low level communication, 2 medium level, and 1 low level.

Table 3-2: Student response for item A1, by communication level for Reading, Info 4.7B

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	21	7	1	29
Incorrect	4	5	3	12
No Response	0	0	2	2
Refused	0	0	0	0
Unspecified	0	0	0	0
	25	12	6	43

Table 3-3: Student response for item A2, by communication level for Reading, Info 4.7B

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	4	4	3	11
Incorrect	0	0	1	1
No Response	0	0	1	1
Refused	0	1	0	1
Not required	21	7	1	29
Unspecified	0	0	0	0
	25	12	6	43

Table 3-4: Student response for item B, by communication level for Reading, Info 4.7B

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>B Response</i>				
Correct	11	1	0	12
Incorrect	10	6	1	17
No Response	0	0	0	0
Refused	0	0	0	0
Not required	4	5	5	14
Unspecified	0	0	0	0
	25	12	6	43

Table 3-5: Student response for item C, by communication level for Reading, Info 4.7B

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	14	1	0	15
Incorrect	6	5	1	12
No Response	0	0	0	0
Refused	0	1	0	1
Not required	4	5	5	14
Unspecified	1	0	0	1
	25	12	6	43

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to forty-three students. Twenty of the twenty-five students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Eight of the seventeen students d reported as not having an opportunity to learn answered the item correctly.

Fourteen students were administered Item A2. All four students reported as having an opportunity to learn answered the item correctly. Six of the nine students d reported as not having an opportunity to learn answered the item correctly.

Twenty-nine students were administered item B. Fifteen students were reported as having an opportunity to learn, with seven answering the item correctly. Ten students were reported as not having an opportunity to learn answered the item correctly. Of those, two answered the item correctly.

Twenty-eight students were administered item C. Six of the ten students reported as having an opportunity to learn answered the item correctly. Three of the eleven students reported as not having an opportunity to learn answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Reading, Info 4.7B

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	25	4	15	10
Item correct	20	4	7	6
Item incorrect	5	0	8	4
No response/refused item	0	0	0	0
<i>Student had OTL: No</i>				
Item answered	17	9	10	11
Item correct	8	6	2	3
Item incorrect	7	1	8	7
No response/refused item	2	2	0	1
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	1	1	4	7
Item correct	1	1	3	6
Item incorrect	0	0	1	1
No response/refused item	0	0	0	0

Section 5: Teacher Item Feedback: Task Suite: Reading Information 4.7B

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Across the four items teachers of most students responded that the item was interesting and engaging for the student. For example, the teachers of 33 of the 43 students who took item A1 and the teachers of 22 of the 28 students who took item C responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 11 of the 14 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Reading, Info 4.7B

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	43	14	29	28
Item was interesting and engaging for this student	33	11	28	22
Student's response to item was clear and observable	40	11	29	28

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that for most if not all students the response to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses varied across items (Table 5-2).

Table 5-2: General feedback: Item appropriateness for Reading, Info 4.7B

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	43	14	29	28
Item was appropriate for this student with significant disabilities	31	8	19	18
Item was appropriate for most students with significant disabilities in:				
- Grades 3-5	40	13	23	21
- Grades 6-8	13	4	9	10
- Grades 9-12	9	3	6	9

For example, the teachers of 31 of the 43 students who took item A1 responded that it was appropriate for the student, whereas the teachers of 8 of the 14 students who took item A2 so responded. Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teachers indicated that each item was appropriate for most students with SCD in grades 3-5.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

For a majority of the students who took an item, teacher responses indicated that the item scenario/context was understandable to the student (Table 5-3). For example, the teachers of 33 of the 43 students who took item A1 and the teachers of 17 of the 28 students who took item C reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Reading, Info 4.7B

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		43	29	28
Item scenario/context was:	- Understandable to student	33	19	17
	- Helpful to student	29	16	17
	- Appropriate for student	34	19	20
Item language was:	- Too simple	4	1	1
	- Just right	31	19	18
	- Too hard	6	9	9
Effort required of student was:	- Too simple	7	1	1
	- Just right	29	23	22
	- Too hard	5	5	4
Number of steps made the item:	- Too simple	8	2	2
	- Just right	29	24	20
	- Too hard	4	3	5
Content knowledge required was:	- Too simple	7	0	1
	- Just right	26	19	18
	- Too hard	8	10	8

Teacher responses indicated that the scenario/context in the item was helpful to a majority of students. For example, the teachers of 29 of the 43 students who took item A1 and 17 of the 28 students who took item C indicated that the item scenario/context was helpful to the student. A similar picture emerged regarding the appropriateness of the item scenario/context for the students. For example, teachers of 34 of the 43 students who took item A1 reported that the item scenario/context was appropriate for the student compared to 19 of the 29 students who took item B so reporting.

Teachers next answered questions relating to the complexity of the item. Teachers indicated that the language used in the items was just right for a majority of students. For example the teachers of 31 of the 43 students who took item A1 reported that the item language was just right and teachers of 19 of the 29 students who took item B reported that the item language was just right. The teachers of most of the students who took an item reported that the effort required of the student made the item just right. For example, the teachers of 23 of the 29 students who took item B and 22 of the 28 students who took item C reported that the effort required by the item was just right for the student. A similar picture emerged regarding the number of steps. The teachers of 29 of the 43 students who took item A1 reported that the number of steps made the item just right and teachers of 24 of the 29 students who took item B so reported. Finally, teacher feedback indicated that the content knowledge required by an item was just right for the majority of students who took the item. For example, according to the teachers of 26 of the 43 students who took A1 and 19 of the 29 students who took item B the content knowledge was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Across each item the teachers of a majority of students strongly agreed or agreed that the item’s stimulus materials supported the student’s understanding of the item. For example, the teachers of 37 out of 43 students who took item A1, strongly agreed (7) or agreed (30) with the statement and the teachers of 19 of the 29 students who took item B strongly agreed (2) or agreed (17) with the statement. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 24 of the 28 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for the majority of most students. For example the teachers of 30 of the 43 students who took item A1 and the teachers of 19 of the 29 students who took item B reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Reading, Info 4.7B

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		43	29	28
Stimulus materials supported student's understanding:	- Strongly agree	7	2	5
	- Agree	30	17	17
	- Disagree	5	9	4
	- Strongly disagree	0	1	0
	- Not applicable	1	0	0
Size of stimulus materials was:	- Just right	35	26	24
	- Not applicable	3	0	0
	- Too small	5	3	3
	- Too large	0	0	0
Amount of detail in stimulus materials was:	- Just right	30	19	17
	- Not applicable	4	0	0
	- Too little	4	1	1
	- Too much	5	8	9
	- Not clear	0	1	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	1	0	0
	Right amount of direction	38	25	26
	Too much direction	3	4	2

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 38 of the 43 students who took item A1 and 26 of the 28 students who took item C indicated that the item directions had just the right amount of direction.

Reading 7.5B: Analyze Text Structure

Section 1: Background Information on Task

Table 1-1 describes the basic attributes and general information for Task Reading 7.5B: Interpreting Information (RdgInf 7.5B).

Table 1-1. General item suite information for Reading, Info 7.5B

Attribute	General Information
ELA strand	Reading informational text
Task Code	RdgInf 7.5B
CCSS	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.
NCECCSS	Determine how headings, key words, and key phrases relate to the topic of a text.
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to identify the text structure (e.g., sequence of events, cause/effect, problem-solution, comparison, description) used to organize a text FK2: Ability to determine how text structure (e.g., sequence of events, cause/effect, problem-solution, comparison, description) relates to the text FK3: Ability to identify the text structure (e.g., sequence of events, cause/effect, problem-solution, comparison, description) and determine how it relates to the text
Item A1 directions*	Student is presented with three note cards placed in a horizontal row. Teacher/administrator (TA) says, Which of these cards show cause and effect? This card says, “The order in which events happen.” This card says, “Actions or events and their results.” This card says, “How things are the same or different.” Which card shows cause and effect?
Item A2 directions*	If student responds incorrectly to A1 or does not respond, TA removes incorrect options and says, [Show me] / [Touch] / [Look at] the card which shows cause and effect.
Item B directions*	TA presents student with a handout showing a graphical image of 'sequence' and the definition of this text structure type. TA says, Look at this picture of a sequence. When a passage [story] uses a sequence structure, it tells the order in which events happen. TA places the graphical image of 'sequence' where the student can see it. TA presents student with three short passages [stories] printed in large font on 3 separate note cards and says, [Read/listen] to these passages [stories]. Tell me which of the passages [stories] uses a sequence structure to show the order of events. TA points to each card and reads it aloud: - In the morning I work on math and science. Next I work on reading and history. Then I go home at three and do my homework. - At the pool I go swimming. I wear a bathing suit. But at the park I play basketball. I wear shorts and sneakers. - My school is made of brick and is two stories tall. The school has twenty classrooms. It also has a library with many books and computers. TA says, Which of these passages [stories] uses a sequence structure to show the

	order of events?
Item C directions*	<p>This is a 2 part item. TA may provide student with breaks between parts. If a break is provided, TA should reread passage to student before asking next question.</p> <p>TA presents the student with printed passage and says, [Read/listen] to this passage [story]. Then I'll ask you a question. TA reads the following passage: Keeping Your House Plants Healthy. House plants are easy to care for. They just need sunlight and water to grow. One time, I went on vacation and forgot to ask someone to water my plants. When I got home, they were dry and looked dead. I learned that I need to remember to take care of my plants.</p> <p>TA places the passage where the student can see it.</p> <p>Part 1</p> <p>TA presents the student with three note cards showing text structure types and their definitions (1. cause and effect, 2. sequence of events, 3. compare and contrast) and says, Which text structure did the author use in the passage [story]?</p> <p>TA reads each card as it is laid in front of student. TA says, Did the author use cause and effect - that means actions and their results? Did the author use sequence of events - that means the order in which events happen? Or did the author use compare and contrast - that means how things are the same or different? After student responds TA provides a break if needed or moves to next part. If a break is provided, TA should reread passage to student before asking next question.</p> <p>Part 2</p> <p>TA removes the incorrect response cards and leaves the cause and effect note card. TA says, The author used cause and effect. Which statement tells how cause and effect was used in the passage [story]? TA presents the student with the answer options printed on three note cards. TA points to each card and reads it aloud:</p> <ul style="list-style-type: none"> - The passage [story] gave two different ways to care for your house plants. - The passage [story] said if you don't take care of your house plants, then they can die. - The passage [story] described a schedule for how to care for your house plants.

* **Directions:** What the teacher says (bold script) and does (regular text)

Section 2: Student Data

Thirty students were administered the items in Reading, Info 7.5B. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. Almost all of these students were in 7th grade (29). Sixty percent of the item respondents were identified to have either intellectual disabilities or autism (9, each). Seven of the student respondents were reported to have multiple disabilities, four “other” disabilities, and one an unspecified disability. Half of the students administered the items in Reading, Info 7.5B were reported to have a high level of communication (15). Five students with intellectual disabilities and six students with autism comprised the majority of this group. Nine students were reported to have a medium level of communication and six a low level of communication.

Table 2-1. Grade level of students administered Reading, Info7.5B

<i>Grade Level</i>										<i>Un- graded</i>	<i>Un- spec.</i>	<i>Total</i>
<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>			
0	0	0	0	29	1	0	0	0	0	0	0	30

Table 2-2. Disability category, by communication level for Reading, Info 7.5B

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	5	3	1	9
Autism	6	3	0	9
Multiple Disabilities	1	2	4	7
Other	2	1	1	4
Unspecified	1	0	0	1
	15	9	6	30

Section 3: Communication Level

Item suite Reading Info 7.5 B: Analyze text structure, was administered to 30 students. Seventeen percent of students (n = 5) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Reading, Info 7.5B

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	30	25	5	5
Number answered correctly	5	20	2	3
Number answered incorrectly	23	3	3	2
Number with no response	2	2	0	0
Number who refused	0	0	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 2 students responded correctly to item B (1 student had a high communication level, 1 student had a medium level of communication).

Table 3-2: Student response for item A1, by communication level for Reading, Info 7.5B

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	2	3	0	5
Incorrect	13	5	5	23
No Response	0	1	1	2
Refused	0	0	0	0
Unspecified	0	0	0	0
	15	9	6	30

Table 3-3: Student response for item A2, by communication level for Reading, Info 7.5B

	Communication level			Total
	High	Medium	Low	
<hr/>				
A2 Response				
Correct	13	5	2	20
Incorrect	0	0	3	3
No Response	0	1	1	2
Refused	0	0	0	0
Not required	2	3	0	5
Unspecified	0	0	0	0
	15	9	6	30

Table 3-4: Student response for item B, by communication level for Reading, Info 7.5B

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>B Response</i>				
Correct	1	1	0	2
Incorrect	1	2	0	3
No Response	0	0	0	0
Refused	0	0	0	0
Not required	13	6	6	25
Unspecified	0	0	0	0
	15	9	6	30

Table 3-5: Student response for item C, by communication level for Reading, Info 7.5B

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	1	2	0	3
Incorrect	1	1	0	2
No Response	0	0	0	0
Refused	0	0	0	0
Not required	13	6	6	25
Unspecified	0	0	0	0
	15	9	6	30

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty students. Seven students were reported by their teacher as having an opportunity to learn the skill being assessed, with three answering the item correctly. Two of the sixteen students reported as not having an opportunity to learn answered the item correctly.

Twenty-five students were administered Item A2. Three of the four students reported as having an opportunity to learn answered the item correctly. Eleven of the fifteen students d reported as not having an opportunity to learn answered the item correctly.

Five students were administered Item B. The two students reported as having an opportunity to learn answered the item correctly. Neither of the two students d reported as not having an opportunity to learn answered the item correctly.

Five students were administered item C. Two students were reported as having an opportunity to learn, and both answered the item correctly. Three students were reported as not having an opportunity to learn, with one answering the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Reading, Info 7.5B

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	7	4	2	2
Item correct	3	3	2	2
Item incorrect	4	1	0	0
No response/refused item	0	0	0	0
<i>Student had OTL: No</i>				
Item answered	16	15	2	3
Item correct	2	11	0	1
Item incorrect	12	2	2	2
No response/refused item	2	2	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	7	6	1	
Item correct	0	6	0	
Item incorrect	7	0	1	
No response/refused item	0	0	0	

Section 5: Teacher Item Feedback: Task Suite: Reading Information 7.5B

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). The teachers of 8 of the 30 students who took item A1 responded that the item was interesting and engaging for the student and the teachers of 5 of the 21 students who took item A2 responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 5 of the 25 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Reading, Info 7.5B

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	30	25	5	5
Item was interesting and engaging for this student	8	5	3	2
Student's response to item was clear and observable	27	23	5	5

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities,” (Table 5-2). Teachers of 7 of the 30 students who took item A1 indicated that it was appropriate for the student and teachers of 2 of the 5 students who took item C indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Reading, Info 7.5B

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		30	25	5	5
Item was appropriate for this student with significant disabilities		7	8	2	2
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	6	6	1	1
	- Grades 6-8	15	11	3	4
	- Grades 9-12	8	6	2	3

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for some of students with SCD in grades 6-8.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses indicated that the scenario/context in the items was understandable to some of the students (Table 5-3). For example, the teachers of 9 of the 30 students who took item A1 indicated that the scenario/context was understandable to the student and for item B the teachers of 2 of the 5 students who took the item reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Reading, Info 7.5B

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		30	5	5
Item scenario/context was:	- Understandable to student	9	2	2
	- Helpful to student	6	3	2
	- Appropriate for student	8	4	4
Item language was:	- Too simple	0	0	0
	- Just right	9	3	3
	- Too hard	21	2	1
Effort required of student was:	- Too simple	1	0	0
	- Just right	18	5	4
	- Too hard	11	0	1
Number of steps made the item:	- Too simple	0	0	0
	- Just right	21	4	3
	- Too hard	9	1	2
Content knowledge required was:	- Too simple	0	0	0
	- Just right	10	2	2
	- Too hard	20	3	2

Teacher responses indicated that the scenario/context in the items was helpful to some of the students. For example, the teachers of 6 of the 30 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 3 of the 5 students who took item B reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for some students. For example, teachers of 8 of the 30 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 4 of the 5 students who took item C so reported.

Teachers next answered questions relating to the complexity of the item. Teacher responses indicated that the item language was just right for some of students. For example, the teachers of 9 of the 30 students who took item A1 responded that the item language was just right. The teachers of 3 of the 5 students who took item B and item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for the majority students. For example, the teachers of 18 of the 30 students who took item A1 and 4 of the 5 students who took item C reported that the effort required by the item was just right for the student. Teacher responses indicated that the number of steps in the item made it just right for the majority students. For example, the teachers of 21 of the 30 students who took item A1 reported that the number of steps made the item just right and the teachers of 4 of the 5 students who took item B so reported. Finally, teacher feedback indicated that the content knowledge required was just right for some students. For example, the teachers of 10 of the 30 students who took the item A1 indicated that the language used was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for some students. For example the teachers of 10 of the 30 students who took item A1 agreed with the statement. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 4 of the 5 students who took item B indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for some students. For example the teachers of 13 of the 30 students who took item A1 and the teachers of 3 of the 5 students who took item C reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Reading, Info 7.5B

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		30	5	5
Stimulus materials supported student's understanding:	- Strongly agree	0	0	0
	- Agree	10	2	3
	- Disagree	7	3	2
	- Strongly disagree	12	0	0
	- Not applicable	1	0	0
Size of stimulus materials was:	- Just right	25	4	5
	- Not applicable	3	0	0
	- Too small	0	0	0
	- Too large	0	0	0
Amount of detail in stimulus materials was:	- Just right	13	3	3
	- Not applicable	1	0	0
	- Too little	1	0	0
	- Too much	13	2	1
	- Not clear	2	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	2	0	0
	Right amount of direction	21	5	5
	Too much direction	7	0	0

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 21 of the 30 students who took item A1 indicated that the item directions had just the right amount of direction.

Reading 8.7B: Evaluate Presentation Mediums

Section 1: Background Information on Task

Table 1-1 describes the basic attributes and general information for Task Reading 8.7B: Evaluate Presentation Mediums (RdglInf 8.7B).

Table 1-1. General item suite information for Reading, Info 8.7B

Attribute	General Information
ELA strand	Reading informational text
Task Code	RdglInf 8.7B
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.
NCECCSS	Determine the advantages of using print (or digital text), video, or multimedia to present information on a topic or idea.
Focal KSA(s) (selected FKSA is bolded)	FK1: 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 FK2: Ability to determine the advantages and/or disadvantages of using one medium over another.
Item A1 directions*	Teacher/administrator (TA) presents student two posters about a scooter for sale, (one with a picture of a scooter and one without a picture of a scooter) and places the posters where the student can see them. TA asks, Which poster has a picture on it?
Item A2 directions*	If student does not respond to A1, TA removes the poster without a picture and says, [Show me] / [Touch] / [Look at] the poster with a picture.
Item B directions*	Teacher/administrator presents student with two posters about a lost cat (one with a picture and one without a picture) and says, Here are two posters about a lost cat and places the two posters where the student can see them. TA presents three note cards and asks, What is an advantage of the poster with the picture? TA points to each card and reads it aloud: <ul style="list-style-type: none"> - 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
Item C directions*	This is a 2 part item. TA may provide student with breaks between parts. TA presents student with a printed passage and says, Listen to this information, 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 places the passage where the student can see it. Part 1 TA presents three note cards and asks, What is an advantage of sending the video to Renee's grandmother? TA points to each card and reads it aloud:

	<ul style="list-style-type: none"> - 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 <p>TA takes away the 3 note cards.</p> <p>Part 2</p> <p>TA 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. TA presents three note cards and asks What is an advantage of sending the written copy to Renee's grandmother? TA points to each card and reads it aloud:</p> <ul style="list-style-type: none"> - Her grandmother can hear Renee give her speech - Her grandmother can read Renee's speech at her own pace - Her grandmother can show her friends what Renee looks like
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* **Directions:** What the teacher says (bold script) and does (regular text)

Section 2: Student Data

Thirty-one students were administered the items in Reading, Info 8.7B. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The majority of these students were in 8th grade (26). More than forty percent of the item respondents were students with intellectual disabilities (13). Students with autism comprised just over a quarter of the item respondents (8). Five of the student respondents were reported to have multiple disabilities and five were reported to have “other” disabilities. More than half of the students administered the items in Reading, Info 8.7B were reported to have a high level of communication (17); ten students with intellectual disabilities comprised the majority of this group. Seven students were reported to have a medium level of communication and seven a low level of communication.

Table 2-1. Grade level of students administered Reading, Info 8.7B

<i>Grade Level</i>										<i>Un- graded</i>	<i>Un- spec.</i>	<i>Total</i>
3	4	5	6	7	8	9	10	11	12			
0	0	0	0	0	26	3	1	1	0	0	0	31

Table 2-2. Disability category, by communication level for Reading, Info 8.7B

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	10	1	2	13
Autism	3	4	1	8
Multiple Disabilities	1	1	3	5
Other	3	1	1	5
Unspecified	0	0	0	0
	17	7	7	31

Section 3: Communication Level

Item suite Reading Info 8.7 B: Evaluate presentation mediums, was administered to 31 students. Seventy-seven percent of students (n = 24) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Reading, Info 8.7B

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	31	6	24	24
Number answered correctly	24	2	11	9
Number answered incorrectly	3	1	11	13
Number with no response	1	1	2	1
Number who refused	3	2	0	1

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 11 students responded correctly to item B (9 students had a high communication level and 2 students had a medium level of communication).

Table 3-2: Student response for item A1, by communication level for Reading, info 8.7B

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	17	5	2	24
Incorrect	0	0	3	3
No Response	0	0	1	1
Refused	0	2	1	3
Unspecified	0	0	0	0
	17	7	7	31

Table 3-3: Student response for item A2, by communication level for Reading, info 8.7B

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	0	0	2	2
Incorrect	0	0	1	1
No Response	0	0	1	1
Refused	0	2	0	2
Not required	17	5	2	24
Unspecified	0	0	1	1
	17	7	7	31

Table 3-4: Student response for item B, by communication level for Reading, info 8.7B

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>B Response</i>				
Correct	9	2	0	11
Incorrect	7	2	2	11
No Response	1	1	0	2
Refused	0	0	0	0
Not required	0	2	5	7
Unspecified	0	0	0	0
	17	7	7	31

Table 3-5: Student response for item C, by communication level for Reading, info 8.7B

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	8	1	0	9
Incorrect	8	4	1	13
No Response	1	0	0	1
Refused	0	0	1	1
Not required	0	2	5	7
Unspecified	0	0	0	0
	17	7	7	31

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty-one students. All 14 students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Eight of the thirteen students reported as not having an opportunity to learn answered the item correctly.

Six students were administered Item A2. None of the students were reported as having an opportunity to learn. The one student d reported as not having an opportunity to learn answered the item incorrectly.

Twenty-four students were administered Item B. Six of the eleven students reported as having an opportunity to learn answered the item correctly. Three of the ten students d reported as not having an opportunity to learn answered the item correctly.

Twenty-four students were administered item C. Ten students were reported as having an opportunity to learn. Of those, six answered the item correctly. Eleven students were reported as not having an opportunity to learn. Of those, three answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Reading, Info 8.7B

Opportunity to learn (OTL), by items administered for Reading, Info 8.7B				
	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	14		11	10
Item correct	14		6	4
Item incorrect	0		5	6
No response/refused item	0		0	0
<i>Student had OTL: No</i>				
Item answered	13	1	10	11
Item correct	8	0	3	3
Item incorrect	1	0	5	6
No response/refused item	4	1	2	2
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	4	5	3	3
Item correct	2	2	2	2
Item incorrect	2	1	1	1
No response/refused item	0	2	0	0

Section 5: Teacher Item Feedback: Task Suite: Reading Information 8.7B

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). The teachers of 23 of the 31 students who took item A1 responded that the item was interesting and engaging for the student and the teachers of 18 of the 24 students who took item B responded that the item was interesting and engaging for the student. Regarding item A2, the teachers none of the students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Reading, Info 8.7B

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	31	6	24	24
Item was interesting and engaging for this student	23	0	18	12
Student's response to item was clear and observable	29	1	21	21

Teachers were also asked if “the student’s response to the item was clear and observable.” For three of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities,” (Table 5-2). Teachers of 24 of the 31 students who took item A1 indicated that it was appropriate for the student and teachers of 12 of the 24 students who took item C indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Reading, Info 8.7B

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		31	6	24	24
Item was appropriate for this student with significant disabilities		24	0	17	12
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	11	0	9	7
	- Grades 6-8	23	0	17	13
	- Grades 9-12	12	1	12	12

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that three of the four items were appropriate for a majority of students with SCD in grades 6-8.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses varied across the items concerning if the scenario/context in the items was understandable to some of the students (Table 5-3). For example, the teachers of 23 of the 31 students who took item A1 indicated that the scenario/context was understandable to the student and for item B the teachers of 12 of the 24 students who took the item reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Reading, Info 8.7B

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		31	24	24
Item scenario/context was:	- Understandable to student	23	12	11
	- Helpful to student	19	14	9
	- Appropriate for student	23	16	12
Item language was:	- Too simple	0	1	1
	- Just right	21	9	8
	- Too hard	8	13	14
Effort required of student was:	- Too simple	1	0	1
	- Just right	25	16	14
	- Too hard	3	7	8
Number of steps made the item:	- Too simple	0	0	1
	- Just right	24	17	12
	- Too hard	5	6	10
Content knowledge required was:	- Too simple	1	0	1
	- Just right	23	13	7
	- Too hard	5	10	14

Teacher responses indicated that the scenario/context in the items was helpful to a majority of students. For example, the teachers of 19 of the 31 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 14 of the 24 students who took item B reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for a majority of students. For example, teachers of 23 of the 31 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 12 of the 24 students who took item C so reported.

Teachers next answered questions relating to the complexity of the item. Teacher responses varied across items. For example, the teachers of 21 of the 31 students who took item A1 responded that the item language was just right, whereas the teachers of 8 of the 24 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for the majority students. For example, the teachers of 24 of the 31 students who took item A1 and 14 of the 24 students who took item C reported that the effort required by the item was just right for the student. Teacher responses indicated that the number of steps in the item made it just right for the majority students. For example, the teachers of 24 of the 31 students who took item A1 reported that the number of steps made the item just right and the teachers of 17 of the 24 students who took item B so reported. Finally, teachers varied across the items on the content knowledge required. For example, teachers of 23 of the 25 students who took item A1 indicated that it was just right,

whereas the teachers of 7 of the 24 students who took item C indicated that the content knowledge required by the item was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for a majority of students. For example the teachers of 26 of the 31 students who took item A1 strongly agreed (2) or agreed (24) with the statement and teachers of 16 of the 24 students who took item B strongly agreed (2) or agreed (14) that the stimulus materials supported the understanding of the item. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 18 of the 24 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for a majority of students. For example the teachers of 27 of the 31 students who took item A1 reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Reading, Info 8.7 B

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		31	24	24
Stimulus materials supported student's understanding:	- Strongly agree	2	2	2
	- Agree	24	14	9
	- Disagree	1	6	5
	- Strongly disagree	2	1	5
	- Not applicable	0	0	2
Size of stimulus materials was:	- Just right	25	21	18
	- Not applicable	2	0	2
	- Too small	0	0	0
	- Too large	2	2	3
Amount of detail in stimulus materials was:	- Just right	27	16	11
	- Not applicable	1	0	2
	- Too little	0	1	0
	- Too much	1	4	10
	- Not clear	0	2	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	0	2	1
	Right amount of direction	28	20	19
	Too much direction	1	1	3

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 20 of the 24 students who took item B indicated that the item directions had just the right amount of direction.

Reading 11/12.6B, Author Purpose, Rhetoric

Section 1: Background Information on Task

Table 1-1 describes the basic attributes and general information for Task Reading 11/12.6B: Author Purpose, Rhetoric (RdgInf 11/12.6B).

Table 1-1. General item suite information for Reading, Info 11/12.6B

Attribute	General Information
ELA strand	Reading informational text
Task Code	RdgInf 11/12.6B
CCSS	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.
NCECCSS	Determine an author's purpose in choosing to use rhetoric when writing a text.
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to determine an author's reason for using rhetoric in a text
Item A1 directions*	Teacher/administrator (TA) says, Alliteration is using the same beginning sound over and over. Here is an example, Peter picked peppers. TA presents three note cards (1. Dogs run fast, 2. Bumble bees buzz, 3. Ants work together) and says Which of these also uses alliteration? TA points to and reads each note card aloud. *Words in example and in answer options must be letter signed to students who are deaf.
Item A2 directions*	TA removes incorrect answer options and says, [Show me] / [Touch] / [Look at] at bumble bees buzz.
Item B directions*	TA presents student with a printed passage and says, An author wrote, 'The arteries and veins in the human body are like one-way streets. The arteries carry oxygen and nutrients to the cells and organs. The veins take away the waste.' TA places the passage where the student can see it. TA presents student with three note cards and says, Why did the author compare the arteries and veins to something familiar like streets? TA points to and reads each card aloud: - The author wanted to show that people are like cars - The author wanted to make people laugh - The author wanted to make the information easier to understand
Item C directions*	TA presents student with a printed passage and says, During World War II Winston Churchill gave an important speech. He said We shall fight on the beaches, we shall fight on the landing grounds,

	<p>we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.</p> <p>TA places the passage where the student can see it. TA presents student with three note cards and says, Why did Winston Churchill repeat, ‘We shall fight’ so often in the speech? Was it because: TA points to and reads each card aloud:</p> <ul style="list-style-type: none"> - Churchill wanted to inspire people - Churchill wanted to become famous - Churchill wanted to scare people
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* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Forty-three students were administered the items in Reading, Info 11/12.6B. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. Almost half of these students were in 11th grade (20) and almost half were in 12th grade (20). Just under half of the item respondents were reported to be students with intellectual disabilities (20). More than forty percent of the student respondents were reported to have either multiple disabilities (10) or “other” disabilities (8). Four of the student respondents were reported to have autism and one an unspecified disability. More than half of the students administered the items in Reading, Info 11/12.6 were reported to have a high level of communication (25); sixteen students with intellectual disabilities comprised the majority of this group. Eleven students were reported to have a medium level of communication and seven a low level of communication.

Table 2-1. Grade level of students administered Reading, Info 11/12.6B

<i>Grade Level</i>										<i>Un-graded</i>	<i>Un-spec.</i>	<i>Total</i>
3	4	5	6	7	8	9	10	11	12			
0	0	0	0	0	0	1	1	20	20	1	0	43

Table 2-2. Disability category, by communication level for Reading, Info 11/12.6B

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	16	3	1	20
Autism	1	2	1	4
Multiple Disabilities	2	3	5	10
Other	6	2	0	8
Unspecified	0	1	0	1
	25	11	7	43

Section 3: Communication Level

Item suite Reading Info 11/12.6 B: Author purpose, rhetoric, was administered to 43 students. Forty-seven percent of students (n = 20) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Reading, Info 11/12.6B

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	43	23	20	20
Number answered correctly	20	14	17	13
Number answered incorrectly	17	2	2	6
Number with no response	5	5	1	1
Number who refused	1	2	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 17 students responded correctly to item B (16 students had a high communication level and 1 was classified at the low level of communication).

Table 3-2: Student response for item A1, by communication level for Reading, Info 11/12.6B

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	16	3	1	20
Incorrect	9	7	1	17
No Response	0	1	4	5
Refused	0	0	1	1
Unspecified	0	0	0	0
	25	11	7	43

Table 3-3: Student response for item A2, by communication level for Reading, Info 11/12.6B

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	9	4	1	14
Incorrect	0	2	0	2
No Response	0	2	3	5
Refused	0	0	2	2
Not required	16	3	1	20
Unspecified	0	0	0	0
	25	11	7	43

Table 3-4: Student response for item B, by communication level for Reading, Info 11/12.6B

	Communication level			
	High	Medium	Low	Total
<i>B Response</i>				
Correct	16	0	1	17
Incorrect	0	2	0	2
No Response	0	1	0	1
Refused	0	0	0	0
Not required	9	8	6	23
Unspecified	0	0	0	0
	25	11	7	43

Table 3-5: Student response for item C, by communication level for Reading, Info 11/12.6B

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	12	1	0	13
Incorrect	4	1	1	6
No Response	0	1	0	1
Refused	0	0	0	0
Not required	9	8	6	23
Unspecified	0	0	0	0
	25	11	7	43

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to forty-three students. Nine of the ten students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Nine of the twenty-nine students reported as not having an opportunity to learn answered the item correctly.

Twenty-three students were administered Item A2. Eight of the nine students reported as having an opportunity to learn answered the item correctly. Four of the twelve students reported as not having an opportunity to learn answered the item correctly.

Twenty students were administered Item B. All eleven students reported as having an opportunity to learn answered the item correctly. Six of the nine students d reported as not having an opportunity to learn answered the item correctly.

Twenty students were administered item C. Seven of the eight students reported as having an opportunity to learn answered the item correctly. Twelve students were reported as not having an opportunity to learn. Of those, six answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Reading, Info 11/12.6B

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	10	9	11	8
Item correct	9	8	11	7
Item incorrect	1	1	0	1
No response/refused item	0	0	0	0
<i>Student had OTL: No</i>				
Item answered	29	12	9	12
Item correct	9	4	6	6
Item incorrect	14	1	2	5
No response/refused item	6	7	1	1
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	4	2		
Item correct	2	2		
Item incorrect	2	0		
No response/refused item	0	0		

Section 5: Teacher Item Feedback: Task Suite: Reading Information 11/12.6B

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). The teachers of 29 of the 43 students who took item A1 responded that the item was interesting and engaging for the student and the teachers of 15 of the 20 students who took item B responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 14 of the 23 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Reading, Info 11/12.6B

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	43	23	20	20
Item was interesting and engaging for this student	29	14	15	15
Student's response to item was clear and observable	39	17	20	20

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities,” (Table 5-2). Teachers of 22 of the 43 students who took item A1 indicated that it was appropriate for the student and teachers of 16 of the 20 students who took item B indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Reading, Info 11/12.6B

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		43	23	20	20
Item was appropriate for this student with significant disabilities		22	7	16	14
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	2	9	0	0
	- Grades 6-8	15	12	6	6
	- Grades 9-12	31	14	17	17

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for a majority of students with SCD in grades 9-12.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses varied across the items (Table 5-3). For example, the teachers of 18 of the 43 students who took item A1 indicated that the scenario/context was understandable to the student and for item B the teachers of 16 of the 20 students who took the item reported that the item scenario/context was understandable to the student.

**Table 5-3: Specific feedback: Item scenario/context and item complexity for Reading, Info
11/12.6B**

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		43	20	20
Item scenario/context was:	- Understandable to student	18	16	14
	- Helpful to student	20	15	14
	- Appropriate for student	23	16	15
Item language was:	- Too simple	1	0	0
	- Just right	21	17	14
	- Too hard	20	3	6
Effort required of student was:	- Too simple	5	1	1
	- Just right	27	16	16
	- Too hard	9	3	3
Number of steps made the item:	- Too simple	4	0	0
	- Just right	32	20	19
	- Too hard	6	0	1
Content knowledge required was:	- Too simple	3	0	0
	- Just right	17	16	15
	- Too hard	22	4	5

Teacher responses varied across items if the scenario/context in the items was helpful to students. For example, the teachers of 20 of the 43 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 15 of the 20 students who took item B reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for a majority of students. For example, teachers of 23 of the 43 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 15 of the 20 students who took item C so reported.

Teachers next answered questions relating to the complexity of the item. The teachers of 21 of the 43 students who took item A1 responded that the item language was just right and 14 of the 20 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for a majority of students. For example, the teachers of 27 of the 43 students who took item A1 and 16 of the 20 students who took item B reported that the effort required by the item was just right for the student. Teacher responses indicated that the number of steps in the item made it just right for a majority of students. For example, the teachers of 32 of the 43 students who took item A1 reported that the number of steps made the item just right and the teachers of all the students who took item B so reported. Finally, teachers varied across the items on the content knowledge required for the item. For example, teachers of 17 of the 43 students who took item A1 indicated

that it was just right, whereas the teachers of 15 of the 20 students who took item C indicated that the content knowledge required by the item was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for a majority of students. For example the teachers of 27 of the 43 students who took item A1 strongly agreed (6) or agreed (21) with the statement and teachers of 17 of the 20 students who took item B strongly agreed (2) or agreed (15) that the stimulus materials supported the understanding of the item. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example the teachers of 24 of the 25 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for most students. For example the teachers of 37 of the 43 students who took item A1 reported that the amount of detail was just right.

**Table 5-4: Specific feedback: Item stimulus materials and item directions for Reading, Info
11/12.6B**

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		43	20	20
Stimulus materials supported student's understanding:	- Strongly agree	6	2	2
	- Agree	21	15	15
	- Disagree	8	1	0
	- Strongly disagree	3	0	1
	- Not applicable	2	1	0
Size of stimulus materials was:	- Just right	36	18	19
	- Not applicable	1	1	1
	- Too small	0	0	0
	- Too large	5	1	0
Amount of detail in stimulus materials was:	- Just right	37	18	19
	- Not applicable	1	1	1
	- Too little	0	0	0
	- Too much	1	0	0
	- Not clear	2	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	1	0	0
	Right amount of direction	35	19	19
	Too much direction	4	1	1

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 19 of the 20 students who took item B indicated that the item directions had just the right amount of direction.

Language 4.2: Command of Conventions and Commas

Section 1: Background Information on Task

This table describes the basic attributes and general information for Task Language 4.2: Command of Conventions and Commas (Lng4.2).

Table 1-1. General item suite information for Language 4.2

Attribute	General Information
ELA strand	Language
Task Code	Lng4.2
CCSS	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
NCECCSS	Apply knowledge of letter-sound relationships and familiar spelling patterns when writing. a. Spell simple words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. b. Recognize ending punctuation.
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to use fundamental capitalization rules (i.e., capitalize the first word in a sentence, the pronoun I, days of the week, months, names of people), spell high frequency words*, use commas in dates, and use ending punctuation when writing. *"High frequency words" See 100 words http://www.eyeonthesky.
Item A1 directions*	Teacher/administrator (TA) presents student with a sentence (Look at Jacob run) and says, Look at Jacob run . TA presents student with a printed sentence with one word missing and says, Look at ____ run . TA presents student with two note cards (1. Jacob 2. jacob) and says, [Show me]/[Touch]/[Look at] the word that goes in this space and points to space in sentence.
Item A2 directions*	If student answers A1 incorrectly (or does not answer), TA removes "jacob" note card and says, Look at ____ run. [Show me]/ [Touch]/[Look at] the word that goes in the missing space.
Item B directions*	This is a 6 part item. TA may provide student with breaks between parts. Part 1 TA presents student with an incomplete sentence (____ ran home) and says, Listen to this sentence: He ran home . TA presents student with three note cards (1. He, 2. he, 3. HE) and says, Show me the word that goes in this space , and points to space in sentence. After student responds, TA removes Part 1 materials. Part 2 TA presents student with an incomplete sentence (My room is ____ third door) and

	<p>says, Listen to this sentence: My room is the third door. TA presents student with three note cards (1. tha 2. teh 3. the) and says, Show me the word that goes in this space, and points to space in sentence. After student responds, TA removes Part 2 materials.</p> <p>Part 3</p> <p>TA presents student with an incomplete sentence (Mother said ____ could play) and says, Listen to this sentence: Mother said I could play. TA presents student with two note cards (1. l, 2. i) and says, Show me the correct word that goes in this space, and points to space in sentence. After student responds, TA removes Part 3 materials.</p> <p>Part 4</p> <p>TA presents student with an incomplete sentence (Jayden is tall ____) and says, Identify the correct punctuation that goes in the blank: Jayden is tall. TA presents student with three note cards (1. ? 2. . 3. ,) and says, Show me the correct punctuation for this sentence, and points to space in sentence. After student responds, TA removes Part 4 materials.</p> <p>Part 5</p> <p>TA presents student with an incomplete sentence (Her name is ____.) and says, Listen to this sentence, Her name is Brianna. TA presents student with three note cards (1. brianna 2. Brianna 3. briannA) and says, Show me the word that goes in this space, and points to the space in sentence. After student responds, TA removes Part 5 materials.</p> <p>Part 6</p> <p>TA presents student with a date (August 7 ____ 2011) and says, Listen to this date, August 7, 2011. TA presents student with three note cards (1. ? 2. . 3. ,) and says, Show me the punctuation that goes in this space and points space in date.</p>
Item C directions*	<p>This is a 5 part item. TA may provide student with breaks between parts.</p> <p>Part 1</p> <p>TA presents note card (____ friend ____ and I went to the zoo.) with a sentence to student. TA says, Identify the correct words that go in the blanks. Then reads the sentence, My friend Olivia and I went to the zoo.</p> <p>TA presents student with a note (card my, My, mY) and says Show me the word that goes in the first blank, and points to the following: ____ friend ____ and I went to the zoo. TA presents student with a second note card (Olivia, oliviA, oliviA) and says Show me the word that goes in the second blank, and points to the following: ____ friend ____ and I went to the zoo.</p> <p>After student responds TA removes materials from part 1.</p> <p>Part 2</p> <p>TA presents note card (On ____ Juan and ____ will go to the store.) with a sentence to student. TA says, Identify the correct words that go in the blanks. Then reads the sentence, On Tuesday Juan and I will go to the store.</p> <p>TA presents student with a note card (Tuesday, tuesday, TuesDay) and says Show me the word that goes in the first blank, and points to the following: On ____ Juan and ____ will go to the store. TA presents student with a second note card (l, i) and says Show me the word that goes in the second blank, and points to the following: On</p>

	<p>___ Juan and ___ will go to the store.</p> <p>After student responds TA removes materials from part 2.</p> <p>Part 3</p> <p>TA presents note card (The ___ went ___ the hill.) with a sentence to student. TA says, Identify the correct words that go in the blanks. Then reads the sentence, The water went down the hill.</p> <p>TA presents student with a note card (water, whater, watar) and says Show me the word that goes in the first blank, and points to the following: The ___ went ___ the hill. TA presents student with a second note card (down, doon, doan) and says Show me the word that goes in the second blank, and points to the following: The ___ went ___ the hill.</p> <p>After student responds TA removes materials from part 3.</p> <p>Part 4</p> <p>TA presents note card (On ___ I will go to the park with my friends.) with a sentence to student. TA says, Identify the correct word that goes in the blank. Then reads the sentence, On July 4, 2012, I will go to the park with my friends.</p> <p>TA presents student with a note card (July 4 2012, July 4, 2012, July 4: 2012) and says Show me the option that goes in the blank, and points to the following: On ___ I will go to the park with my friends.</p> <p>After student responds TA removes materials from part 4.</p> <p>Part 5</p> <p>TA presents note card (Jim went to the park to play___) with a sentence to student. TA says, Identify the correct punctuation that goes in the blank. Then reads the sentence, Jim went to the park to play_</p> <p>TA presents student with a note card (? . ,) and says Show me the punctuation that goes in the blank, and points to the following: Jim went to the park to play___</p>
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* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Forty-two students were administered the items in Language 4.2. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The large majority of students were in 4th grade (36). More than half of the item respondents were students with intellectual disabilities (23). Students with autism and those with multiple disabilities comprised approximately one-third of the item respondents (7, each). Four students were identified with “other” disabilities; and one had an unspecified disability. The majority of the students administered the items in Language 4.2 were reported to have a high level of communication (24); seventeen students with intellectual disabilities comprised the majority of this group. Twelve students were reported to have a medium level of communication; and six were reported to have a low level.

Table 2-1. Grade level of students administered Language 4.2

<i>Grade Level</i>										<i>Un- graded</i>	<i>Un- spec.</i>	<i>Total</i>
3	4	5	6	7	8	9	10	11	12			
1	36	4	0	0	0	1	0	0	0	0	0	42

Table 2-2. Disability category, by communication level for Language 4.2

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	17	5	1	23
Autism	3	3	1	7
Multiple Disabilities	1	4	2	7
Other	3	0	1	4
Unspecified	0	0	1	1
	24	12	6	42

Section 3: Communication Level

Item suite Language 4.2, command of conventions and commas, was administered to 42 students. Sixty-seven percent of students (n = 28) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how the 42 students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Language 4.2

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	42	14	28	28
Number answered correctly	28	9	7	10
Number answered incorrectly	12	4	21	17
Number with no response	1	0	0	0
Number who refused	1	1	0	1

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who were administered item A1, 67% responded correctly. Of the students responding correctly, none were classified at the low communication level, 29% were at the medium communication level, and 71% were at the high level. All of these students went on to the more challenging items where 7 (25%) responded correctly, all at the high communication level.

Table 3-2: Student response for item A1, by communication level for Language 4.2

	Communication level			Total
	High	Medium	Low	
A1 Response				
Correct	20	8	0	28
Incorrect	4	4	4	12
No Response	0	0	1	1
Refused	0	0	1	1
Unspecified	0	0	0	0
	24	12	6	42

Table 3-3: Student response for item A2, by communication level for Language 4.2

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	4	3	2	9
Incorrect	0	1	3	4
No Response	0	0	0	0
Refused	0	0	1	1
Not required	20	8	0	28
Unspecified	0	0	0	0
	24	12	6	42

Table 3-4: Student response for item B, by communication level for Language 4.2

	Communication level			Total
	High	Medium	Low	
B Response				
Correct	7	0	0	7
Incorrect	13	8	0	21
No Response	0	0	0	0
Refused	0	0	0	0
Not required	4	4	6	14
Unspecified	0	0	0	0
	24	12	6	42

Table 3-5: Student response for item C, by communication level for Language 4.2

<i>C Response</i>	<i>Communication level</i>			<i>Total</i>
	<i>High</i>	<i>Medium</i>	<i>Low</i>	
Correct	10	0	0	10
Incorrect	10	7	0	17
No Response	0	0	0	0
Refused	0	1	0	1
Not required	4	4	6	14
Unspecified	0	0	0	0
	24	12	6	42

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. A total of 42 students were administered item A1. Seventeen were reported by teachers to have had an opportunity to learn the skill being assessed. Of those, 12 answered the item correctly. Twenty-two of the students reportedly did not have an opportunity to learn the skill being assessed, with 13 answering the item correctly.

Item A2 was administered to 14 students. Six students were reported to have had an opportunity to learn the skill being assessed, with four answering the item correctly. Eight students did not have an opportunity to learn, as reported by their teacher. Of those, five answered the item correctly.

Of the 28 students administered item B, 12 were reported to have had an opportunity to learn and six answered the item correctly. All 14 of the students reported as not having an opportunity to learn responded incorrectly to the item.

Twenty-eight students were administered item C. Eight of the twelve students reported to have had an opportunity to learn answered the item correctly. Fourteen students did not have an opportunity to learn, with 13 answering the item incorrectly and one with a response categorized as no response/refused item.

Table 4-1: Opportunity to learn (OTL), by items administered for Language 4.2

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	17	6	12	12
Item correct	12	4	6	8
Item incorrect	5	2	6	4
No response/refused item	0	0	0	0
<i>Student had OTL: No</i>				
Item answered	22	8	14	14
Item correct	13	5	0	0
Item incorrect	7	2	14	13
No response/refused item	2	1	0	1
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	3		2	2
Item correct	3		1	2
Item incorrect	0		1	0
No response/refused item	0		0	0

Section 5: Teacher Item Feedback: Task Suite: Language 4.2

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Across three of the four items most teachers responded that the item was interesting and engaging for the student. For example, the teachers of 32 of the 42 students who took item A1 and the teachers of 23 of the 28 students who took item C responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 7 of the 14 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Language 4.2

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	42	14	28	28
Item was interesting and engaging for this student	32	7	25	23
Student's response to item was clear and observable	40	13	27	27

For each of the four items in the task suite teachers indicated that the response of most students' to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses varied across each item (Table 5-2). For example, the teachers of 26 of the 42 students who took item A1 responded that it was appropriate for the student, whereas the teachers of 6 of the 14 students who took item A2 so responded.

Table 5-2: General feedback: Item appropriateness for Language 4.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		42	14	28	28
Item was appropriate for this student with significant disabilities		26	6	18	15
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	32	10	20	18
	- Grades 6-8	15	7	9	10
	- Grades 9-12	11	6	6	7

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teachers indicated that that each item was appropriate for a majority of students with SCD in grades 3-5.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses indicated that the item scenario/context was understandable to a majority of students (Table 5-3). For example, the teachers of 28 of the 42 students who took item A1 and the teachers of 18 of the 28 students who took item C reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Language 4.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		42	28	28
Item scenario/context was:	- Understandable to student	28	20	18
	- Helpful to student	26	15	16
	- Appropriate for student	25	18	16
Item language was:	- Too simple	1	0	1
	- Just right	35	24	22
	- Too hard	6	5	5
Effort required of student was:	- Too simple	1	0	1
	- Just right	35	24	21
	- Too hard	6	5	6
Number of steps made the item:	- Too simple	1	0	0
	- Just right	38	18	19
	- Too hard	3	10	9
Content knowledge required was:	- Too simple	1	1	2
	- Just right	25	15	13
	- Too hard	16	13	12

In addition, the teachers of 26 of the 42 students who took item A1 and 15 of the 28 students who took item B indicated that the item scenario/context was helpful to the student. Finally, the teachers of 26 of the 42 students who took item A1 and 16 of the 28 students who took item C reported that the item scenario/ context was appropriate for the student.

Teachers next answered questions relating to the complexity of the item. For most students who took an item, teachers reported that the item language was just right. For example, the teachers of 35 of the 42 students who took item A1 and 24 of the 28 students who took item B reported that the item language was just right. A similar picture emerges from teacher feedback on the effort required of the student by each item. For example, the teachers of 24 of the 28 students who took item B and 21 of the 28 students who took item C reported that the level of effort required by the item was just right for the student. Teacher feedback relating to the impact of the number of steps required in an item varied. The teachers of 38 of the 42 students who took item A1 reported that the number of steps made the item just right, whereas the teachers of 18 of the 28 students who took item B. Finally, teacher feedback indicated that the content knowledge required by each item was just right for a majority of the students who took item A and item B and just right for some students who took item C. For example, according to the teachers of 25 of the 42 students who took item A1 and 13 of the 28 students who took item C the content knowledge required was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table

5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for a majority of students. For example the teachers of 28 of the 42 students who took item A1 strongly agreed (3) or agreed (25) with the statement and teachers of 21 of the 28 students who took item B strongly agreed (3) or agreed (18) that the stimulus materials supported the understanding of the item. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example the teachers of 26 of the 28 students who took item B indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers of a majority of students reported that the amount of detail was just right. For example the teachers of 32 of the 42 students who took item A1 and the teachers of 22 of the 28 students who took item C reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Language 4.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		42	28	28
Stimulus materials supported student's understanding:	- Strongly agree	3	3	4
	- Agree	25	18	16
	- Disagree	9	7	7
	- Strongly disagree	1	0	0
	- Not applicable	4	1	1
Size of stimulus materials was:	- Just right	36	26	26
	- Not applicable	4	1	1
	- Too small	2	1	1
	- Too large	0	1	0
Amount of detail in stimulus materials was:	- Just right	32	22	22
	- Not applicable	3	1	1
	- Too little	1	1	0
	- Too much	3	5	3
	- Not clear	3	0	2
Directions provided to teacher for administering item and using materials had:	- Not enough direction	0	2	2
	Right amount of direction	35	18	21
	Too much direction	7	8	5

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item

directions provided just the right amount of direction. For example, the teachers of 35 of the 42 students who took item A1 and 21 of the 28 students who took item C indicated that the item directions had just the right amount of direction.

Language 5.5: Understand Language and Word Meanings

Section 1: Background Information on Task

This table describes the basic attributes and general information for Task Language 5.5, Understand Language and Word Meanings (Language 5.5).

Table 1-1. General item suite information for Language 5.5

Attribute	General Information
ELA strand	Understand Language and Word Meanings
Task Code	Lng.5.5
CCSS	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
NCECCSS	Demonstrate understanding of word relationships. a. Use words with multiple meanings accurately (e.g., identify a duck as a type of bird and use the verb to duck). b. Use simple, common idioms (e.g., you bet, it's a deal, cool). c. Distinguish shades of meaning of adjectives differing in intensity (e.g., uncomfortable, painful). d. Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to demonstrate understanding of words that have multiple meanings (homographs) FK2: Ability to demonstrate understanding of common idioms FK3: For use in test administration that can be extended over several days or weeks: a. Ability to demonstrate understanding of synonyms; b. Ability to demonstrate understanding of antonyms; c. Ability to use the relationship between particular words (e.g., synonyms, antonyms) to better understand each of the words FK4: Ability to demonstrate understanding of word relationships including homographs, idioms, synonyms, and antonyms
Item A1 directions*	Teacher/administrator (TA) presents student with a picture card of a baseball bat and of a bat [animal] and says, Look at these pictures . TA presents student with three note cards (1. Cat, 2. Bat, 3. Dog) and says, Listen to these words . TA points to and reads each card aloud: cat, bat, dog . TA points to the pictures and says, Which of these words cat, bat, or dog fits both pictures?

Item A2 directions*	TA takes away the 'cat' and 'dog' word cards and leaves the 'bat' word card and the pictures. TA says, [Show me] / [Touch] / [Look at] the word that fits both pictures.
Item B directions*	<p>This is a two-part item. TA may provide student with a break between parts.</p> <p>Part 1:</p> <p>TA presents student with synonym picture card (happy/glad) and says, Synonyms are words that have almost the same meaning. Happy and glad are synonyms. Synonyms are words that have almost the same meaning.</p> <p>TA presents student with antonym picture card (Happy/Sad) and says, Antonyms are words that have opposite meanings. Happy and sad are antonyms. Antonyms are words that have opposite meanings.</p> <p>TA presents student with a list of word pairs (little/small, warm/cold, never/always, woman/lady) and says, Tell me whether each of these pairs of words are synonyms or antonyms.</p> <p>TA shows only one word pair at a time and covers the rest. TA reads each word pair aloud and asks, Are these words synonyms - they mean the same - or antonyms - they mean the opposite?</p> <p>After student responds TA removes materials from part 1 and provides a break if needed or moves to next part.</p> <p>Part 2:</p> <p>TA presents student with homograph picture card and says, A homograph is a word that has more than one meaning and is spelled the same. For example, the word waves has two meanings: the ocean makes waves [TA points to the picture of the ocean] and Sheila waves hello [TA points to picture of Sheila].</p> <p>TA presents student with first handout of homograph sentences and pictures and says, Which picture matches the meaning of the word "fly" in this sentence: 'A fly sat on my food'? After student responds, TA says, Which picture matches the meaning of the word "fly" in this sentence: 'It was such a long way to Canada that we had to fly there in a plane'?</p> <p>TA presents student with second handout of homograph sentences and pictures and says, Which picture matches the meaning of the word "bat" in this sentence: 'I hit the baseball with my bat'? After student responds, TA says, Which picture matches the meaning of the word "bat" in this sentence: 'A bat can fly in the dark'?</p> <p>TA presents student with third handout of homograph sentences and pictures and says, Which picture matches the meaning of the word "cold" in this sentence: 'Taylor has a cold'? After student responds, TA says, Which picture matches the meaning of the word "cold" in this sentence: 'It is cold outside'?</p>
Item C directions*	<p>This is a 3 part item. TA may provide student with breaks between parts. If a break is provided, TA should reread passage to student before asking next question.</p> <p>TA presents student with a short printed passage and says, We are going to read a scary passage about a haunted house. It has a <u>homograph</u>, a <u>synonym</u>, an <u>antonym</u>, and an <u>idiom</u>. TA/student read the passage aloud and TA points to the highlighted words. TA places the passage where the student can see it.</p> <p>PASSAGE</p>

	<p>People said the old house on Elm Street was haunted. The house was dark and creepy. The yard was overgrown and covered in leaves. "I dare you to go inside!" Eric said. Sierra couldn't pass up a dare. "I bet she <u>leaves</u> in less than a minute," Eric said to himself. Sierra said, "I'm not scared of what people say about that house." Noises came from the house and Sierra froze. "Scared?" Eric <u>yelled</u>. Sierra was scared, but she wouldn't admit it. Sierra said, "You're the one who's scared. You're <u>too chicken</u> to go in the house yourself!"</p> <p>Part 1</p> <p>TA says, A homograph is a word that has more than one meaning and is spelled the same. For example, the word <u>can</u> has two meanings: 'a can of soup' and 'I can do that.' In this story leaves is a homograph. What does the word leaves mean in the sentence, 'The yard was overgrown and covered in <u>leaves</u>' TA presents student with three note cards (1. To go away, 2. The parts of a tree, 3. To be scared), points to each card and reads aloud.</p> <p>After student responds TA says, What does leaves mean in this sentence? 'I bet she leaves in less than a minute. Does it mean' TA presents student with three note cards (1. To go away, 2. The parts of a tree, 3. To be scared), points to each and reads cards aloud:</p> <p>TA removes the materials from part 1.</p> <p>Part 2</p> <p>TA says, Synonyms are words that have almost the same meaning. Happy and glad are synonyms. Listen to this sentence: 'Noises came from the house and Sierra froze. 'Scared?' Eric <u>yelled</u>.' TA presents student with three note cards (1. Shouted, 2. Whispered, 3. Sang) and says, Which word is a synonym for yelled? TA points to and reads each card aloud.</p> <p>After student responds TA says, Antonyms are words that have opposite meanings. Good and bad are antonyms. Which word is an antonym for yelled? TA presents student with three note cards (1. Shouted, 2. Whispered, 3. Sang), points to and reads each card aloud.</p> <p>TA removes the materials from part 2.</p> <p>Part 3</p> <p>TA says, An idiom is a word or phrase that has a special meaning different from the actual meaning of the word. 'It's raining cats and dogs' is an idiom. It doesn't mean that cats and dogs are falling from the sky. Instead it means that it is raining very hard. Listen to this sentence from the story about the haunted house: '<u>You're too chicken</u> to go in the house yourself!' What does You're too chicken mean in this sentence?" TA presents the student with the three note cards (1. Eric is brave, 2. Eric is frightened, 3. Eric is a bird), points to and reads each card aloud.</p>
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* **Directions:** What the teacher says (bold script) and does (regular text)

Section 2: Student Data

Thirty-seven students were administered the items in Language 5.5. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The majority of these students were in 5th grade (26). Just over forty percent of the item respondents were students with intellectual disabilities (16). Almost thirty percent of respondents were students with autism (11) and just over twenty percent were students with multiple disabilities (8). Two students were identified with “other” disabilities. The majority of the students administered the items in Language 5.5 were reported to have a high level of communication (19); nine students with intellectual disabilities comprised the majority of this group. Seven students were reported to have a medium level of communication and eleven were reported to have a low level.

Table 2-1. Grade level of students administered Language 5.5

Grade Level												
3	4	5	6	7	8	9	10	11	12	Un- graded	Un- spec.	Total
0	0	26	8	3	0	0	0	0	0	0	0	37

Table 2-2. Disability category, by communication level for Language 5.5

	Communication level			Total
	High	Medium	Low	
Primary Disability				
Intellectual Disability	9	4	3	16
Autism	5	3	3	11
Multiple Disabilities	3	0	5	8
Other	2	0	0	2
Unspecified	0	0	0	0
	19	7	11	37

Section 3: Communication Level

Item suite Language 5.5: Understand language and word meanings, was administered to 37 students. Fifty-one percent of them (n = 19) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Language 5.5

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	37	17	18	19
Number answered correctly	19	9	5	7
Number answered incorrectly	11	4	13	11
Number with no response	5	3	0	1
Number who refused	2	1	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who were administered item A1, 51% responded correctly. Of the students responding correctly, 11% were classified at the low communication level, 11% were at the medium level, and 79% were at the high level. These students (n = 18) went on to the more challenging items and 5 students responded correctly (4 at the high level of communication at 1 at the medium level) to item B.

Table 3-2: Student response for item A1, by communication level for Language 5.5

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	15	2	2	19
Incorrect	3	4	4	11
No Response	1	1	3	5
Refused	0	0	2	2
Unspecified	0	0	0	0
	19	7	11	37

Table 3-3: Student response for item A2, by communication level for Language 5.5

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	3	3	3	9
Incorrect	1	1	2	4
No Response	0	1	2	3
Refused	0	0	1	1
Not required	15	2	2	19
Unspecified	0	0	1	1
	19	7	11	37

Table 3-4: Student response for item B, by communication level for Language 5.5

	Communication level			
	High	Medium	Low	Total
<i>B Response</i>				
Correct	4	1	0	5
Incorrect	10	1	2	13
No Response	0	0	0	0
Refused	0	0	0	0
Not required	4	5	9	18
Unspecified	1	0	0	1
	19	7	11	37

Table 3-5: Student response for item C, by communication level for Language 5.5

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	6	1	0	7
Incorrect	9	1	1	11
No Response	0	0	1	1
Refused	0	0	0	0
Not required	4	5	9	18
Unspecified	0	0	0	0
	19	7	11	37

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Thirty-seven students were administered item A1. Sixteen students were reported by their teacher to have had an opportunity to learn the skill being assessed, with 11 answering the item correctly. Seventeen

of the students did not have an opportunity to learn, as reported by their teacher. Of those, 5 answered the item correctly.

Seventeen students were administered Item A2. Five students were reported to have had an opportunity to learn the skill being assessed, with four answering the item correctly. Nine students did not have an opportunity to learn, as reported by their teacher, with three answering the item correctly.

Item B was administered to 21 students. Of those, 7 were reported to have had an opportunity to learn and three answered the item correctly. One of the seven students reported as not having an opportunity to learn responded correctly to the item.

Nineteen students were administered item C. Nine students were reported to have had an opportunity to learn and six answered the item correctly. Eight students did not have an opportunity to learn, with one answering the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Language 5.5

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	16	5	7	9
Item correct	11	4	3	6
Item incorrect	3	1	4	3
No response/refused item	2	0	0	0
<i>Student had OTL: No</i>				
Item answered	17	9	7	8
Item correct	5	3	1	1
Item incorrect	7	3	6	6
No response/refused item	5	3	0	1
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	4	3	4	2
Item correct	3	2	1	0
Item incorrect	1	0	3	2
No response/refused item	0	1	0	0

Section 5: Teacher Item Feedback: Task Suite: Language 5.5

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Across three of the four items most teachers responded that the item was interesting and engaging for the student. For example, the teachers of 24 of the 37 students who took item A1 and the teachers of 13 of the 19 students who

took item C responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 7 of the 17 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Language 5.5

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	37	17	18	19
Item was interesting and engaging for this student	24	7	14	13
Student's response to item was clear and observable	35	14	18	19

For each of the four items in the task suite teachers indicated that the response of most students' to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses varied across each item (Table 5.2). For example, the teachers of 21 of the 37 students who took item A1 responded that it was appropriate for the student, whereas the teachers of 7 of the 17 students who took item A2 so responded.

Table 5-2: General feedback: Item appropriateness for Language 5.5

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		37	17	18	19
Item was appropriate for this student with significant disabilities		21	5	9	9
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	26	9	12	12
	- Grades 6-8	16	6	11	10
	- Grades 9-12	13	1	9	7

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teachers indicated that each item was appropriate for a majority of students with SCD in grades 3-5.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student (Table 5-3). In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the

student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses related to whether the item scenario/context was understandable to the student varied across the items. For example, the teachers of 21 of the 37 students who took item A1 reported that the item scenario/context was understandable to the student. However, the teachers of 9 of the 19 students who took item C indicated that the scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Language 5.5

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		37	18	19
Item scenario/context was:	- Understandable to student	21	10	9
	- Helpful to student	21	10	11
	- Appropriate for student	19	10	11
Item language was:	- Too simple	0	0	0
	- Just right	23	11	11
	- Too hard	13	7	8
Effort required of student was:	- Too simple	1	0	0
	- Just right	26	16	15
	- Too hard	9	2	4
Number of steps made the item:	- Too simple	0	0	0
	- Just right	29	14	13
	- Too hard	7	4	6
Content knowledge required was:	- Too simple	1	0	0
	- Just right	19	10	8
	- Too hard	16	8	11

Across each item teachers reported that the item scenario/context was helpful to a majority of students. For example, teachers of 21 of the 37 students who took item A1 reported that the item scenario/context was helpful. Finally, teachers indicated that the item scenario/context was appropriate for a majority of students. For example the teachers of 19 of the 37 students who took item A1 and 11 of the 19 students who took item C reported that the item scenario/context was appropriate for them.

Teachers next answered questions relating to the complexity of the item. For the majority of students who took an item, teachers reported that the item language was just right. For example, the teachers of 23 of the 37 students who took item A1 and 11 of the 18 students who took item B reported that the item language was just right. Teachers reported that the level of effort required by the item was just right for a majority of students. For example, the teachers of 16 of the 18 students who took item B and 15 of the 19 students who took item C reported that the level of effort required by the item was just right for the student. For the majority of students

who took an item, teachers reported that the number of steps made the item just right. For example, the teachers of 29 of the 37 students who took item A1 reported that the number of steps made the item just right. Finally, teacher feedback indicated that the content knowledge required by each item was just right for some of the students. For example, according to the teachers of 19 of the 37 students who took item A1 and 8 of the 19 students who took item C the content knowledge required was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Across each item the teachers of a majority of students strongly agreed or agreed that the item’s stimulus materials supported the student’s understanding of the item. For example, the teachers of 21 out of 37 students who took item A1, strongly agreed (4) or agreed (17) with the statement and the teachers of 13 of the 19 students who took item C strongly agreed (3) or agreed (10) with the statement.

Across each of the items teachers of most students reported that the size of the stimulus materials was just right for the student. For example, the teachers of 17 of the 18 students who took item B indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers of most students reported that the amount of detail was just right. For example the teachers of 29 of the 37 students who took item A1 and the teachers of 15 of the 19 students who took item C reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Language 5.5

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		37	18	19
Stimulus materials supported student's understanding:	- Strongly agree	4	0	3
	- Agree	17	13	10
	- Disagree	7	3	2
	- Strongly disagree	3	1	2
	- Not applicable	5	0	2
Size of stimulus materials was:	- Just right	32	17	16
	- Not applicable	1	0	0
	- Too small	2	0	0
	- Too large	1	1	3
Amount of detail in stimulus materials was:	- Just right	29	16	15
	- Not applicable	1	0	1
	- Too little	0	0	0
	- Too much	5	1	3
	- Not clear	0	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	1	1	1
	Right amount of direction	30	15	16
	Too much direction	5	2	2

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 30 of the 37 students who took item A1 and 16 of the 19 students who took item C indicated that the item directions had just the right amount of direction.

Language 8.2: Spelling, Punctuation, and Commas

Section 1: Background Information on Task

This table describes the basic attributes and general information for Task Language 8.2: Spelling, Punctuation, and Commas (Lng8.2).

Table 1-1. General item suite information for Language 8.2

Attribute	General Information
ELA strand	Language
Task Code	Lng8.2
CCSS	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis [...], dash) to indicate a pause or break b. Use an ellipsis to indicate an omission c. Spell correctly
NCECCSS	Demonstrate understandings of capitalization, ending punctuation, and spelling when writing. a. Use ending punctuation. b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
Focal KSA(s) (selected FKSA is bolded)	FK1. Ability to demonstrate understanding of capitalization (e.g., capitalize the first word in a sentence, the pronoun I, days of the week, months, names of people, proper nouns), commas (i.e., greetings, salutations, and simple words in a series), ending punctuation, and spelling of high frequency words* when writing. * High Frequency words see Second 100
Item A1 directions*	Teacher/administrator (TA) presents student with two note cards (1. Dear, Mom; 2. Dear Mom,) and says, [Show me] / [Touch] / [Look at] the place in the sentence where the comma goes in the greeting “Dear Mom” . TA points to each card and reads aloud.
Item A2 directions*	If student answers A1 incorrectly (or does not answer), TA removes “Dear, Mom” note card and says, [Show me] / [Touch] / [Look at] the place in the sentence where the comma goes in the greeting “Dear Mom,”
Item B directions*	This is a 7 part item. TA may provide student with breaks between parts. TA presents student a large printed unfinished letter and says, This is a letter from Logan to his friend, Mia. It isn’t finished yet. As we read the letter, you will identify the correct word(s) or punctuation that go in the spaces to complete the letter. Part 1 TA points to Part 1 of the letter (Dear Mia__) and says, Dear Mia . TA presents student with three note cards (1. . , 2. ? , 3. ,) , says, [Show me] / [Touch] / [Look at] the option that goes in this space and points to the blank space in the greeting.

	<p>After the student responds, TA removes Part 1 answer choices.</p> <p>Part 2</p> <p>TA points to Part 2 of the letter (I had fun on my trip to ____.) and says, I had fun on my trip to__. TA presents student with three note cards (1. CALIFORNIA, 2. California, 3. california), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the blank space in the sentence. After the student responds, TA removes Part 2 answer choices.</p> <p>Part 3</p> <p>TA points to Part 3 of the letter (I went to ____.) and says, I went to __. TA presents student with three note cards (1. the beach, the park, the zoo, 2. the beach the park and the zoo, 3. the beach. the park and the zoo), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the blank space in the sentence. After the student responds, TA removes Part 3 answer choices.</p> <p>Part 4</p> <p>TA points to Part 4 of the letter (I __ go back again next ____.) and says, I __ go back again next ____. TA presents student with three note cards (1. might, 2. mite, 3. meight), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to first space in the sentence. After the student responds, TA removes Part 4 answer choices.</p> <p>Part 5</p> <p>TA points to Part 5 of the letter (I __ go back again next ____.) and says, I __ go back again next ____. TA presents student with three note cards (1. july, 2. July, 3. JULY), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to second space in the sentence. After the student responds, TA removes Part 5 answer choices.</p> <p>Part 6</p> <p>TA points to Part 6 of the letter (Do you want to come with me__) and says, Do you want to come with me__. TA presents student with three note cards (1. . , 2. ? , 3. ,), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the blank space in the sentence. After the student responds, TA removes Part 6 answer choices.</p> <p>Part 7</p> <p>TA points to Part 7 of the letter (Your friend__) and says, Your friend__. TA presents student with three note cards (1. . , 2. ? , 3. ,), says [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the blank space in the salutation. After the student responds, TA removes Part 7 answer choices.</p>
Item C directions*	<p>This is a 12 part item. TA may provide student with breaks between parts.</p> <p>TA presents student a large printed unfinished letter and says, This is a letter from Anna to her grandparents. It isn't finished yet. As we read the letter, you will pick the correct word or punctuation that goes in each space to complete the letter.</p> <p>Part 1</p> <p>TA points to Part 1 of the letter (Dear Grandma and Grandpa __) and says, Dear Grandma and Grandpa __. TA presents student with note card (. / , / !) says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to</p>

	<p>the blank space in greeting. After the student responds, TA removes Part 1 answer choices.</p> <p>Part 2</p> <p>TA points to Part 2 of the letter (Thank you for a ____ sleepover last ____ night.) and says, Thank you for a great sleepover last Friday night. TA presents student with a note card (great/gereat/greit), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the first blank space in the sentence. After the student responds, TA removes Part 2 answer choices.</p> <p>Part 3</p> <p>TA points to Part 3 of the letter (Thank you for a ____ sleepover last ____ night.) and says, Thank you for a great sleepover last Friday night. TA presents student with a note card (Friday/FriDAY/Friday), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the second blank space in the sentence. After the student responds, TA removes Part 3 answer choices.</p> <p>Part 4</p> <p>TA points to Part 4 of the letter (I had a fantastic time staying at your house in ____.) and says, I had a fantastic time staying at your house in Springfield. TA presents student with a note card (springfield/ SPRINGFIELD/Springfield), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to blank space in the sentence. After the student responds, TA removes Part 4 answer choices.</p> <p>Part 5</p> <p>TA points to Part 5 of the letter (Every August I look forward to camping in your backyard.) and says, Every August I look forward to camping in your backyard. TA presents student with a note card (august/August/AUGUST), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the blank space in the sentence. After the student responds, TA removes Part 5 answer choices.</p> <p>Part 6</p> <p>TA points to Part 6 of the letter (It was fun sleeping outside under the stars.) and says, It was fun sleeping outside under the stars. TA presents student with a note card (IT/ it/ It), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to first blank space in the sentence. After the student responds, TA removes Part 6 answer choices.</p> <p>Part 7</p> <p>TA points to Part 7 of the letter (____ was fun sleeping outside ____ the stars.) and says, It was fun sleeping outside under the stars. TA presents student with a note card (under/ under/ undor), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the second blank space in the sentence. After the student responds, TA removes Part 7 answer choices.</p> <p>Part 8</p> <p>TA points to Part 8 of the letter (I liked being with my ____.) and says, I liked being with my aunts, uncles, and cousins. TA presents student with a note card (aunts. uncles. and cousins/ aunts, uncles, and cousins/aunts uncles and cousins), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the blank space in the sentence. After the student responds, TA removes Part 8</p>
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	<p>answer choices.</p> <p>Part 9</p> <p>TA points to Part 9 of the letter (Singing while ____ played the guitar was my favorite part.) and says, Singing while Steve played the guitar was my favorite part. TA presents student with a note card (Steve/ STEVE/ steve), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the blank space in the sentence. After the student responds, TA removes Part 9 answer choices.</p> <p>Part 10</p> <p>TA points to Part 10 of the letter (When can ____ visit again __) and says, When can I visit again? TA presents student with a note card (I/i) , says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the first blank space in the sentence. After the student responds, TA removes Part 10 answer choices.</p> <p>Part 11</p> <p>TA points to Part 11 of the letter (When can ____ visit again __) and says, When can I visit again? TA presents student with a note card (! /, /?), says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the second blank space in the sentence. After the student responds, TA removes Part 11 answer choices.</p> <p>Part 12</p> <p>TA points to Part 12 of the letter (Your granddaughter____) and says, “Your granddaughter, Anna?” TA presents student with a note card (!/, / .) says, [Show me] / [Touch] / [Look at] the option that goes in this space, and points to the blank space in the salutation. After the student responds, TA removes Part 12 answer choices.</p>
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* **Directions:** *What the teacher says (bold script) and does (regular text)*

Section 2: Student Data

Thirty-seven students were administered the items in Language 8.2. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The majority of these students were in 8th grade (27). Almost half of the item respondents were students with intellectual disabilities (18). Students with autism comprised just over one-fifth of the item respondents (8). Six of the student respondents were reported to have “other” disabilities and five were reported to have multiple disabilities. Just over half of the students administered the items in Language 8.2 were reported to have a high level of communication (19); eleven students with intellectual disabilities comprised the majority of this group. Nine students were reported to have a medium level of communication and nine a low level of communication.

Table 2-1. Grade level of students administered Reading, Lit 3.1A

Grade Level										Un- graded	Un- spec.	Total
3	4	5	6	7	8	9	10	11	12	0	0	37
0	0	0	0	0	27	3	5	2	0			

Table 2-2. Disability category, by communication level for Language 8.3

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	11	3	4	18
Autism	3	4	1	8
Multiple Disabilities	1	1	3	5
Other	4	1	1	6
Unspecified	0	0	0	0
	19	9	9	37

Section 3: Communication Level

Item suite Language 8.2: Spelling, punctuation, and commas, was administered to 37 students. Fifty-four percent of students ($n = 20$) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Language 8.2

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	37	16	19	19
Number answered correctly	20	9	3	5
Number answered incorrectly	13	4	15	13
Number with no response	4	3	1	1
Number who refused	0	0	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 3 students responded correctly to item B (2 students had a high communication level and 1 student had a medium level of communication).

Table 3-2: Student response for item A1, by communication level for Language 8.2

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	14	3	3	20
Incorrect	5	5	3	13
No Response	0	1	3	4
Refused	0	0	0	0
Unspecified	0	0	0	0
	19	9	9	37

Table 3-3: Student response for item A2, by communication level for Language 8.2

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	3	3	3	9
Incorrect	1	1	2	4
No Response	0	2	1	3
Refused	0	0	0	0
Not required	14	3	3	20
Unspecified	1	0	0	1
	19	9	9	37

Table 3-4: Student response for item B, by communication level for Language 8.2

	Communication level			
	High	Medium	Low	Total
<i>B Response</i>				
Correct	2	1	0	3
Incorrect	11	1	3	15
No Response	1	0	0	1
Refused	0	0	0	0
Not required	5	6	6	17
Unspecified	0	1	0	1
	19	9	9	37

Table 3-5: Student response for item C, by communication level for Language 8.2

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	4	1	0	5
Incorrect	9	1	3	13
No Response	1	0	0	1
Refused	0	0	0	0
Not required	5	6	6	17
Unspecified	0	1	0	1
	19	9	9	37

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty-seven students. Sixteen students were reported by their teacher as having an opportunity to learn the skill being assessed, with 11 answering the item correctly. Eighteen of the students were reported by their teacher as not having an opportunity to learn, with eight answering the item correctly.

Sixteen students were administered Item A2. Three students were reported as having an opportunity to learn the skill being assessed, with two answering the item correctly. Nine students did not have an opportunity to learn, as reported by their teacher, with four answering the item correctly.

Item B was administered to 19 students. Of those, 9 were reported as having an opportunity to learn and three answered the item correctly. None of the seven students reported as not having an opportunity to learn answered the item correctly.

Nineteen students were administered item C. Ten students were reported as having an opportunity to learn with three answering the item correctly. One of the seven students reported as not having an opportunity to learn answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Language 8.2

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	16	3	9	10
Item correct	11	2	3	3
Item incorrect	5	1	6	7
No response/refused item	0	0	0	0
<i>Student had OTL: No</i>				
Item answered	18	9	7	7
Item correct	8	4	0	1
Item incorrect	6	2	7	6
No response/refused item	4	3	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	3	4	3	2
Item correct	1	3	0	1
Item incorrect	2	1	2	0
No response/refused item	0	0	1	1

Section 5: Teacher Item Feedback: Task Suite: Language 8.2

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Teacher responses varied. For example, the teachers of 13 of the 37 students who took item A1 responded that the item was interesting and engaging for the student whereas the teachers of 9 of the 19 students who took item B responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 3 of the 16 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Language 8.2

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	37	16	19	19
Item was interesting and engaging for this student	13	3	8	9
Student's response to item was clear and observable	36	12	17	18

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses varied across the four items (Table 5-2). For example, teachers of 19 of the 37 students who took item A1 indicated that it was appropriate for the student and teachers of 9 of the 19 students who took item C indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Language 8.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		37	16	19	19
Item was appropriate for this student with significant disabilities		19	5	9	9
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	10	4	5	5
	- Grades 6-8	23	9	9	9
	- Grades 9-12	17	6	11	11

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for some students with SCD in grades 6-8.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses indicated that the scenario/context in the items was understandable to some of the students (Table 5-3). For example, the teachers of 17 of the 37 students who took item A1 indicated that the scenario/context was understandable to the student and for item C the teachers of 7 of the 19 students reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Language 8.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		37	19	19
Item scenario/context was:	- Understandable to student	17	8	7
	- Helpful to student	16	8	8
	- Appropriate for student	18	11	11
Item language was:	- Too simple	0	0	0
	- Just right	25	10	9
	- Too hard	11	8	9
Effort required of student was:	- Too simple	1	0	0
	- Just right	25	11	12
	- Too hard	10	7	6
Number of steps made the item:	- Too simple	0	0	0
	- Just right	30	9	8
	- Too hard	6	9	10
Content knowledge required was:	- Too simple	0	0	0
	- Just right	22	9	9
	- Too hard	14	9	9

Teacher responses indicated that the scenario/context in the items was helpful to some of the students. For example, the teachers of 16 of the 37 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 8 of the 19 students who took item B reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for some students. For example, teachers of 18 of the 37 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 11 of the 19 students who took item B so reported.

Teachers next answered questions relating to the complexity of the item. Teacher responses varied on whether item language was just right for students. For example, the teachers of 25 of the 37 students who took item A1 responded that the item language was just right and the teachers 9 of the 19 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for the majority students. For example, the teachers of 25 of the 37 students who took item A1 and 12 of the 19 students who took item C reported that the effort required by the item was just right for the student. Teacher responses varied concerning the number of steps in the item. For example, the teachers of 30 of the 37 students who took item A1 reported that the number of steps made the item just right and the teachers of 8 of the 19 students who took item C so reported. Finally, teacher feedback indicated that the content knowledge required by the items was appropriate for some students. For example the teachers of 22 of the 37 students who took item A1 reported that the content knowledge required was just right and the teachers of 9 of the 19 students who took item C reported that the content knowledge was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses varied that the stimulus materials supported the student’s understanding of the item. For example the teachers of 22 of the 37 students who took item A1 strongly agreed (3) or agreed (19) with the statement and the teachers of 4 of the 15 students who took item C so reported. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 14 of the 19 students who took item B indicated that the size of the stimulus materials was just right.

In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for the majority students. For example the teachers of 29 of the 37 students who took item A1 and the teachers of 11 of the 19 students who took item B reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Language 8.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		37	19	19
Stimulus materials supported student's understanding:	- Strongly agree	3	0	0
	- Agree	19	7	4
	- Disagree	9	9	11
	- Strongly disagree	3	1	1
	- Not applicable	1	1	2
Size of stimulus materials was:	- Just right	32	14	10
	- Not applicable	2	1	3
	- Too small	0	1	2
	- Too large	2	2	3
Amount of detail in stimulus materials was:	- Just right	29	11	8
	- Not applicable	3	0	3
	- Too little	1	1	0
	- Too much	1	5	6
	- Not clear	2	1	1
Directions provided to teacher for administering item and using materials had:	- Not enough direction	0	2	3
	Right amount of direction	33	14	13
	Too much direction	3	2	2

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 33 of the 37 students who took item A1 and the teachers of all the students who took items B and C indicated that the item directions had just the right amount of direction.

Language 8.5: Figurative Language

Section 1: Background Information on Task

This table describes the basic attributes and general information for Task Language 8.5, Figurative Language (Lng 8.5).

Table 1-1. General item suite information for Language 8.5

Attribute	General Information
ELA strand	Figurative Language
Task Code	Lng.8.5
CCSS	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
NCECCSS	Demonstrate understanding of word relationships. a. Understand the use of multiple meaning words (e.g., draw the curtains). b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms). c. Understand that multiple words can reflect the same or similar meanings (e.g., said, told, called, explained, replied)
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to use words that have multiple meanings (homographs, e.g., draw the curtains and draw a picture) FK2: Ability to demonstrate understanding that multiple words can have the same or similar meanings but may have different connotations (e.g., bullheaded and resolute - both mean stubborn but one has positive connotations, the other negative) FK3: For use in test administration that can be extended over several sessions: a. Ability to use synonyms; b. Ability to use antonyms; c. Ability to use the relationship between particular words (i.e., synonyms, antonyms) to better understand each of the words FK4: Ability to use the relationships between particular words to better understand each of the words (e.g., synonyms including those with different connotations, antonyms, homographs)
Item A1 directions*	Teacher/administrator (TA) presents student with pictures of a marching band and of several rubber bands and says, Look at these pictures. Listen to these words. TA places the pictures where the student can see them. TA presents student with three note cards (1. Drum, 2. Band, 3. Slide), points to and reads each card aloud. TA says, Which of these words fits both pictures: drum, band, or slide?
Item A2 directions*	TA takes away the 'drum' and 'slide' note cards and leaves the 'band' note card and the pictures. TA says, [Show me] / [Touch] / [Look at] the word that fits both pictures.

Item B directions*	<p>This is a 4 part item. TA may provide student with breaks between parts.</p> <p>Part 1</p> <p>TA presents student with word pairs (humorous-funny; wealthy-____), points to the first word pair and says, Look at this pair of words. They are synonyms. TA / student read the first pair of words: humorous and funny. TA says, Humorous and funny mean the same thing. They are synonyms. TA indicates and reads aloud the word, wealthy and says, Which of these words means the same as wealthy? TA presents student with three note cards (1. Poor, 2. Safe, 3. Rich), points to and reads each card aloud. After student responds TA clears part 1 materials.</p> <p>Part 2</p> <p>TA presents student with word pairs (tired-exhausted; mad-____), points to first pair and says, Look at this pair of words. They are synonyms. TA /student read the pair of words, tired and exhausted. TA says, Tired and exhausted have similar meanings but exhausted means very, very tired. They are still synonyms. TA indicates and reads aloud the word, mad and says, Which of these words means very, very mad? TA presents student with three note cards (1. Furious, 2. Happy, 3. Irritated), points to and reads each card aloud. After student responds TA clears part 2 materials away.</p> <p>Part 3</p> <p>TA presents student with word pairs (safe-dangerous; empty-____), points to first pair and says, Look at this pair of words. They are antonyms. TA /student read the words, safe and dangerous. TA says, Safe and dangerous mean the opposite. They are antonyms. TA indicates and reads aloud the word, empty and says, Which of these words means the opposite of empty? TA presents student with three note cards (1. Blank, 2. Full, 3. Warm), points to and reads each card aloud. After student responds TA clears part 3 materials away.</p> <p>Part 4</p> <p>TA presents student with word pairs (gigantic-tiny; energetic-____) points to first word pair and says, Look at this pair of words. They are antonyms. TA /student read the words, gigantic and tiny. TA says, Gigantic and tiny mean the opposite. They are antonyms. TA indicates and reads aloud the word energetic, and says, Which of these words means the opposite of energetic? TA presents student with three note cards (1. Sleepy, 2. Happy, 3. Hungry), points to and reads each card aloud.</p>
Item C directions*	<p>This is a 4 part item. TA may provide student with breaks between parts. If a break is provided, TA should reread passage to student before asking next question.</p> <p>TA presents student with a printed passage and says, We are going to read a story about a teenager who survived after her boat sank in a storm. Then I'll ask you some questions.</p> <p>TA/student reads the passage aloud: Annie went on a sailing trip that almost took her life. She was 16 years old when she got on the sailboat. Everything went wrong from the start. The other teenagers on the boat bickered. They argued</p>

	<p>about their chores all the time. The sailboat was caught in a big storm. Annie and the other teenagers had to be careful not to trip when the sailboat rocked from the big waves. Water began to come into the sailboat. The sailboat started to sink. Everyone had to get into the lifeboats. After five days lost at sea, they were located by a rescue ship. Annie was so happy they were saved!</p> <p>TA places the passage where the student can see it.</p> <p>Part 1</p> <p>TA presents student with a handout (a sentence and answer choices). TA points to the sentence and says, This part of the story has a homograph. Trip is a homograph. What does trip mean in the sentence 'Annie went on a sailing trip that almost took her life'? TA points to the answer choices (1. Journey, 2. Fall, 3. Danger) and reads each one aloud.</p> <p>TA presents student with a handout (a sentence and answer choices). TA points to the sentence and says, What does trip mean in this sentence: 'Annie and the other teenagers had to be careful not to trip when the boat rocked from the big waves.' TA points to the answer choices (1. Journey, 2. Fall, 3. Danger) and reads each one aloud.</p> <p>After student responds TA removes part 1 materials.</p> <p>Part 2</p> <p>TA presents student with a handout (a sentence and answer choices). TA points to the sentence and says, This part has a word that you may not know. 'The other teenagers on the boat bickered. They argued about their chores all the time.' Which word means the same as bickered? TA points to the answer choices (1. Sang, 2. Disagreed, 3. Helped) and reads each one aloud.</p> <p>After student responds TA removes materials from part 2.</p> <p>Part 3</p> <p>TA presents student with a handout (a sentence and answer choices). TA points to the sentence and says, This part also has a word you may not know. 'After five days lost at sea, they were located by a rescue ship.' Located means the opposite of lost. Which of these words means the same as located? TA points to the answer choices (1. Cheered, 2. Found, 3. Measured) and reads each one aloud.</p> <p>After student responds TA removes materials from part 3.</p> <p>Part 4:</p> <p>TA presents student with a handout (a sentence and answer choices). TA points to the sentence and says, Listen to this part, 'Annie was so happy they were saved.' Which of these words means very, very happy? TA points to the answer choices (1. Thrilled, 2. Satisfied, 3. Concerned) and reads each one aloud.</p>
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* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Thirty-seven students were administered the items in Language 8.5. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The majority of these students were in 8th grade (25). More than forty percent of the item respondents were students with intellectual disabilities (16). Students with autism comprised almost one-fourth of the item respondents (9). Seven of the student respondents were reported to have multiple disabilities and five were reported to have “other” disabilities. Just over half of the students administered the

items in Language 8.5 were reported to have a high level of communication (19); eleven students with intellectual disabilities comprised the majority of this group. Nine students were reported to have a medium level of communication and nine a low level of communication.

Table 2-1. Grade level of students administered Language 8.5

Grade Level												
3	4	5	6	7	8	9	10	11	12	Un- graded	Un- spec.	Total
0	0	0	0	0	25	5	5	2	0	0	0	37

Table 2-2. Disability category, by communication level for Language 8.5

<i>Primary Disability</i>	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
Intellectual Disability	11	2	3	16
Autism	3	5	1	9
Multiple Disabilities	1	1	5	7
Other	4	1	0	5
Unspecified	0	0	0	0
	19	9	9	37

Section 3: Communication Level

Item suite Language 8.5: Figurative language, was administered to 37 students. Forty-one percent of students (n = 15) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Language 8.5

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	37	21	15	14
Number answered correctly	15	7	3	5
Number answered incorrectly	15	9	12	8
Number with no response	5	4	0	1
Number who refused	2	1	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4

and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 3 students responded correctly to item B (2 students had a high communication level, and 1 was classified at the low level of communication).

Table 3-2: Student response for item A1, by communication level for Language 8.5

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	12	2	1	15
Incorrect	7	3	5	15
No Response	0	3	2	5
Refused	0	1	1	2
Unspecified	0	0	0	0
	19	9	9	37

Table 3-3: Student response for item A2, by communication level for Language 8.5

	Communication level			Total
	High	Medium	Low	
<i>A2 Response</i>				
Correct	3	3	1	7
Incorrect	4	1	4	9
No Response	0	2	2	4
Refused	0	1	0	1
Not required	12	2	1	15
Unspecified	0	0	1	1
	19	9	9	37

Table 3-3: Student response for item B, by communication level for Language 8.5

	Communication level			Total
	High	Medium	Low	
<i>B Response</i>				
Correct	2	0	1	3
Incorrect	10	2	0	12
No Response	0	0	0	0
Refused	0	0	0	0
Not required	7	7	8	22
Unspecified	0	0	0	0
	19	9	9	37

Table 3-4: Student response for item C, by communication level for Language 8.5

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	5	0	0	5
Incorrect	6	1	1	8
No Response	0	1	0	1
Refused	0	0	0	0
Not required	7	7	8	22
Unspecified	1	0	0	1
	19	9	9	37

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty-seven students. Eleven students were reported by their teacher as having an opportunity to learn the skill being assessed, with six answering the item correctly. Twenty-two of the students were reported as not having an opportunity to learn, with eight answering the item correctly.

Twenty-one students were administered Item A2. Five students were reported as having an opportunity to learn the skill being assessed, with one answering the item correctly. Eleven students were reported by their teacher as not having an opportunity to learn, with four answering the item correctly.

Item B was administered to 15 students. Five students were reported as having an opportunity to learn. Of those, two answered the item correctly. Nine students were reported as not having an opportunity to learn, with one answering the item correctly.

Fourteen students were administered item C. Five students were reported as having an opportunity to learn with two answering the item correctly. Eight students were reported as not having an opportunity to learn with two answering the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Language 8.5

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	11	5	5	5
Item correct	6	1	2	3
Item incorrect	5	4	3	2
No response/refused item	0	0	0	0
<i>Student had OTL: No</i>				
Item answered	22	11	9	8
Item correct	8	4	1	2
Item incorrect	7	3	8	5
No response/refused item	7	4	0	1
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	4	5	1	1
Item correct	1	2	0	0
Item incorrect	3	2	1	1
No response/refused item	0	1	0	0

Section 5: Teacher Item Feedback: Task Suite: Language 8.5

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Teacher responses varied. For example, the teachers of 29 of the 37 students who took item A1 responded that the item was interesting and engaging for the student whereas the teachers of 11 of the 21 students who took item A2 responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 11 of the 21 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Language 8.5

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	37	21	15	14
Item was interesting and engaging for this student	29	11	8	8
Student's response to item was clear and observable	32	14	14	13

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses indicated that the item was appropriate for a majority of the students (Table 5-2). For example, teachers of 22 of the 37 students who took item A1 indicated that it was appropriate for the student and teachers of 8 of the 14 students who took item C indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Language 8.5

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	37	21	15	14
Item was appropriate for this student with significant disabilities	22	8	8	8
Item was appropriate for most students with significant disabilities in:				
- Grades 3-5	12	10	4	3
- Grades 6-8	29	15	8	9
- Grades 9-12	17	6	8	8

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for a majority of students with SCD in grades 6-8.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses indicated that the scenario/context in the items was understandable to some of the students (Table 5-3). For example, the teachers of 21 of the 37 students who took item A1 indicated that the scenario/context was understandable to the student and for item B the teachers of 6 of the 15 students who took the item reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Language 8.5

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		37	15	14
Item scenario/context was:	- Understandable to student	21	6	9
	- Helpful to student	17	7	7
	- Appropriate for student	22	8	8
Item language was:	- Too simple	0	0	0
	- Just right	27	10	9
	- Too hard	9	4	4
Effort required of student was:	- Too simple	1	0	0
	- Just right	30	8	8
	- Too hard	5	6	5
Number of steps made the item:	- Too simple	0	0	0
	- Just right	33	10	9
	- Too hard	3	4	4
Content knowledge required was:	- Too simple	0	0	0
	- Just right	20	6	8
	- Too hard	16	8	5

Teacher responses indicated that the scenario/context in the items was helpful to some of the students. For example, the teachers of 17 of the 37 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 7 of the 15 students who took item B reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for some students. For example, teachers of 22 of the 37 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 8 of the 14 students who took item C so reported.

Teachers next answered questions relating to the complexity of the item. Teacher responses indicated that the item language was just right for a majority of students. For example, the teachers of 27 of the 37 students who took item A1 responded that the item language was just right and the teachers 10 of the 14 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for the majority students. For example, the teachers of 30 of the 37 students who took item A1 and 8 of the 14 students who took item C reported that the effort required by the item was just right for the student. Teacher responses indicated that the number of steps in the item made it just

right for the majority students. For example, the teachers of 33 of the 37 students who took item A1 reported that the number of steps made the item just right and the teachers of 10 of the 15 students who took item C so reported. Finally, teacher feedback indicated that the content knowledge required by the items was appropriate for some students. For example the teachers of 20 of the 37 students who took item A1 reported that the content knowledge required was just right and the teachers of 8 of the 14 students who took item C reported that the content knowledge was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for a majority of students. For example the teachers of 22 of the 37 students who took item A1 strongly agreed (3) or agreed (19) with the statement. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 13 of the 15 students who took item B indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for the majority students. For example the teachers of 29 of the 37 students who took item A1 and the teachers of 11 of the 14 students who took item C reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Language 8.5

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		37	15	14
Stimulus materials supported student's understanding:	- Strongly agree	3	1	1
	- Agree	19	8	9
	- Disagree	8	3	1
	- Strongly disagree	4	2	2
	- Not applicable	2	0	0
Size of stimulus materials was:	- Just right	31	13	11
	- Not applicable	1	0	1
	- Too small	4	1	1
	- Too large	0	0	0
Amount of detail in stimulus materials was:	- Just right	29	12	11
	- Not applicable	1	0	0
	- Too little	2	1	0
	- Too much	3	1	2
	- Not clear	1	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	3	0	0
	Right amount of direction	32	13	13
	Too much direction	1	1	0

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 32 of the 37 students who took item A1 indicated that the item directions had just the right amount of direction.

Language 11/12.5: Figurative Language, High School

Section 1: Background Information on Task

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

Table 1-1. General item suite information for Language 11/12.5

Attribute	General Information
ELA strand	Figurative Language
Task Code	Lng.11/12.5
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.
NCECCSS	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.
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to explain the relationship between words that have similar meanings but different connotations (e.g., bullheaded and resolute - both mean stubborn but one has positive connotations, the other negative) FK2: Ability to restate a simple figure of speech (e.g., hyperbole or oxymoron) in literal terms
Item A1 directions*	Teacher/administrator (TA) 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? TA presents three note cards (1. Hyperbole is exaggeration, 2. Hyperbole is comparison, 3. Hyperbole is the same), points to and reads each card aloud.
Item A2 directions*	If student responds incorrectly or does not respond, TA removes incorrect note cards and says, "[Show me] / [Touch] / [Look at] the card that says what hyperbole is."
Item B directions*	This is a 3 part item. TA may provide student with breaks between parts. If a break is provided, TA should reread passage to student before asking next question. TA presents student with a printed paragraph 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. TA and student read the paragraph.

	<p>PARAGRAPH</p> <p>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.</p> <p>TA puts the passage where the student can see it and says, We are going to read some parts of the paragraph again. Tell me what the sentences really mean.</p> <p>Part 1</p> <p>TA presents student with a printed sentence 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? TA presents the note cards (1. The homework weighed one ton, 2. There was a lot of homework, 3. The homework was easy), points to and reads each card aloud.</p> <p>After student responds TA removes materials from part 1.</p> <p>Part 2</p> <p>TA presents student with a printed sentence 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? TA presents three note cards (1. I was very embarrassed, 2. Math is embarrassing, 3. Embarrassment can kill you), points to and reads each card aloud.</p> <p>After student responds TA removes materials from part 2.</p> <p>Part 3</p> <p>TA presents student a printed sentence 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? TA presents three note cards (1. I had many assignments in my planner, 2. I had no assignments in my planner, 3. I had one million assignments in my planner), points to and reads each card aloud.</p>
Item C directions*	<p>This is a 3 part item. TA may provide student with breaks between parts. If a break is provided, TA should reread passage to student before asking next question.</p> <p>TA presents student with a printed email 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. TA and student read the email.</p> <p>EMAIL</p> <p>Hey there Maria,</p> <p>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!</p>

	<p>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!</p> <p>Love Alexa</p> <p>TA places the email where the student can see it and says, We are going to read parts of the email again. Tell me what Alexa really meant in these sentences.</p> <p>Part 1</p> <p>TA presents student with a printed sentence 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'?</p> <p>After student responds TA removes materials from part 1.</p> <p>Part 2</p> <p>TA presents student with a printed sentence 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'?</p> <p>After student responds TA removes materials from part 2.</p> <p>Part 3</p> <p>TA presents student with a printed sentence 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'?</p>
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* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Forty-two students were administered the items in Language 11/12.5. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. Almost half of these students were in 11th grade (20) and almost half were in 12th grade (20). Just under half of the item respondents were reported to be students with intellectual disabilities (20). Students with multiple disabilities comprised almost one-fourth of the item respondents (10) and students with “other” disabilities almost one-fifth (8). Three of the student respondents were reported to have autism and one an unspecified disability. Over half of the students administered the items in Language 11/12.5 were reported to have a high level of communication (24); fifteen students with intellectual disabilities comprised the majority of this group. Eleven students were reported to have a medium level of communication and seven a low level of communication.

Table 2-1. Grade level of students administered Language 11/12.5

<i>Grade Level</i>												
<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>Un-graded</i>	<i>Un-spec.</i>	<i>Total</i>
0	0	0	0	0	0	1	0	20	20	1	0	42

Table 2-2. Disability category, by communication level for Language 11/12.5

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	15	4	1	20
Autism	1	1	1	3
Multiple Disabilities	2	3	5	10
Other	6	2	0	8
Unspecified	0	1	0	1
	24	11	7	42

Section 3: Communication Level

Item suite Language 11/12.5: Write text to clearly convey complex information, was administered to 42 students. Sixty percent of students (n = 25) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Language 11/12.5

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	42	17	25	25
Number answered correctly	25	8	13	14
Number answered incorrectly	10	2	12	10
Number with no response	7	7	0	1
Number who refused	0	0	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 13 students responded correctly to item B (12 students had a high communication level and one student was classified with a low level of communication).

Table 3-2: Student response for item A1, by communication level for Language 11/12.5

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	21	3	1	25
Incorrect	3	6	1	10
No Response	0	2	5	7
Refused	0	0	0	0
Unspecified	0	0	0	0
	24	11	7	42

Table 3-3: Student response for item A2, by communication level for Language 11/12.5

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	3	4	1	8
Incorrect	0	2	0	2
No Response	0	2	5	7
Refused	0	0	0	0
Not required	21	3	1	25
Unspecified	0	0	0	0
	24	11	7	42

Table 3-4: Student response for item B, by communication level for Language 11/12.5

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>B Response</i>				
Correct	12	0	1	13
Incorrect	9	3	0	12
No Response	0	0	0	0
Refused	0	0	0	0
Not required	3	8	6	17
Unspecified	0	0	0	0
	24	11	7	42

Table 3-5: Student response for item C, by communication level for Language 11/12.5

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	14	0	0	14
Incorrect	7	2	1	10
No Response	0	1	0	1
Refused	0	0	0	0
Not required	3	8	6	17
Unspecified	0	0	0	0
	24	11	7	42

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to forty-two students. Twelve of the thirteen students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Thirteen of the twenty-two students d reported as not having an opportunity to learn answered the item correctly.

Seventeen students were administered Item A2. The two students reported as having an opportunity to learn the skill being assessed answered the item correctly. Six of the fifteen students reported as not having an opportunity to learn answered the item correctly.

Twenty-five students were administered item B. Eight of the twelve students reported as having an opportunity to learn answered the item correctly. Five of the thirteen students reported as not having an opportunity to learn answered the item correctly.

Twenty-five students were administered item C. Nine of the twelve students reported as having an opportunity to learn answered the item correctly. Five of the thirteen students reported as not having an opportunity to learn answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Language 11/12.5

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	13	2	12	12
Item correct	12	2	8	9
Item incorrect	1	0	4	3
No response/refused item	0	0	0	0
<i>Student had OTL: No</i>				
Item answered	28	15	13	13
Item correct	13	6	5	5
Item incorrect	8	2	8	7
No response/refused item	7	7	0	1
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	1			
Item correct	0			
Item incorrect	1			
No response/refused item	0			

Section 5: Teacher Item Feedback: Task Suite: Language 11/12.5

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). The teachers of 25 of the 42 students who took item A1 responded that the item was interesting and engaging for the student and the teachers of 18 of the 25 students who took item B responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 5 of the 17 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Language 11/12.5

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	42	17	25	25
Item was interesting and engaging for this student	25	5	18	20
Student's response to item was clear and observable	39	15	24	22

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities,” (Table 5-2). Teachers of 21 of the 42 students who took item A1 indicated that it was appropriate for the student and teachers of 20 of the 25 students who took item B indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Language 11/12.5

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		42	17	25	25
Item was appropriate for this student with significant disabilities		21	4	20	19
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	2	4	0	0
	- Grades 6-8	6	7	1	1
	- Grades 9-12	31	12	18	17

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for a majority of students with SCD in grades 9-12.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses indicated that the scenario/context in the items was understandable to a majority of the students (Table 5-3). For example, the teachers of 22 of the 42 students who took item A1 indicated that the scenario/context was understandable to the student and for item B the teachers of 15 of the 25 students who took the item reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Language 11/12.5

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		42	25	25
Item scenario/context was:	- Understandable to student	22	15	17
	- Helpful to student	23	16	17
	- Appropriate for student	24	17	19
Item language was:	- Too simple	0	0	0
	- Just right	23	20	19
	- Too hard	19	5	6
Effort required of student was:	- Too simple	1	0	0
	- Just right	28	21	17
	- Too hard	13	4	8
Number of steps made the item:	- Too simple	1	0	0
	- Just right	32	20	20
	- Too hard	8	5	5
Content knowledge required was:	- Too simple	0	0	0
	- Just right	23	20	19
	- Too hard	19	5	6

Teacher responses indicated that the scenario/context in the items was helpful to a majority of students. For example, the teachers of 23 of the 42 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 16 of the 25 students who took item B reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for a majority of students. For example, teachers of 24 of the 42 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 19 of the 25 students who took item C so reported.

Teachers next answered questions relating to the complexity of the item. The teachers of 23 of the 42 students who took item A1 responded that the item language was just right and 19 of the 25 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for a majority of students. For example, the teachers of 28 of the 42 students who took item A1 and 21 of the 25 students who took item B reported that the effort required by the item was just right for the student. Teacher responses indicated that the number of steps in the item made it just right for a majority of students. For example, the teachers of 32 of the 42 students who took item A1 reported that the number of steps made the item just right and the teachers of 20 of the 25 students who took item B so reported. Finally, teachers varied across the items on the content knowledge required. For example, teachers of 23 of the 42 students who took item A1 indicated that it was just right, whereas the teachers of 19 of the 25 students who took item C indicated that the content knowledge required by the item was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for a majority of students. For example the teachers of 31 of the 42 students who took item A1 strongly agreed (5) or agreed (26) with the statement and teachers of 20 of the 25 students who took item B strongly agreed (3) or agreed (17) that the stimulus materials supported the understanding of the item. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example the teachers of 24 of the 25 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for a majority of students. For example the teachers of 37 of the 42 students who took item A1 reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Language 11/12.5

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		42	25	25
Stimulus materials supported student's understanding:	- Strongly agree	5	3	4
	- Agree	26	17	12
	- Disagree	5	2	6
	- Strongly disagree	5	2	2
	- Not applicable	0	0	0
Size of stimulus materials was:	- Just right	39	23	24
	- Not applicable	2	1	0
	- Too small	0	0	0
	- Too large	1	1	1
Amount of detail in stimulus materials was:	- Just right	37	22	19
	- Not applicable	0	0	0
	- Too little	0	1	4
	- Too much	5	2	1
	- Not clear	0	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	0	1	1
	Right amount of direction	39	24	24
	Too much direction	3	0	0

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 24 of the 25 students who took item B indicated that the item directions had just the right amount of direction.

Writing 3.8: Gathering and Sorting Information

Section 1: Background Information on Task

This table describes the basic attributes and general information for Task Writing 3.8: Gathering and Sorting Information (Writing 3.8).

Table 1-1. General item suite information for Writing 3.8

Attribute	General Information
ELA strand	Writing
Task Code	Wrt.3.8
CCSS	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
NCECCSS	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).
Focal KSA(s) (selected FKSA is bolded)	<p>FK1: Ability to makes notes using objects, pictures, and/or written words about critical information from personal experiences</p> <p>FK2: Ability to makes notes using objects, pictures, and/or written words about critical information from a topic being studied</p> <p>FK3: Ability to sort (organize) information on personal experiences into provided categories</p> <p>FK4: Ability to sort (organize) information on a topic being studied (e.g., from print, digital, and/or other sources) into provided categories</p> <p>FK5: Ability to make notes containing critical information from personal experiences using objects, pictures, and/or written words and sort the information into provided categories</p> <p>FK6: Ability to make notes containing critical information on a topic being studied using objects, pictures, and/or written words and sort the information into provided categories</p>
Item A1 directions*	<p>This is a 3 part item. TA may provide student with breaks between parts.</p> <p>TA presents student with two bins or a graphic organizer labeled with words and pictures and places the graphic organizer where the student can see it. TA says, Sort these pictures of animals. The animals that live on land will go here (TA indicates the 'land' column/bin) and the animals that live in water will go here (TA indicates the 'water' column/bin).</p> <p>TA presents student with picture cards one at a time (1. Cat, 2. Fish, 3. Dog). TA lays down the 'cat' card and says, Here is a cat. Does a cat live on land or in water? TA puts 'cat' card in the column/bin the student indicates.</p> <p>TA lays down the 'fish' card and says, Here is a fish. Does a fish live on land or in water? TA puts 'fish' card in the column/bin the student indicates.</p> <p>TA lays down the 'dog' card and says, Here is a dog. Does a dog live on land or in water? TA puts 'dog' card in the column/bin the student indicates.</p>

Item A2 directions*	TA takes away the dog and cat picture cards and places the fish card in the column/bin for water. TA says, [Show me] / [Touch] / [Look at] at the picture of the fish that lives in the water.
Item B directions*	<p>This is a 3 part item. TA may provide student with breaks between parts.</p> <p>Part 1</p> <p>TA says, We are going to have a presentation about penguins. I'll give the presentation in two parts. This part is about what penguins eat. TA gives the first part of the presentation (student can watch presentation as many times as needed). TA then presents student with three picture cards (1. Fish, 2. Polar bear, 3. Seaweed) and says, Here are some picture cards. TA points to and each card and says, There is a fish, a polar bear, and seaweed. Now we're going to have the presentation again. Pick the card that shows what penguins eat in the presentation. TA gives the presentation again.</p> <p>If student does not select card during the presentation, TA says, Which of these cards shows what the penguins eat in the presentation? TA points to each card and says, fish, polar bear, or seaweed. TA provides an appropriate amount of time for student to select card. TA can repeat prompt up to three times if needed.</p> <p>Following student selection or if the student does not respond, TA removes first set of picture cards and then moves to next part of the presentation.</p> <p>Part 2</p> <p>TA says, This part of the presentation is about how penguins move. TA gives the second part of the presentation (students can watch presentation as many times as needed). TA then presents student with three picture cards (1. A flying penguin, 2. A skating penguin, 3. A swimming penguin) and says, Here are some picture cards. TA points to each card and says, There is a penguin flying, there is a penguin skating, and there is a penguin swimming. Now we're going to have this part of the presentation again. Pick the card that shows how the penguins move in the presentation. TA gives the second part of the presentation again.</p> <p>If student does not select card during presentation, TA says, Which of these cards shows how the penguins move in the presentation? TA points to each card and says, Did they fly, skate, or swim? TA provides an appropriate amount of time for student to select card. TA can repeat prompt up to three times if needed.</p> <p>Following student selection or if the student does not respond, TA removes the second set of picture cards and then moves to next section</p> <p>Part 3</p> <p>TA presents student with a graphic organizer and places it where the student can see it. TA presents student with the correct picture cards from Parts 1 and 2 (fish and swim). Cards should be arranged in a vertical column. Cards should <u>not</u> be placed side by side.</p> <p>TA says, In the presentation, the penguins ate the fish and swam in the ocean. Put the card that shows what the penguins ate in this column (TA indicates 'Eat' column</p>

	in the graphic organizer). Put the card that shows how the penguins moved in this column (TA indicates 'Move' column in the graphic organizer).
Item C directions*	<p>This is a multi step item. TA may provide student with breaks between steps.</p> <p>TA says, We are going to watch a presentation about brown bears and take notes about the bears in the presentation. Look for where they live and what they eat. TA presents student with a graphic organizer and places the graphic organizer where the student can see it. TA says, Here is a table for taking notes. Put the notes about what bears eat in this column (TA points to 'Eat' column) and the notes about where they live in this column (TA points to 'live' column).</p> <p>TA gives first part of the presentation and says, What did you learn about where brown bears live and what they eat from the presentation? Student may watch the presentation several times. TA says, In this column (TA indicates 'Eat' column), make notes about what the bears ate and in this column (TA indicates 'Move' column), make notes about where brown bears live.</p> <p>[Alternate instruction]s: In this column (TA indicates 'Eat' column), tell me what to write about what the bears ate and in this column (TA indicates 'Move' column), tell me what to write about where bears live.]</p> <p>TA gives second part of the presentation and says, What did you learn about what brown bears eat or where they live from the presentation? Student may watch the presentation several times. TA points to the graphic organizer and says, In this column (TA indicates 'Eat' column), make notes about what the bears eat and in this column (TA indicates 'Move' column), make notes about where brown bears live.</p> <p>[Alternate instructions: In this column (TA indicates 'Eat' column), tell me what to write about what the bears eat and in this column (TA indicates 'Move' column), tell me what to write about where brown bears live.]</p> <p>Note: Student response (written by student vs. recorded by TA) based on student supports listed in IEP.</p>

* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Thirty-one students were administered the items in Writing 3.8. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The vast majority of these students were in 3rd grade (30). Almost half of the item respondents were students with intellectual disabilities (14). Students with multiple disabilities comprised more than one-third of the item respondents (11). Five of the student respondents were identified with autism and one was reported to have an "other" disability. Close to forty percent of the students administered the items in Writing 3.8 were reported to have a high level of communication (12) and an equal number were reported to have a low level of communication (12). Ten students with intellectual disabilities comprised the majority of the students with a high level of communication; seven students with multiple disabilities comprised the majority of the students with a low level of communication. Seven students were reported to have a medium level of communication.

Table 2-1. Grade level of students administered Writing 3.8

<i>Grade Level</i>										<i>Un- graded</i>	<i>Un- spec.</i>	<i>Total</i>
3	4	5	6	7	8	9	10	11	12			
30	1	0	0	0	0	0	0	0	0	0	0	31

Table 2-2. Disability category, by communication level for Writing 3.8

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	10	2	2	14
Autism	1	1	3	5
Multiple Disabilities	0	4	7	11
Other	1	0	0	1
Unspecified	0	0	0	0
	12	7	12	31

Section 3: Communication Level

Item suite *Writing 3.8*: Gathering and sorting information, was administered to 31 students. Forty-eight percent of the students (n = 15) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Writing 3.8

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	31	16	15	15
Number answered correctly	15	6	13	11
Number answered incorrectly	10	3	2	4
Number with no response	4	5	0	0
Number who refused	2	2	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the 15 students who proceeded to more complex items, 13 students responded correctly to item B (11 students had a high communication level and 2 students were classified at the medium level of communication).

Table 3-2: Student response for item A1, by communication level for Writing 3.8

	Communication level			
	High	Medium	Low	Total
A1 Response				
Correct	12	3	0	15
Incorrect	0	3	7	10
No Response	0	1	3	4
Refused	0	0	2	2
Unspecified	0	0	0	0
	12	7	12	31

Table 3-3: Student response for item A2, by communication level for Writing 3.8

	Communication level			Total
	High	Medium	Low	
<hr/>				
A2 Response				
Correct	0	3	3	6
Incorrect	0	0	3	3
No Response	0	1	4	5
Refused	0	0	2	2
Not required	12	3	0	15
Unspecified	0	0	0	0
	12	7	12	31

Table 3-4: Student response for item B, by communication level for Writing 3.8

	Communication level			
	High	Medium	Low	Total
<i>B Response</i>				
Correct	11	2	0	13
Incorrect	1	1	0	2
No Response	0	0	0	0
Refused	0	0	0	0
Not required	0	4	12	16
Unspecified	0	0	0	0
	12	7	12	31

Table 3-5: Student response for item C, by communication level for Writing 3.8

	<i>Communication level</i>			<i>Total</i>
	<i>High</i>	<i>Medium</i>	<i>Low</i>	
<i>C Response</i>				
Correct	10	1	0	11
Incorrect	2	2	0	4
No Response	0	0	0	0
Refused	0	0	0	0
Not required	0	4	12	16
Unspecified	0	0	0	0
	12	7	12	31

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty-one students. Six of the nine students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Eighteen students reported as not having an opportunity to learn. Of those, six answered the item correctly.

Sixteen students were administered Item A2. Three students were reported as having an opportunity to learn. Of those, one answered the item correctly. Eleven students were reported as not having an opportunity to learn. Of those, four answered the item correctly.

Fifteen students were administered Item B. All nine students reported as having an opportunity to learn answered the item correctly. Both students reported as not having an opportunity to learn answered the item correctly.

Fifteen students were administered item C. All seven students reported as having an opportunity to learn answered the item correctly. Three of the four students reported as not having an opportunity to learn. Of those, five answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Writing 3.8

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	9	3	9	7
Item correct	6	1	9	7
Item incorrect	1	0	0	0
No response/refused item	2	2	0	0
<i>Student had OTL: No</i>				
Item answered	18	11	2	4
Item correct	6	4	2	3
Item incorrect	9	3	0	1
No response/refused item	3	4	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	4	2	4	4
Item correct	3	1	2	1
Item incorrect	0	0	2	3
No response/refused item	1	1	0	0

Section 5: Teacher Item Feedback: Task Suite: Writing 3.8

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Across the four items teachers of a majority of students responded that the item was interesting and engaging for the student. For example, the teachers of 22 of the 31 students who took item A1 and the teachers of 13 of the 15 students who took item C responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 8 of the 16 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Writing 3.8

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	31	16	15	15
Item was interesting and engaging for this student	22	8	13	13
Student's response to item was clear and observable	27	13	13	11

For each of the four items in the task suite teachers indicated that the response of most students' to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Across the four items teachers of a majority of students responded that the item appropriate for the student (Table 5-2).

Table 5-2: General feedback: Item appropriateness for Writing 3.8

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		31	16	15	15
Item was appropriate for this student with significant disabilities		20	8	13	11
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	25	12	10	12
	- Grades 6-8	7	2	3	6
	- Grades 9-12	5	1	3	4

For example, the teachers of 20 of the 31 students who took item A1 responded that it was appropriate and 8 of the 16 students who took item A2 so responded. Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teachers indicated that each item was appropriate for most students with SCD in grades 3-5.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses varied on whether the scenario/context in the items was understandable to the student (Table 5-3). For example, the teachers of 16 of the 31 students who took item A1 indicated that the scenario/context was understandable to the student and for item C the teachers of 12 of the 15 students reported that the item scenario/ context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Writing 3.8

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		31	15	15
Item scenario/context was:	- Understandable to student	16	12	12
	- Helpful to student	15	10	10
	- Appropriate for student	20	13	12
Item language was:	- Too simple	1	0	0
	- Just right	19	12	12
	- Too hard	10	1	2
Effort required of student was:	- Too simple	1	1	1
	- Just right	21	11	8
	- Too hard	8	1	5
Number of steps made the item:	- Too simple	1	0	0
	- Just right	21	10	11
	- Too hard	7	2	2
Content knowledge required was:	- Too simple	1	0	0
	- Just right	20	12	12
	- Too hard	9	1	2

Teacher responses varied on whether the scenario/context in the item was helpful to students. For example, the teachers of 15 of the 31 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 10 of the 15 students who took item C reported that the scenario/context was helpful to the student. Teacher responses varied on the scenario/context appropriateness of the item for the students. For example, teachers of 20 of the 31 students who took item A1 reported that the item scenario/context was appropriate for the student compared to teachers of 12 of the 15 students who took item C so reporting.

Teachers next answered questions relating to the complexity of the item. Teacher responses varied on whether item language was just right for students. For example, the teachers of 19 of the 31 students who took item A1 responded that the item language was just right and the teachers of 12 of the 15 students who took item C reported that the item language was just right. Teacher responses varied on the level effort required of the student by the item. For example, the teachers of 21 of the 31 students who took item A1 and 11 of the 15 students who took item B reported that the effort required by the item was just right for the student. Teacher responses concerning the number of steps in the item indicated that for the majority of students the number was just right. For example, the teachers of 21 of the 31 students who took item A1 reported that the number of steps made the item just right and the teachers of 11 of the 15 students who took item C so reported. Finally, teacher feedback indicated that the content knowledge required was just right for a majority of students. For example the teachers of 20 of the 31 students who took item A1 indicated that it the content knowledge required was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Across each item the teachers of a majority of students strongly agreed or agreed that the item’s stimulus materials supported the student’s understanding of the item. For example the teachers of 13 of the 15 students who took item B strongly agreed (1) or agreed (12) with the statement. However, the teachers of 8 students who took item A1 disagreed (6) or strongly disagreed (2) with the statement that the stimulus materials supported the student’s understanding of the item. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 13 of the 15 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for the majority students. For example the teachers of 26 of the 31 students who took item A1 and the teachers of 12 of the 15 students who took item B reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Writing 3.8

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		31	15	15
Stimulus materials supported student's understanding:	- Strongly agree	4	1	1
	- Agree	18	12	11
	- Disagree	6	1	2
	- Strongly disagree	2	0	0
	- Not applicable	1	0	0
Size of stimulus materials was:	- Just right	24	13	12
	- Not applicable	1	0	0
	- Too small	5	1	1
	- Too large	0	0	0
Amount of detail in stimulus materials was:	- Just right	26	12	11
	- Not applicable	1	0	0
	- Too little	0	1	1
	- Too much	4	0	1
	- Not clear	0	0	1
Directions provided to teacher for administering item and using materials had:	- Not enough direction	3	2	3
	Right amount of direction	24	11	10
	Too much direction	3	1	1

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” A majority of teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 24 of the 31 students who took item A1 and 10 of the 15 students who took item C indicated that the item directions had just the right amount of direction.

Writing 5.1: Write Opinion Pieces

Section 1: Background Information on Task

This table describes the basic attributes and general information for Task Writing 5.1, Write Opinion Pieces (Wrt.5.1).

Table 1-1. General item suite information for Writing 5.1

Attribute	General Information
ELA strand	Write Opinion Pieces
Task Code	Wrt.5.1
CCSS	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
NCECCSS	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. State a topic or book to write about and state an opinion about it. b. Provide reasons that support the opinion using 2-3 word combinations. c. Provide facts or details to support opinion using 2-3 word combinations.
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to generate an opinion about a given topic FK2: Ability to generate an opinion about a given topic and provide reasons, facts, or details that support the opinion FK3: Ability to generate an opinion, provide support for the opinion with reasons, facts, and/or details, and include a concluding statement
Item A1 directions*	Teacher/administrator (TA) presents student with three note cards (1. Opinion, 2. Reasons, 3. Conclusion) placed vertically in front of student. TA says, When you are writing text to state an opinion there are three parts: the opinion, the reasons that support your opinion, and a conclusion. [TA points to each card and reads it aloud]. TA says, Each note card has a part of an opinion piece written on it. Now I am going to read the meaning of one of these words. Listen to the meaning of one of the words. TA presents Item A Stimulus Materials 4 (note card with the definition of 'opinion' and says A personal belief or idea about a topic. [Show me] / [Touch] / [Look at] the note card with the word that matches the meaning A personal belief or idea about a topic.
Item A2 directions*	If student does not answer, TA removes all but 'Opinion' note card and says, [Show me] / [Touch] / [Look at] the word that matches the definition.
Item B directions*	This is a multi-step item. TA may provide student with breaks between steps. If a

	<p>break is provided, TA should reread passage to student before asking next question.</p> <p>TA presents student with a graphic organizer and picture cards of pets and says, Which pet do you like best? A dog, a cat, a bird, a horse, a rabbit, a fish, a hamster, a mouse, a snake, or a lizard? TA points to each picture card as it is read aloud. After student selects a pet, student or TA puts the selected pet into graphic organizer [box next to 'The pet I like best is:'] and removes other pet picture cards. TA places the graphic organizer where the student can see it.</p> <p>TA says, Why do you like the [selected pet]? TA indicates answer options on graphic organizer and reads them aloud: Do you like them because of how they feel, how they look, how they sound, or what you can do with them? TA /student indicate the student's selection by checking the box on the graphic organizer.</p> <p>TA presents answer options for the selected for that animal and says one of the following, based on the reason selected by student (i.e., if student selects 'how they feel' TA reads options for how they feel):</p> <ul style="list-style-type: none"> -How do you think (selected pets) feel? (Read options to student) -How do you think (selected pets) look? (Read options to student) -How do you think (selected pets) sound? (Read pet specific options to student) -What do you think you can do with (selected pets)? (Read pet specific options to student) <p>TA /student writes or glues the student's choice into the graphic organizer [in box under choices].</p> <p>TA says, What is another reason why you like [selected pet]? TA re-reads options minus the one already selected. TA /student indicate the student's selection by checking the box on the graphic organizer.</p> <p>TA presents and reads the answer options for the second selection and says one of the following, based on the reason selected by student:</p> <ul style="list-style-type: none"> -How do you think (selected pets) feel? (Read options to student) -How do you think (selected pets) look? (Read options to student) -How do you think (selected pets) sound? (Read pet specific options to student) -What do you think you can do with (selected pets)? (Read pet specific options to student). <p>TA/student writes or glues the student's choice into the graphic organizer [in first box under second set of choices].</p> <p>TA says, Now I'm going to read the paragraph to you and reads the paragraph aloud. Which sentence best finishes the paragraph? TA presents answer options to student and reads them aloud.</p> <ul style="list-style-type: none"> - [selected pet]s can be many different sizes. - [selected pet]s are the best! - [selected pet]s are inexpensive. <p>TA /student writes or glues sentence into the last box on the graphic organizer.</p>
Item C directions*	<p>This is a multi-step item. TA may provide student with breaks between steps. If a break is provided, TA should reread passage to student before asking next question.</p> <p>TA presents an incomplete paragraph to student and says, We are going to finish this paragraph. It's about your favorite place to go. First, finish the opening statement: 'My favorite place to go is _____. Throughout item, student or TA fills in blanks with student responses.</p> <p>TA says, Next we need some reasons why you like to go there. Finish this sentence:</p>

	<p>'I like to go there because _____.' Now finish this sentence: 'Another reason I like to go there is _____.'</p> <p>TA says, Now we need an ending. Finish the concluding statement. Remember, the concluding statement should summarize your paragraph. 'In summary, going to [student selected place] is _____.'</p>
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* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Thirty students were administered the items in Writing 5.1. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The majority of these students were in 5th grade (22). More than forty percent of the item respondents were students with intellectual disabilities (13). Students reported to have autism comprised almost one third of the item respondents (9). Seven of the student respondents were identified with multiple disabilities and one student was report to have an “other” disability. More than half of the students administered the items in Writing 5.1 were reported to have a high level of communication (17); eight students with intellectual disabilities comprised almost half of this group. Six students were reported to have a medium level of communication and seven were reported to have a low level of communication.

Table 2-1. Grade level of students administered Writing 5.1

<i>Grade Level</i>											
3	4	5	6	7	8	9	10	11	12	<i>Un-graded</i>	<i>Un-spec.</i>
0	0	22	8	0	0	0	0	0	0	0	0
											<i>Total</i>
											30

Table 2-2. Disability category, by communication level for Writing 5.1

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	8	4	1	13
Autism	5	2	2	9
Multiple Disabilities	3	0	4	7
Other	1	0	0	1
Unspecified	0	0	0	0
	17	6	7	30

Section 3: Communication Level

Item suite Writing 5.1: Write opinion pieces, was administered to 30 students. Thirty percent of students ($n = 9$) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Writing 5.1

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	30	21	9	9
Number answered correctly	9	13	8	6
Number answered incorrectly	16	3	0	2
Number with no response	5	5	1	1
Number who refused	0	0	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 8 students responded correctly to item B (6 students had a high communication level, 1 student had a medium level, and 1 was classified at the low level of communication.

Table 3-2: Student response for item A1, by communication level for Writing 5.1

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>A1 Response</i>				
Correct	6	1	2	9
Incorrect	8	5	3	16
No Response	3	0	2	5
Refused	0	0	0	0
Unspecified	0	0	0	0
	17	6	7	30

Table 3-3: Student response for item A2, by communication level for Writing 5.1

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	8	4	1	13
Incorrect	2	0	1	3
No Response	1	1	3	5
Refused	0	0	0	0
Not required	6	1	2	9
Unspecified	0	0	0	0
	17	6	7	30

Table 3-4: Student response for item B, by communication level for Writing 5.1

	Communication level			
	High	Medium	Low	Total
<i>B Response</i>				
Correct	6	1	1	8
Incorrect	0	0	0	0
No Response	0	0	1	1
Refused	0	0	0	0
Not required	11	5	5	21
Unspecified	0	0	0	0
	17	6	7	30

Table 3-5: Student response for item C, by communication level for Writing 5.1

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	5	0	1	6
Incorrect	1	1	0	2
No Response	0	0	1	1
Refused	0	0	0	0
Not required	11	5	5	21
Unspecified	0	0	0	0
	17	6	7	30

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty students. Six of the eight students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Twenty-one students reported as not having an opportunity to learn. Of those, three answered the item correctly.

Twenty-one students were administered Item A2. The one student reported as having an opportunity to learn answered the item incorrectly. Twelve of the eighteen students reported as not having an opportunity to learn answered the item correctly.

Nine students were administered Item B. Seven of the eight students reported as having an opportunity to learn answered the item correctly. The one student reported as not having an opportunity to learn answered the item correctly.

Nine students were administered item C. Five of the seven students reported as having an opportunity to learn answered the item correctly. One of the two students reported as not having an opportunity to learn answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Writing 5.1

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	8	1	8	7
Item correct	6	0	7	5
Item incorrect	2	1	0	1
No response/refused item	0	0	1	1
<i>Student had OTL: No</i>				
Item answered	21	18	1	2
Item correct	3	12	1	1
Item incorrect	13	2	0	1
No response/refused item	5	4	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	1	2		
Item correct	0	1		
Item incorrect	1	0		
No response/refused item	0	1		

Section 5: Teacher Item Feedback: Task Suite: Writing 5.1

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Teacher responses varied. For example, the teachers of 13 of the 30 students who took item A1 responded that the item was interesting and engaging for the student whereas the teachers of 8 of the 9 students who took item B and item C responded that the items were interesting and engaging for the student. Regarding item A2, the teachers of 6 of the 21 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Writing 5.1

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	30	21	9	9
Item was interesting and engaging for this student	13	6	8	8
Student's response to item was clear and observable	27	19	9	9

For each of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses varied across the four items (Table 5-2). For example, teachers of 12 of the 30 students who took item A1 indicated that it was appropriate for the student and teachers of 7 of the 9 students who took item C indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Writing 5.1

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		30	21	9	9
Item was appropriate for this student with significant disabilities		12	7	6	7
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	13	8	8	7
	- Grades 6-8	12	8	5	6
	- Grades 9-12	11	5	2	2

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses varied across items. For example teachers of 13 of the 30 students who took item A1 indicated it was appropriate for most students in grades 3-5, whereas teachers of 8 of the 9 students who took item B so reported.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/or context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses varied on whether the scenario/context in the items was understandable to the student (Table 5-3). For example, the teachers of 9 of the 30 students who took item A1 indicated that the scenario/context was understandable to the student and for item C the teachers of 6 of the 9 students reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Writing 5.1

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		30	9	9
Item scenario/context was:	- Understandable to student	9	9	6
	- Helpful to student	8	9	8
	- Appropriate for student	10	8	8
Item language was:	- Too simple	0	0	0
	- Just right	9	8	9
	- Too hard	21	1	0
Effort required of student was:	- Too simple	0	0	0
	- Just right	27	8	7
	- Too hard	3	1	2
Number of steps made the item:	- Too simple	0	0	0
	- Just right	25	7	9
	- Too hard	5	2	0
Content knowledge required was:	- Too simple	0	0	0
	- Just right	9	9	7
	- Too hard	21	0	2

Teacher responses varied on whether the scenario/context in the item was helpful to students. For example, the teachers of 8 of the 30 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of all the students who took item B reported that the scenario/context was helpful to the student. Teacher responses varied on the scenario/context appropriateness of the item for the students. For example, teachers of 10 of the 30 students who took item A1 reported that the item scenario/context was appropriate for the student compared to teachers of 8 of the 9 students who took item C so reporting.

Teachers next answered questions relating to the complexity of the item. Teacher responses varied on whether item language was just right for students. For example, the teachers of 9 of the 30 students who took item A1 responded that the item language was just right and the teachers of all 9 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for most students. For example, the teachers of 27 of the 30 students who took item A1 and 8 of the 9 students who took item B reported that the effort required by the item was just right for the student. Teacher responses concerning the number of steps in the item indicated that for the majority of students the number was just right. For example, the teachers of 25 of the 30 students who took item A1 reported that the number of steps made the item just right and the teachers of all students who took item C so reported. Finally, teacher responses varied across items for content knowledge required. For example the teachers of 9 of the 30 students who took item A1 reported that the content knowledge was just right whereas the teachers of all the students who took item B reported that the content knowledge was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses varied that the stimulus materials supported the student’s understanding of the item. For example the teachers of 10 of the 31 students who took item A1 strongly agreed (2) and agreed (8) that the stimulus materials supported student’s understanding of the item and 8 of the 9 students who took item B strongly agreed (3) or agreed (5) with the statement. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 7 of the 9 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for the majority students. For example the teachers of 16 of the 30 students who took item A1 and the teachers of 6 of the 9 students who took item B reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Writing 5.1

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		30	9	9
Stimulus materials supported student's understanding:	- Strongly agree	2	3	5
	- Agree	8	5	2
	- Disagree	13	0	2
	- Strongly disagree	3	1	0
	- Not applicable	4	0	0
Size of stimulus materials was:	- Just right	26	7	7
	- Not applicable	2	1	1
	- Too small	1	0	0
	- Too large	1	1	1
Amount of detail in stimulus materials was:	- Just right	16	6	6
	- Not applicable	3	1	1
	- Too little	3	0	0
	- Too much	6	2	2
	- Not clear	2	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	0	0	0
	Right amount of direction	29	9	9
	Too much direction	1	0	0

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 29 of the 30 students who took item A1 and the teachers of all the students who took items B and C indicated that the item directions had just the right amount of direction.

Writing 5.2: Write Text to Convey Information

Section 1: Background Information on Task

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

Table 1-1. General item suite information for Writing 5.2

Attribute	General Information
ELA strand	Writing
Task Code	Wrt 5.2
CCSS	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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.
NCECCSS	<p>Write to convey information and ideas clearly.</p> <ul style="list-style-type: none"> 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.
Focal KSA(s) (selected FKSA is bolded)	<p>FK1: Ability to generate text that provides an introductory statement for an informative/explanatory text</p> <p>FK2: Ability to select an illustration or visual/tactile support related to a topic for an informative/explanatory text when useful to aiding comprehension</p> <p>FK3: Ability to generate text that provides facts or details related to a topic for an informative/explanatory text</p> <p>FK4: Ability to use domain specific vocabulary related to a topic for an informative/explanatory text</p> <p>FK5: Ability to generate text that provides a concluding statement</p> <p>FK6: Ability to generate informative/explanatory text to convey ideas and information clearly using domain specific vocabulary, illustrations or visual/tactile supports, and providing a topic sentence, supporting details, and a conclusion</p>
Item A1 directions*	<p>Teacher/administrator (TA) presents a diagram with introduction, supporting facts, and conclusion to student and says, Stories that give you information have several parts. Look at this diagram. There is an introduction [points to the box for</p>

	introduction], there are supporting facts [points to the three boxes for supporting facts], and there is a conclusion [points to the box for conclusion]. TA repeats description of diagram and then places it to the side where the student can see it. TA presents a second diagram and says, Here is another diagram . TA points to the boxes and says Introduction, Supporting facts. There is an empty box . TA presents student with two note cards, points to each card 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.
Item A2 directions*	If student answers A1 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.
Item B directions*	TA presents passage to student and says, Here is a story. Follow along as I read it aloud. TA reads the following aloud: Paul has a dog. Paul walks his dog. Paul feeds his dog. Paul brushes his dog. TA places the passage where the student can see it and and says, Pick a good concluding statement for this story. Remember a good concluding statement sums up the story in one sentence. TA presents student with three note cards (1. Paul cares for his dog, 2. Paul likes to walk his dog, 3. Paul plays video games), points to and reads each card aloud.
Item C directions*	TA presents passage to student and says, Here is a story. Follow along as I read it aloud. TA reads the passage 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. TA says, Pick a good concluding statement for this story. Remember a good concluding statement sums up the story in one sentence. TA presents student with three note cards (1. Amy liked the train ride, 2. Amy traveled a long time, 3. Amy's aunt lives in a big house), points to and reads the each card aloud.

* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Thirty students were administered the items in Writing 5.2. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The large majority of these students were in 5th grade (27). More than forty percent of the item respondents were students with intellectual disabilities (13). Students with autism comprised one-third of the item respondents (10). Four of the student respondents were reported to have multiple disabilities, two students had “other” disabilities, and one student had an unspecified disability. Half of the students administered the items in Writing 5.2 were reported to have a high level of communication (15). Seven students with intellectual disabilities and five students with autism

together comprised eighty percent of this group. Seven students were reported to have a medium level of communication and eight were reported to have a low level of communication.

Table 2-1. Grade level of students administered Writing 5.2

<i>Grade Level</i>										<i>Un- graded</i>	<i>Un- spec.</i>	<i>Total</i>
3	4	5	6	7	8	9	10	11	12			
0	0	27	0	3	0	0	0	0	0	0	0	30

Table 2-2. Disability category, by communication level for Writing 5.2

	Communication level			Total
	High	Medium	Low	
Primary Disability				
Intellectual Disability	7	4	2	13
Autism	5	2	3	10
Multiple Disabilities	0	1	3	4
Other	2	0	0	2
Unspecified	1	0	0	1
	15	7	8	30

Section 3: Communication Level

Item suite Writing 5.2: Write text to convey information, was administered to 30 students. Fifty percent of the students (n = 15) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Writing 5.2

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	30	14	15	15
Number answered correctly	15	10	11	7
Number answered incorrectly	9	2	4	8
Number with no response	5	2	0	0
Number who refused	1	0	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and

C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response “not required.”

Of the students who proceeded to more complex items, 11 students responded correctly to item B (9 students had a high communication level and 2 students had a medium level of communication. None were classified with a low level.

Table 3-2: Student response for item A1, by communication level for Writing 5.2

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>A1 Response</i>				
Correct	12	2	1	15
Incorrect	3	4	2	9
No Response	0	1	4	5
Refused	0	0	1	1
Unspecified	0	0	0	0
	15	7	8	30

Table 3-3: Student response for item A2, by communication level for Writing 5.2

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	3	4	3	10
Incorrect	0	0	2	2
No Response	0	1	1	2
Refused	0	0	0	0
Not required	12	2	1	15
Unspecified	0	0	1	1
	15	7	8	30

Table 3-4: Student response for item B, by communication level for Writing 5.2

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>B Response</i>				
Correct	9	2	0	11
Incorrect	3	0	1	4
No Response	0	0	0	0
Refused	0	0	0	0
Not required	3	5	7	15
Unspecified	0	0	0	0
	15	7	8	30

Table 3-5: Student response for item C, by communication level for Writing 5.2

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	6	0	1	7
Incorrect	6	2	0	8
No Response	0	0	0	0
Refused	0	0	0	0
Not required	3	5	7	15
Unspecified	0	0	0	0
	15	7	8	30

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty students. All nine students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Twenty students were reported as not having an opportunity to learn. Of those, five answered the item correctly.

Fourteen students were administered Item A2. None of the students were reported as having an opportunity to learn item incorrectly. Ten of the thirteen students reported as not having an opportunity to learn answered the item correctly.

Fifteen students were administered Item B. Nine of the eleven students reported as having an opportunity to learn answered the item correctly. Three students were reported as not having an opportunity to learn. Of those, one answered the item correctly.

Fifteen students were administered item C. Six of the ten students reported as having an opportunity to learn answered the item correctly. None of the four students reported as not having an opportunity to learn answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Writing 5.2

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	9		11	10
Item correct	9		9	6
Item incorrect	0		2	4
No response/refused item	0		0	0
<i>Student had OTL: No</i>				
Item answered	20	13	3	4
Item correct	5	10	1	0
Item incorrect	9	2	2	4
No response/refused item	6	1	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	1	1	1	1
Item correct	1	0	1	1
Item incorrect	0	0	0	0
No response/refused item	0	1	0	0

Section 5: Teacher Item Feedback: Task Suite: Writing 5.2

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Teacher responses varied. For example, the teachers of 18 of the 30 students who took item A1 responded that the item was interesting and engaging for the student whereas the teachers of 14 of the 15 students who took item B responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 6 of the 14 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Writing 5.2

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	30	14	15	15
Item was interesting and engaging for this student	18	6	14	12
Student's response to item was clear and observable	28	14	15	15

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Teacher responses varied across the four items (Table 5-2). For example, teachers of 15 of the 30 students who took item A1 indicated that it was appropriate for the student and teachers of 10 of the 15 students who took item C indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Writing 5.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		30	14	15	15
Item was appropriate for this student with significant disabilities		15	5	11	10
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	20	8	8	10
	- Grades 6-8	9	4	9	9
	- Grades 9-12	3	1	3	3

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for a majority of students with SCD in grades 3-5.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses varied on whether the scenario/context in the items was understandable to the student (Table 5-3). For example, the teachers of 16 of the 30 students who took item A1 indicated that the scenario/context was understandable to the student and for item C the teachers of 13 of the 15 students reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Writing 5.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		30	15	15
Item scenario/context was:	- Understandable to student	16	14	13
	- Helpful to student	18	14	12
	- Appropriate for student	16	13	12
Item language was:	- Too simple	0	0	1
	- Just right	16	13	11
	- Too hard	14	2	3
Effort required of student was:	- Too simple	0	0	1
	- Just right	23	13	13
	- Too hard	7	2	1
Number of steps made the item:	- Too simple	0	0	1
	- Just right	21	14	12
	- Too hard	9	1	2
Content knowledge required was:	- Too simple	0	0	1
	- Just right	15	12	11
	- Too hard	15	3	3

Teacher responses varied on whether the scenario/context in the item was helpful to students. For example, the teachers of 18 of the 30 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 14 of the 15 students who took item B reported that the scenario/context was helpful to the student. Teacher responses varied on the scenario/context appropriateness of the item for the students. For example, teachers of 16 of the 30 students who took item A1 reported that the item scenario/context was appropriate for the student compared to teachers of 13 of the 15 students who took item B so reporting.

Teachers next answered questions relating to the complexity of the item. Teacher responses varied on whether item language was just right for students. For example, the teachers of 16 of the 30 students who took item A1 responded that the item language was just right and the teachers 11 of the 15 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for most students. For example, the teachers of 23 of the 30 students who took item A1 and 13 of the 15 students who took item B reported that the effort required by the item was just right for the student. Teacher responses concerning the number of steps in the item indicated that for the majority of students the number was just right. For example, the teachers of 21 of the 30 students who took item A1 reported that the number of steps made the item just right and the teachers of 12 of the 15 students who took item C so reported. Finally, teacher feedback indicated that the content knowledge required by the items was appropriate for a majority of students. For example the teachers of 15 of the 30 students who took item A1 reported that the content knowledge

required was just right and the teachers of 11 of the 15 students who took item C reported that the content knowledge was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses varied that the stimulus materials supported the student’s understanding of the item. For example the teachers of 16 of the 30 students who took item A1 strongly agreed (4) or agreed(12) that the stimulus materials supported the student’s understanding of the item and the teachers of 13 of the 15 students who took item B strongly agreed (2) or agreed (11) with the statement. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 12 of the 15 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for the majority students. For example the teachers of 20 of the 30 students who took item A1 and the teachers of 14 of the 15 students who took item B reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Writing 5.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		30	15	15
Stimulus materials supported student's understanding:	- Strongly agree	4	2	2
	- Agree	12	11	9
	- Disagree	7	1	3
	- Strongly disagree	4	0	0
	- Not applicable	3	0	0
Size of stimulus materials was:	- Just right	26	14	12
	- Not applicable	3	0	1
	- Too small	0	0	0
	- Too large	1	1	2
Amount of detail in stimulus materials was:	- Just right	20	14	11
	- Not applicable	2	0	0
	- Too little	0	0	0
	- Too much	5	1	3
	- Not clear	3	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	1	0	0
	Right amount of direction	27	15	15
	Too much direction	2	0	0

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 27 of the 30 students who took item A1 and the teachers of all the students who took items B and C indicated that the item directions had just the right amount of direction.

Writing 11/12.2: Write Text to Clearly Convey Complex Information

Section 1: Background Information on Task

This table describes the basic attributes and general information for Task Writing 5.2: Write Text to Convey Information (Wrt 11/12.2).

Table 1-1. General item suite information for Writing 11/12.2

Attribute	General Information
ELA strand	Writing
Task Code	Wrt 11/12.2
CCSS	<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> <p>a. 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.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. 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).</p>
NCECCSS	<p>Write informative or explanatory texts that convey ideas, concepts and information.</p> <p>a. Write* the topic.</p> <p>b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with three or more facts or relevant details emphasizing those that are most important when appropriate.</p> <p>d. Use domain specific vocabulary.</p> <p>e. Provide a closing or concluding statement.</p>
Focal KSA(s) (selected FKSA is bolded)	<p>FK1: Ability to generate one or more sentences to clearly introduce the topic [and preview the information to come] in an informative/explanatory text</p> <p>FK2: Ability to use graphics (e.g., photos, drawing, figures, charts, tables) and/or multimedia to aid comprehension when writing informative/explanatory texts</p>

	<p>FK3: Ability to generate two or more facts or details to develop a topic when writing informative/explanatory texts</p> <p>FK4: Ability to link ideas using words and phrases (e.g., because) when writing informative/explanatory texts</p> <p>FK5: Ability to use domain-specific vocabulary when writing informative/explanatory texts</p> <p>FK6: Ability to generate a concluding statement that supports and summarizes the information presented in an informative/explanatory text</p> <p>FK7: For use in test administration that can be extended over several testing sessions: Ability to generate logically organized informative/explanatory text* to convey ideas, concepts, and information clearly by introducing the topic, using graphics and/or multimedia to aid comprehension, using two or more facts and details to develop the topic, using domain-specific vocabulary, and providing a concluding statement that summarizes the information presented</p>
Item A1 directions*	<p>Teacher/administrator (TA) presents a graphic organizer and says, An informational paragraph follows a certain order. First is the topic sentence. TA places a note card with the words 'topic sentence' in space 1 on the graphic organizer.</p> <p>TA says, Second, are supporting facts and details and places a note card with the words 'supporting facts and details' in space 2. TA says, Third is the concluding sentence and places a note card with the words 'concluding sentence' in space 3.</p> <p>Part 1:</p> <p>TA rearranges note cards into a HORIZONTAL ROW with concluding sentence first, topic sentence second and supporting facts and details third and says, Which comes first when you write a paragraph, the concluding sentence, the topic sentence, or the supporting facts and details? TA points to each card as it is read aloud.</p> <p><i>If student selects an incorrect response, TA corrects student. If student does not respond, TA skips Part 2 and Part 3 and goes to A2. Following student selection, TA places the topic sentence note card in space 1 on the graphic organizer.</i></p> <p>Part 2:</p> <p>TA says, Which comes next, the concluding sentence or the supporting facts and details? and points to each card as it is read aloud.</p> <p><i>If student selects incorrect response, TA corrects student. If student does not respond, TA skips Part 3 and goes to 3b.</i></p> <p>Following student's selection, <i>TA places the 'supporting facts and details' note card in space 2 on the graphic organizer.</i></p> <p>Part 3:</p> <p>TA says, Which comes last? Following the student's selection, TA places the concluding sentence note card in space 3 on the graphic organizer.</p>
Item A2 directions*	<p>If student does not respond TA places note cards in the correct order on the graphic organizer and rereads the parts of a passage pointing at each note card in the graphic organizer as it is read aloud, Topic sentence, supporting facts and details, concluding sentence. TA says, Look at/touch the pattern for the parts of an informational paragraph.</p>
Item B	<p>This is a multi-step item. TA can provide breaks as needed. TA should review the item</p>

directions*	<p>with the student following a break.</p> <p>TA presents student with a printed passage (Things to see in Washington, D. C.) and says, You are going to use THIS information to write a paragraph about things you can do and see on a visit to Washington DC. Let's read it together."</p> <p>TA and student read the information about Washington DC. TA leaves passage in front of the student during the assessment of this item.</p> <p>NOTE: If student does not respond to any prompt after the TA has repeated the sentence and the verbal prompt in the instructions, the TA should indicate NR (No response) on the graphic organizer (GO) and insert an answer choice as directed in the item instructions. The TA should then continue with the item administration as described in the instruction materials until the item administration is complete.</p> <p>PART 1</p> <p>TA presents student with a graphic organizer and says, Use this graphic organizer to complete your paragraph about things to do and see in Washington DC. [TA leaves the graphic organizer in front of the student during the administration of this item.]</p> <p>TA says, The topic sentence is already written for you (TA points to topic sentence on graphic organizer). Remember, the topic sentence tells what the paragraph is about. The topic sentence for your paragraph is 'There are many things to see in Washington D.C.' Here is the information again [TA re-reads the passage].</p> <p>Which piece of information do you want use in your first supporting sentence?</p> <p>Student chooses a piece of information from the stimulus sentences. TA re-reads the sentence the student chose and covers the remaining sentences.</p> <p>Now complete your first supporting sentence in the graphic organizer: You can visit [TA or student writes the response in the first blank] to see [TA or student writes the response in the second blank]. TA rereads the first supporting sentence again.</p> <p><i>If the student does not respond, the TA re-reads the instructions and the stimulus sentences again. If the student still does not respond, the TA writes NR on the graphic organizer and writes "the U.S. Capitol" in the first space and "to see the politicians at work" in the second space on the graphic organizer.</i></p> <p>PART 2</p> <p>TA says, You are writing a paragraph about things you can do and see on a visit to Washington DC. TA covers the piece of information used for the first supporting sentence and says, Now let's complete your second supporting sentence in the graphic organizer. First, we will read the remaining sentences [TA and student re-read the remaining sentences from the passage].</p> <p>Which piece of information do you want to use in your second supporting sentence?</p> <p>Student chooses a piece of information from the remaining sentences. TA re-reads the sentence the student chose and covers the remaining sentences.</p> <p>TA says, Now complete your second supporting sentence in the graphic organizer: You can visit [TA or student writes the response in the first blank] to see [TA or student writes the response in the second blank]. TA re-reads second supporting sentence again.</p> <p><i>If the student does not respond, the TA re-reads the instructions and the stimulus sentences again. If the student still does not respond the TA indicates NR on the graphic organizer and writes "the White House" in the first space and "where our president lives" in the second space on the graphic organizer.</i></p> <p>PART 3</p>
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	<p>TA says, You are writing a paragraph about things you can do and see on a visit to Washington DC. TA says, Now you need a concluding sentence. Remember that a concluding sentence summarizes the information in the paragraph. Now, I am going to re-read your paragraph. TA then re-reads the topic sentence and both supporting sentences.</p> <p>TA presents student with three note cards and says, Which one of these sentences summarizes this paragraph?</p> <ul style="list-style-type: none"> - Many people visit Washington D.C. because there are so many things to see. - Many people visit the National Zoo because they want to see bears and elephants. - Our president lives in Washington D.C. <p>TA or student writes/glues in student choice of concluding sentence.</p> <p><i>If the student does not respond, the TA re-reads the instructions and the concluding sentences again. If the student still does not respond the TA indicates NR on the graphic organizer and glues in the note card with "Our president lives in Washington D.C."</i></p> <p>PART 4</p> <p>TA says You are writing a paragraph about things you can do and see on a visit to Washington DC. TA says, The last step is to find a picture that matches your paragraph. Look at these pictures. TA presents 10 picture cards (Golden Gate bridge, Mt. Rushmore, the Grand Canyon, the U.S. Capital Building in D.C., the White House, the Empire State Building, the National Air and Space Museum, Niagara Falls, the Statue of Liberty, a panda from the Washington National Zoo). TA points to and reads text on each picture card. TA says, Which one matches your paragraph?</p> <p>TA or student glues selected picture into the graphic organizer. TA or student reads the completed paragraph.</p>
Item C directions*	<p>This is a multi-step item. TA can provide breaks as needed. TA should review the item with the student following any breaks.</p> <p>TA presents graphic organizer and says, You are going to write a paragraph about the White House. You will use this graphic organizer to complete your paragraph. TA puts the graphic organizer where the student can see it. Here are some facts about the White House that you can use. TA presents note cards with facts about the White House and TA or student reads facts aloud. TA puts the facts where the student can see them.</p> <p>PART 1</p> <p>TA says, First you need to decide what your topic will be. There are three topics to choose from. TA presents three note cards and reads each aloud:</p> <ul style="list-style-type: none"> - The President's Home - The History of the White House - Inside and Outside the White House <p>TA says, Which of these topics do you want to write about? TA puts the selected topic in the space on graphic organizer.</p> <p><i>If student does not respond, TA repeats the directive. If student still does not respond, the TA indicates NR, says, You are going to write about the President's Home and</i></p>

	<p>removes the two remaining topics cards.</p> <p>TA says, Now pick three facts for your paragraph that match your topic and points to the facts/note cards. TA says We'll re-read the facts and you tell me which ones you want to use and re-read facts with student. TA says Which facts do you want to use?</p> <p>After student makes selection, TA removes unselected facts and puts the selected facts where the student can see them.</p> <p><i>If student selects fewer or more than 3 facts, TA can prompt student verbally twice (i.e., you need another fact or you need more facts; or you have too many facts, which 3 facts do want to keep?). If student does not respond, TA reads the facts again and says, now pick three facts for your paragraph that match your topic. If student still does not respond TA selects 3 facts for the student that align with topic of the president's home.</i></p> <p>TA says, You are writing a paragraph about the White House using this graphic organizer. You chose this topic and these facts to write about. TA reads student's chosen topic and selected facts, and says, Now write a topic sentence. Remember, the topic sentence tells what the paragraph will be about. Your topic is [TA reads student's selected topic again]. TA says, Write your topic sentence here/tell me what to write for your topic sentence and I'll record it here and points to the space for topic sentence on graphic organizer).</p> <p><i>If student does not respond, TA repeats the prompt. If student still does not respond, TA records NR on the graphic organizer and writes an appropriate topic sentence into the graphic organizer.</i></p> <p>PART 2</p> <p>Teacher/administrator presents a partially completed graphic organizer and 3 fact note cards to student and says, We started this paragraph about the White House earlier. You picked your topic (TA reads topic). You picked the facts (TA reads facts). You wrote your topic sentence (TA reads topic sentence).</p> <p>TA says, Now use the facts to write three supporting sentences for your paragraph. Remember, supporting sentences give more information about the topic sentence. Let's reread the first fact now. TA and student read first fact.</p> <p>TA says, Write your first supporting sentence here/tell me what to write for your first supporting sentence and I'll record it here and points to the space for the first supporting sentence.</p> <p>TA says, Now write your next supporting sentence. Let's re-read the second fact. TA and student read second fact. TA says, Write your second supporting sentence here/tell me what to write for your second supporting sentence and I'll record it here (TA points to the space for the second supporting sentence).</p> <p>TA says, Now write your third supporting sentence. Let's reread the third fact. TA and student read third fact. TA says, Write your third supporting sentence here/tell me what to write for your third supporting sentence and I'll record it here (TA points to the space for the third supporting sentence).</p> <p><i>If student does not respond, TA repeats prompt and fact for any missing supporting sentence. If the student still does not respond TA records NR on the graphic organizer and writes in the missing supporting sentences.</i></p>
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	<p>PART 3</p> <p>TA presents partially completed graphic organizer and says, We started this paragraph about the White House earlier. You picked your topic (TA reads topic). You wrote your topic sentence (TA reads topic sentence). You wrote your supporting sentences (TA reads supporting sentences).</p> <p>TA says, Now write a concluding sentence. Remember, the concluding sentence summarizes the information in the paragraph. Let's read what you have written so far (TA/student read the topic sentence and supporting sentences). Write your concluding sentence here/tell me what to write for your concluding sentence and I'll record it here (TA indicates space for concluding sentence on graphic organizer). TA/student records student's concluding sentence on the graphic organizer.</p> <p><i>If the student does not respond, TA repeats the prompt. If the student still does not respond TA records NR on the graphic organizer and writes a concluding sentence.</i></p> <p>TA cuts out from graphic organizer the topic sentence, the three supporting sentences, and the concluding sentence. TA places these pieces in front of student in a vertical column in this order: first a supporting sentence, next the concluding sentence, next a supporting sentence, next the topic sentence, and last a supporting sentence.</p> <p>TA says, Here are the sentences you have written (TA reads sentences aloud to student). Put the sentences in the correct order so they create a paragraph. Which sentence should be first? TA/student glues sentences on a piece of paper in the order the student indicates. After student makes each selection, TA can prompt student to make next selection by saying, Which sentence comes next?</p> <p><i>If student does not respond, TA repeats the prompt. If student still does not respond TA continues to the final part of the task.</i></p> <p>PART 4</p> <p>TA says, The last step is to find a picture that matches your paragraph. Look at these pictures. TA presents 8 picture cards, points to and reads the text on each picture card. TA says, Which picture matches your paragraph?</p> <p><i>If student does not respond, TA repeats the prompt. If student does not respond, TA records NR on the graphic organizer and selects a picture to match the paragraph.</i></p> <p>TA/student glues the picture underneath the paragraph. Teacher administrator says, you have written a paragraph about the White House and selected a picture to go with your work. This is what you wrote. TA and student read the paragraph again.</p>
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* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Thirty-nine students were administered the items in Writing 11/12.2. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. Nearly ninety-five percent of these students were either in 11th grade (19) or 12th grade (18). Almost half of the item respondents were students with intellectual disabilities (19). Approximately one-fifth of the student respondents were reported to have multiple disabilities (8). Seven respondents were

reported to have “other” disabilities, four were identified with autism, and one student respondent was reported to have an unspecified disability. More than fifty percent of the students administered the items in Writing 11/12.2 were reported to have a high level of communication (22); fourteen students with intellectual disabilities comprised the majority of this group. Eleven students were reported to have a medium level of communication and six a low level of communication.

Table 2-1. Grade level of students administered Writing 11/12.2

Grade Level												
3	4	5	6	7	8	9	10	11	12	Un- graded	Un- spec.	Total
0	0	0	0	0	0	1	0	19	18	1	0	39

Table 2-2. Disability category, by communication level for Writing 11/12.2

	<i>Communication level</i>			<i>Total</i>
	<i>High</i>	<i>Medium</i>	<i>Low</i>	
<i>Primary Disability</i>				
Intellectual Disability	14	4	1	19
Autism	1	2	1	4
Multiple Disabilities	2	2	4	8
Other	5	2	0	7
Unspecified	0	1	0	1
	22	11	6	39

Section 3: Communication Level

Item suite Writing 11/12.2: Write text to clearly convey complex information, was administered to 39 students. Forty-six percent of students (n = 18) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Writing 11/12.2

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	39	20	18	18
Number answered correctly	18	10	8	5
Number answered incorrectly	16	3	9	13
Number with no response	4	5	1	0
Number who refused	1	2	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 8 students responded correctly to item B. All correct responses were made by students classified at the high level of communication.

Table 3-2: Student response for item A1, by communication level for Writing 11/12.2

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>A1 Response</i>				
Correct	15	2	1	18
Incorrect	7	8	1	16
No Response	0	1	3	4
Refused	0	0	1	1
Unspecified	0	0	0	0
	22	11	6	39

Table 3-3: Student response for item A2, by communication level for Writing 11/12.2

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	5	4	1	10
Incorrect	2	1	0	3
No Response	0	3	2	5
Refused	0	0	2	2
Not required	15	2	1	18
Unspecified	0	1	0	1
	22	11	6	39

Table 3-4: Student response for item B, by communication level for Writing 11/12.2

	Communication level			Total
	High	Medium	Low	
<i>B Response</i>				
Correct	8	0	0	8
Incorrect	6	2	1	9
No Response	1	0	0	1
Refused	0	0	0	0
Not required	7	9	5	21
Unspecified	0	0	0	0
	22	11	6	39

Table 3-5: Student response for item C, by communication level for Writing 11/12.2

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	5	0	0	5
Incorrect	10	2	1	13
No Response	0	0	0	0
Refused	0	0	0	0
Not required	7	9	5	21
Unspecified	0	0	0	0
	22	11	6	39

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty-nine students. Fourteen of the nineteen students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Sixteen students reported as not having an opportunity to learn. Of those, two answered the item correctly.

Twenty students were administered Item A2. Four of the five students reported as having an opportunity to learn answered the item incorrectly. Thirteen students were reported as not having an opportunity to learn. Of those, five answered the item correctly.

Eighteen students were administered Item B. Seven of the thirteen students reported as having an opportunity to learn answered the item correctly. Four students were reported as not having an opportunity to learn. Of those, one answered the item correctly.

Eighteen students were administered item C. Twelve students were reported as having an opportunity to learn. Of those, five answered the item correctly. None of the five students reported as not having an opportunity to learn answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Writing 11/12.2

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	19	5	13	12
Item correct	14	4	7	5
Item incorrect	5	1	5	7
No response/refused item	0	0	1	0
<i>Student had OTL: No</i>				
Item answered	16	13	4	5
Item correct	2	5	1	0
Item incorrect	9	2	3	5
No response/refused item	5	6	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	4	2	1	1
Item correct	2	1	0	0
Item incorrect	2	0	1	1
No response/refused item	0	1	0	0

Section 5: Teacher Item Feedback: Task Suite: Writing 11/12.2

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). The teachers of 24 of the 39 students who took item A1 responded that the item was interesting and engaging for the student and the teachers of 17 of the 18 students who took item B responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 9 of the 20 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Writing 11/12/2

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	39	20	18	18
Item was interesting and engaging for this student	24	9	17	17
Student's response to item was clear and observable	37	16	17	17

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of most of students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities,” (Table 5-2). Teachers of 20 of the 39 students who took item A1 indicated that it was appropriate for the student and teachers of 16 of the 18 students who took item B indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Writing 11/12.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		39	20	18	18
Item was appropriate for this student with significant disabilities		20	6	16	15
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	4	3	0	0
	- Grades 6-8	12	4	4	4
	- Grades 9-12	21	10	13	10

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for a majority of students with SCD in grades 9-12.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses indicated that the item scenario/context was understandable for a majority of students across all items (Table 5-3). For example, the teachers of 21 of the 39 students who took item A1 indicated that the scenario/context was understandable to the student and for item B the teachers of 14 of the 18 students who took the item reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Writing 11/12.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		39	18	18
Item scenario/context was:	- Understandable to student	21	14	10
	- Helpful to student	21	14	11
	- Appropriate for student	21	15	13
Item language was:	- Too simple	1	0	0
	- Just right	22	14	13
	- Too hard	15	4	5
Effort required of student was:	- Too simple	4	0	0
	- Just right	23	13	9
	- Too hard	11	5	9
Number of steps made the item:	- Too simple	3	0	0
	- Just right	22	13	7
	- Too hard	13	5	11
Content knowledge required was:	- Too simple	3	0	0
	- Just right	18	14	8
	- Too hard	17	4	10

Teacher responses indicated that the item/scenario was helpful to a majority of the students. For example, the teachers of 21 of the 39 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 11 of the 18 students who took item C reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for a majority of students. For example, teachers of 21 of the 39 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 15 of the 18 students who took item B so reported.

Teachers next answered questions relating to the complexity of the item. The teachers of 22 of the 39 students who took item A1 responded that the item language was just right and teachers of 13 of the 18 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for a majority of students. For example, the teachers of 23 of the 39 students who took item A1 and 13 of the 18 students who took item B reported that the effort required by the item was just right for the student. Teacher responses indicated that the number of steps in the item made it just right for a majority of students. For example, the teachers of 22 of the 39 students who took item A1 reported that the number of steps made the item just right and the teachers of 13 of the 18 students who took item B so reported. Finally, teachers indicated that the content knowledge required for the item was just right for some students. For example, teachers of 18 of the 39 students who took item A1 indicated that it was just right and the teachers of 8 of the 18 students who took item C indicated that the content knowledge required by the item was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for a majority of students. For example the teachers of 29 of the 39 students who took item A1 strongly agreed (3) or agreed (26) with the statement and teachers of 12 of the 18 students who took item B strongly agreed (1) or agreed (11) that the stimulus materials supported the understanding of the item. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example the teachers of 33 of the 39 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for a majority of students. For example the teachers of 29 of the 39 students who took item A1 reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Writing 11/12.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		39	18	18
Stimulus materials supported student's understanding:	- Strongly agree	3	1	0
	- Agree	26	11	10
	- Disagree	4	4	6
	- Strongly disagree	3	1	2
	- Not applicable	1	0	0
Size of stimulus materials was:	- Just right	33	15	12
	- Not applicable	2	0	0
	- Too small	0	0	0
	- Too large	3	3	6
Amount of detail in stimulus materials was:	- Just right	29	16	8
	- Not applicable	1	0	0
	- Too little	0	0	0
	- Too much	6	2	7
	- Not clear	2	0	3
Directions provided to teacher for administering item and using materials had:	- Not enough direction	2	1	0
	Right amount of direction	30	15	14
	Too much direction	6	2	4

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” A majority of teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 15 of the 18 students who took item B indicated that the item directions had just the right amount of direction.

Speaking and Listening 3.2: Main Ideas

Section 1: Background Information on Task

This table describes the basic attributes and general information for Task Speaking and Listening 3.2: Main Ideas (SpkLst 3.2).

Table 1-1. General item suite information for Speaking and Listening 3.2

Attribute	General Information
ELA strand	Speaking and listening
Task Code	SpkLst 3.2
CCSS	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.
NCECCSS	Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodally.
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to determine key ideas or details (key ideas or details can be words or phrases) of text read aloud FK2: Ability to determine key ideas or details (key ideas or details can be words or phrases) of information presented using diverse media and formats including visually, quantitatively, or orally or multimodally (THIS IS NOT TEXT READ ALOUD)
Item A1 directions*	Teacher/administrator (TA) presents student with a printed passage and says, The main idea of a story tells you what the story is about. Listen to this story. TA reads aloud the following passage: Jose draws on paper with crayons. Jose draws trees. Joes draws people. Jose draws cars. Jose draws on paper with crayons. TA places the passage in front of the student and says, What is this story about? TA presents three physical objects and says the following: - Drawing on paper (TA presents paper and crayons) - Gluing paper (TA presents paper and glue) - Cutting paper (TA presents paper and safety/adapted scissors) TA repeats, What is this story about?
Item A2 directions*	If student answers A1 incorrectly or does not answer, TA removes incorrect answer objects and says, [Show me] / [Touch] / [Look at] at what this story is about.
Item B directions*	TA presents student with presentation and says, Watch this presentation. Find out what the main idea of the presentation is. Remember, the main idea is what the presentation is about. TA gives presentation on Water: Water can take many forms. Water can be liquid, solid, or gas. Water from the drinking fountain is liquid. An ice cube is water in solid form. Steam is water that is a gas. Water can take many forms. TA presents three note cards and says, What is the main idea of this presentation? (TA can repeat definition of main idea if necessary.) Is it that: TA points to each card and

	reads it aloud: - Ice is a solid form of water - Water can take many forms - Water can be a gas
Item C directions*	TA opens presentation and says, Watch this presentation. Find out what the main idea of the presentation is. Remember, the main idea is what the presentation is about. TA gives presentation: Benjamin Franklin invented many things that made life easier. He invented the lightning rod. It saved many homes from fires. He invented the Franklin stove. The stove heated a room better than a fireplace and saved fuel. He also invented a special kind of eye glasses. The eye glasses helped people to read better. TA presents three note cards and says, What is the main idea of this presentation? (TA can repeat definition of main idea if necessary). Is it: TA points to and reads each card aloud: - Benjamin Franklin thought reading was important - Benjamin Franklin invented many useful things - The Franklin stove heated a room better than a fireplace

* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Thirty students were administered the items in Speak/Listen 3.2. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. The large majority of these students were in 3rd grade (27). More than half of the item respondents were students with intellectual disabilities (16). Students with multiple disabilities comprised more than one-third of the item respondents (11). Three of the student respondents were identified with autism. Almost half of the students administered the items in Speak/Listen 3.2 were reported to have a high level of communication (14); twelve students with intellectual disabilities comprised the majority of this group. Six students were reported to have a medium level of communication. One third of the students administered these items were reported to have a low level of communication (10).

Table 2-1. Grade level of students administered Speaking and Listening 3.2

Grade Level										Un- graded	Un- spec.	Total
3	4	5	6	7	8	9	10	11	12	0	0	30
27	3	0	0	0	0	0	0	0	0	0	0	

Table 2-2. Disability category, by communication level for Speaking and Listening 3.2

	Communication level			Total
	High	Medium	Low	
Primary Disability				
Intellectual Disability	12	2	2	16
Autism	1	0	2	3
Multiple Disabilities	1	4	6	11
Other	0	0	0	0
Unspecified	0	0	0	0
	14	6	10	30

Section 3: Communication Level

Item suite Speak/Listen 3.2: Main ideas, was administered to 30 students. Fifty percent of students (n = 15) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Speaking and Listening 3.2

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	30	13	15	15
Number answered correctly	15	12	5	7
Number answered incorrectly	10	0	10	8
Number with no response	2	0	0	0
Number who refused	3	1	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the 15 students who proceeded to more complex items, only 5 students responded correctly to item B. All of these students were classified as having a high level of communication.

Table 3-2: Student response for item A1, by communication level for Speaking and Listening 3.2

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>A1 Response</i>				
Correct	12	1	2	15
Incorrect	2	4	4	10
No Response	0	1	1	2
Refused	0	0	3	3
Unspecified	0	0	0	0
	14	6	10	30

Table 3-3: Student response for item A2, by communication level for Speaking and Listening 3.2

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	2	4	6	12
Incorrect	0	0	0	0
No Response	0	0	0	0
Refused	0	0	1	1
Not required	12	1	2	15
Unspecified	0	1	1	2
	14	6	10	30

Table 3-4: Student response for item B, by communication level for Speaking and Listening 3.2

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>B Response</i>				
Correct	5	0	0	5
Incorrect	7	1	2	10
No Response	0	0	0	0
Refused	0	0	0	0
Not required	2	5	8	15
Unspecified	0	0	0	0
	14	6	10	30

Table 3-5: Student response for item C, by communication level for Speaking and Listening 3.2

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	6	0	1	7
Incorrect	6	1	1	8
No Response	0	0	0	0
Refused	0	0	0	0
Not required	2	5	8	15
Unspecified	0	0	0	0
	14	6	10	30

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty students. Four of the seven students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Nineteen students reported as not having an opportunity to learn. Of those, eight answered the item correctly.

Thirteen students were administered Item A2. All three of the students reported as having an opportunity to learn answered the item correctly. Eight of the nine students reported as not having an opportunity to learn answered the item correctly.

Fifteen students were administered Item B. Three students were reported as having an opportunity to learn. Of those, none answered the item correctly. Eight students were reported as not having an opportunity to learn. Of those, two answered the item correctly.

Fifteen students were administered item C. Both of the students reported as having an opportunity to learn answered the item correctly. Nine students were reported as not having an opportunity to learn. Of those, three answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Speaking and Listening 3.2

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	7	3	3	2
Item correct	4	3	0	2
Item incorrect	3	0	3	0
No response/refused item	0	0	0	0
<i>Student had OTL: No</i>				
Item answered	19	9	8	9
Item correct	8	8	2	3
Item incorrect	7	0	6	6
No response/refused item	4	1	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	4	1	4	4
Item correct	3	1	3	2
Item incorrect	0	0	1	2
No response/refused item	1	0	0	0

Section 5: Teacher Item Feedback: Task Suite: Speaking/Listening 3.2

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). Across the four items teachers of a majority of students responded that the item was interesting and engaging for the student. For example, the teachers of 26 of the 30 students who took item A1 and the teachers of 9 of the 15 students who took item C responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 10 of the 13 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Speaking and Listening 3.2

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	30	13	15	15
Item was interesting and engaging for this student	26	10	9	9
Student's response to item was clear and observable	30	13	15	15

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that for all students the response to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities.” Across the four items teachers of a majority of students responded that the item appropriate for the student (Table 5-2).

Table 5-2: General feedback: Item appropriateness for Speaking and Listening 3.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		30	13	15	15
Item was appropriate for this student with significant disabilities		19	9	7	7
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	28	13	11	11
	- Grades 6-8	7	4	5	5
	- Grades 9-12	5	3	3	3

For example, the teachers of 19 of the 30 students who took item A1 responded that it was appropriate and 9 of the 13 students who took item A2 so responded. Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teachers indicated that each item was appropriate for most students with SCD in grades 3-5.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses varied on whether the scenario/context in the items was understandable to the student (Table 5-3). For example, the teachers of 19 of the 30 students who took item A1 indicated that the scenario/context was understandable to the student and for item C the teachers of 7 of the 15 students reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Speaking and Listening 3.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		30	15	15
Item scenario/context was:	- Understandable to student	19	7	7
	- Helpful to student	14	8	5
	- Appropriate for student	21	9	7
Item language was:	- Too simple	2	0	0
	- Just right	19	6	7
	- Too hard	9	9	8
Effort required of student was:	- Too simple	2	0	0
	- Just right	23	11	9
	- Too hard	5	4	6
Number of steps made the item:	- Too simple	2	0	0
	- Just right	18	14	13
	- Too hard	10	1	2
Content knowledge required was:	- Too simple	1	0	0
	- Just right	17	7	7
	- Too hard	12	8	8

Teacher responses indicated that the the scenario/context in the item was helpful to some students. For example, the teachers of 14 of the 30 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 5 of the 15 students who took item C reported that the scenario/context was helpful to the student. Teacher responses varied on whether the scenario/context of the item was appropriate for the students. For example, teachers of 21 of the 30 students who took item A1 reported that the item scenario/context was appropriate for the student compared to teachers of 7 of the 15 students who took item C so reporting.

Teachers next answered questions relating to the complexity of the item. Teacher responses varied on whether the item language was just right for students. For example, the teachers of 19 of the 30 students who took item A1 responded that the item language was just right and the teachers of 7 of the 15 students who took item C reported that the item language was just right. The teachers of the majority of the students who took an item reported that the effort required of the student made the item just right. For example, the teachers of 23 of the 30 students who took item A1 and 11 of the 15 students who took item B reported that the effort required by the item was just right for the student. Teacher responses varied in terms of the number of steps. The teachers of 18 of the 30 students who took item A1 reported that the number of steps made the item just right, while teachers of 13 of the 15 students who took item C so reported. Finally, teacher feedback indicated that the content knowledge required by an item was just right for

some of their students who took the item. For example, the teachers of 7 of the 15 students who took item B and item C the content knowledge required was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Across each item the teachers of a majority of students strongly agreed or agreed that the item’s stimulus materials supported the student’s understanding of the item. For example the teachers of 10 of the 15 students who took item B strongly agreed (1) or agreed (9) with the statement. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example, the teachers of 14 of the 15 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for the majority students. For example the teachers of 23 of the 30 students who took item A1 and the teachers of 12 of the 15 students who took item B reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Speaking and Listening 3.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		30	15	15
Stimulus materials supported student's understanding:	- Strongly agree	5	1	1
	- Agree	14	9	9
	- Disagree	4	5	5
	- Strongly disagree	3	0	0
	- Not applicable	3	0	0
Size of stimulus materials was:	- Just right	24	14	14
	- Not applicable	5	1	1
	- Too small	1	0	0
	- Too large	0	0	0
Amount of detail in stimulus materials was:	- Just right	23	12	8
	- Not applicable	3	0	0
	- Too little	1	1	1
	- Too much	2	2	5
	- Not clear	1	0	1
Directions provided to teacher for administering item and using materials had:	- Not enough direction	0	0	0
	Right amount of direction	26	11	12
	Too much direction	4	4	3

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 26 of the 30 students who took item A1 and 12 of the 15 students who took item C indicated that the item directions had just the right amount of direction.

Speaking and Listening 7.2: Information Presented in Diverse Media

Section 1: Background Information on Task

This table describes the basic attributes and general information for Task Speaking and Listening 7.2: Information Presented in Diverse Media (SpkLst 7.2).

Table 1-1. General item suite information for Speaking and Listening 7.2

Attribute	General Information
ELA strand	Speaking and Listening
Task Code	SpkLst 7.2
CCSS	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.
NCECCSS	Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.
Focal KSA(s) (selected FKSA is bolded)	FK1: Ability to determine main ideas and supporting details presented in diverse media and formats that relate to a topic under study.
Item A1 directions*	<p>Teacher/administrator (TA) presents student with a printed passage and says, Facts and details tell more about the topic of a passage. Listen to this passage and look at these pictures. TA presents a picture of a student using a computer and says, Technology helps people communicate with each other. People use computers to write email.</p> <p>TA presents a picture of a student using a cell phone and says, People use cell phones to make phone calls.</p> <p>TA presents a picture of a student using an augmentative communication device and says, People use communication boards to answer questions. Technology helps people communicate with each other.</p> <p>TA removes pictures</p> <p>TA says, Show me which picture supports the idea that technology helps people communicate with each other.</p> <p>TA presents a picture of a cell phone and says, This is a cell phone.</p> <p>TA presents a picture of a digital clock face and says, This is a clock.</p> <p>TA presents a picture of a digital camera and says, This is a camera.</p> <p>TA says, Which of these pictures supports the idea that technology helps people communicate with each other?</p>

Item A2 directions *	If student answers A1 incorrectly or does not respond, TA removes incorrect answer cards and says, [Show me] / [Touch] / [Look at] the picture that shows a supporting detail.
Item B directions*	<p>This is a 2 part item. TA may provide student with breaks between parts.</p> <p>TA presents PPT presentation and says, Watch this presentation. Then I will ask you what the main idea of the presentation is and what a supporting detail of the presentation is.</p> <p>TA gives the PPT presentation.</p> <p>The pyramids of Egypt were difficult to build. The pyramids were built as tombs for kings. Some pyramids took 20 years to build. The pyramids were built thousands of years ago. There were no machines to help build the pyramids. People cut the stone blocks by hand. There are more than 100 pyramids in Egypt. The pyramids were very difficult to build.</p> <p>Part 1</p> <p>TA presents three note cards and says, What is the main idea of this presentation? Remember, the main idea is the overall message of the presentation. What is the main idea of this presentation?</p> <p>TA points to and reads each note card aloud:</p> <ul style="list-style-type: none"> - The pyramids were built 4,500 years ago - The pyramids of Egypt were difficult to build - Some pyramids took 20 years to build <p>TA removes answer options for part 1</p> <p>Part 2</p> <p>TA gives the presentation again. TA says, The main idea of the presentation is “The pyramids of Egypt were difficult to build.”</p> <p>TA presents student with three note cards and says, Which of these details from the presentation supports the main idea? Remember a supporting detail tells more about the main idea. The main idea of the presentation is “The pyramids of Egypt were difficult to build. Which of these details from the presentation supports the main idea? TA points to and reads each card aloud:</p> <ul style="list-style-type: none"> - The pyramids were built as tombs for kings - There are more than 100 pyramids in Egypt - There were no machines to help build the pyramids
Item C directions*	<p>This is a 2 part item. TA may provide student with breaks between parts.</p> <p>TA present presentation and says, Watch this presentation. Then I will ask you what the main idea of the presentation is and what a supporting detail of the presentation is.</p> <p>TA delivers the PPT presentation.</p> <p>The Statue of Liberty is a symbol of America's freedom. The Statue of Liberty got its name because liberty means freedom. France gave the statue to America. It was a gift to celebrate 100 years of America's freedom. The statue is in New York. The Statue of Liberty is 150 feet tall. Many people visit the statue every year. The Statue of Liberty is a symbol of freedom for people around the world.</p> <p>Part 1</p> <p>TA presents three note cards and says, What is the main idea of this presentation?</p>

	<p>Remember, the main idea is the overall message of the presentation. What is the main idea of this presentation?</p> <p>TA points to and reads each card aloud:</p> <ul style="list-style-type: none"> - The Statue of Liberty is in New York - The Statue of Liberty is 150 feet tall - The Statue of Liberty is a symbol of freedom <p>After student responds TA removes the answer options from part 1.</p> <p>Part 2</p> <p>TA gives the presentation again. TA says, The main idea of the presentation is “The Statue of Liberty is a symbol of freedom.”</p> <p>TA presents three notes cards and says, Which of these details from the presentation supports the main idea? Remember a supporting detail tells more about the main idea. The main idea of the presentation is “The Statue of Liberty is a symbol of freedom.” Which of these details from the presentation supports the main idea?</p> <p>TA points to and reads each card aloud:</p> <ul style="list-style-type: none"> - The Statue of Liberty got its name because liberty means freedom - France gave the Statue of Liberty to America - Many people visit the Statue of Liberty every year
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* **Directions:** What the teacher says (*bold script*) and does (*regular text*)

Section 2: Student Data

Thirty-one students were administered the items in Speak/Listen 7.2. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. All of these students were in 7th grade. Nearly a third of the item respondents were students with intellectual disabilities (10). Nine students were identified as having autism and seven were reported to have multiple disabilities. Three of the student respondents were reported to have “other” disabilities and two unspecified disabilities. More than half of the students administered the items in Speak/Listen 7.2 were reported to have a high level of communication (18). Students reported to have autism (7) and intellectual disabilities (6) made up the majority of this group. Eight students were reported to have a medium level of communication and five a low level of communication.

Table 2-1. Grade level of students administered Speaking and Listening 7.2

Grade Level										Un- graded	Un- spec.	Total
3	4	5	6	7	8	9	10	11	12	0	0	31
0	0	0	0	31	0	0	0	0	0	0	0	31

Table 2-2. Disability category, by communication level for Speaking and Listening 7.2

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>Primary Disability</i>				
Intellectual Disability	6	4	0	10
Autism	7	2	0	9
Multiple Disabilities	1	2	4	7
Other	2	0	1	3
Unspecified	2	0	0	2
	18	8	5	31

Section 3: Communication Level:

Item suite Speak/Listen 7.2: Information presented in diverse media, was administered to 31 students. Forty-five percent of students (n = 14) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Speaking and Listening 7.2

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	31	16	13	13
Number answered correctly	14	12	7	5
Number answered incorrectly	14	2	6	8
Number with no response	3	2	0	0
Number who refused	0	0	0	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 7 students responded correctly to item B (5 students had a high communication level and 2 students had a medium level of communication).

Table 3-2: Student response for item A1, by communication level for Speaking and Listening 7.2

	<i>Communication level</i>			
	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Total</i>
<i>A1 Response</i>				
Correct	9	4	1	14
Incorrect	9	3	2	14
No Response	0	1	2	3
Refused	0	0	0	0
Unspecified	0	0	0	0
	18	8	5	31

Table 3-3: Student response for item A2, by communication level for Speaking and Listening 7.2

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	8	1	3	12
Incorrect	0	2	0	2
No Response	0	1	1	2
Refused	0	0	0	0
Not required	9	4	1	14
Unspecified	1	0	0	1
	18	8	5	31

Table 3-4: Student response for item B, by communication level for Speaking and Listening 7.2

	Communication level			
	High	Medium	Low	Total
<i>B Response</i>				
Correct	5	2	0	7
Incorrect	3	2	1	6
No Response	0	0	0	0
Refused	0	0	0	0
Not required	9	4	4	17
Unspecified	1	0	0	1
	18	8	5	31

Table 3-5: Student response for item C, by communication level for Speaking and Listening 7.2

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	3	2	0	5
Incorrect	6	2	0	8
No Response	0	0	0	0
Refused	0	0	0	0
Not required	9	4	4	17
Unspecified	0	0	1	1
	18	8	5	31

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to thirty-one students. Six of the ten students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Fifteen students reported as not having an opportunity to learn. Of those, six answered the item correctly.

Sixteen students were administered Item A2. Both of the students reported as having an opportunity to learn answered the item correctly. Eight of the eleven students reported as not having an opportunity to learn answered the item correctly.

Thirteen students were administered Item B. Four of the six students reported as having an opportunity to learn answered the item correctly. Five students were reported as not having an opportunity to learn. Of those, two answered the item correctly.

Thirteen students were administered item C. Three of the four students reported as having an opportunity to learn answered the item correctly. Six students were reported as not having an opportunity to learn. Of those, one answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Speaking and Listening 7.2

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	10	2	6	4
Item correct	6	2	4	3
Item incorrect	3	0	2	1
No response/refused item	1	0	0	0
<i>Student had OTL: No</i>				
Item answered	15	11	5	6
Item correct	6	8	2	1
Item incorrect	7	1	3	5
No response/refused item	2	2	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	6	3	2	3
Item correct	2	2	1	1
Item incorrect	4	1	1	2
No response/refused item	0	0	0	0

Section 5: Teacher Item Feedback: Task Suite: Speaking/Listening 7.2

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). The teachers of 19 of the 31 students who took item A1 responded that the item was interesting and engaging for the student and the teachers of all 13 students who took item B responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 9 of the 16 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Speaking and Listening 7.2

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	31	16	13	13
Item was interesting and engaging for this student	19	9	13	10
Student's response to item was clear and observable	30	15	13	13

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of most students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities,” (Table 5-2). Teachers of 20 of the 31 students who took item A1 indicated that it was appropriate for the student and teachers of 9 of the 13 students who took item B indicated that it was appropriate for the student.

Table 5-2: General feedback: Item appropriateness for Speaking and Listening 7.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students		31	16	13	13
Item was appropriate for this student with significant disabilities		20	10	9	10
Item was appropriate for most students with significant disabilities in:	- Grades 3-5	10	4	4	4
	- Grades 6-8	21	9	10	12
	- Grades 9-12	14	4	8	8

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for a majority of students with SCD in grades 6-8.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses indicated that the scenario/context in the items was understandable to a majority of the students (Table 5-3). For example, the teachers of 17 of the 31 students who took item A1 indicated that the scenario/context was understandable to the student and for item B the teachers of 11 of the 13 students who took the item reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Speaking and Listening 7.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		31	13	13
Item scenario/context was:	- Understandable to student	17	11	10
	- Helpful to student	16	10	10
	- Appropriate for student	24	11	11
Item language was:	- Too simple	0	0	0
	- Just right	14	9	11
	- Too hard	17	4	2
Effort required of student was:	- Too simple	1	1	0
	- Just right	26	11	13
	- Too hard	4	1	0
Number of steps made the item:	- Too simple	0	0	0
	- Just right	21	10	10
	- Too hard	10	3	3
Content knowledge required was:	- Too simple	0	0	0
	- Just right	18	10	11
	- Too hard	13	3	2

Teacher responses indicated that the scenario/context in the items was helpful to a majority of students. For example, the teachers of 16 of the 31 students who took item A1 indicated that the item scenario/ context was helpful to the student and the teachers of 10 of the 13 students who took item B reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for a majority of students. For example, teachers of 24 of the 31 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 11 of the 15 students who took item C so reported.

Teachers next answered questions relating to the complexity of the item. The teachers of 14 of the 31 students who took item A1 responded that the item language was just right and 11 of the 13 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for most students. For example, the teachers of 26 of the 31 students who took item A1 and 11 of the 13 students who took item B reported that the effort required by the item was just right for the student. Teacher responses indicated that the number of steps in the item made it just right for a majority of students. For example, the teachers of 21 of the 31 students who took item A1 reported that the number of steps made the item just right and the teachers of 10 of the 13 students who took item B so reported. Finally, teachers varied across the items on the content knowledge required. For example, teachers of 18 of the 31 students who took item A1 indicated that it was just right,

whereas the teachers of 11 of the 13 students who took item C indicated that the content knowledge required by the item was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for the majority students. For example the teachers of 21 of the 31 students who took item A1 strongly agreed (6) or agreed (15) with the statement and teachers of 10 of the 13 students who took item B strongly agreed (3) or agreed (7) that the stimulus materials supported the understanding of the item. Across each of the items teachers reported that the size of the stimulus materials was just right for all the students taking the item. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for a majority of students. For example the teachers of 25 of the 31 students who took item A1 reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Speaking and Listening 7.2

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		31	13	13
Stimulus materials supported student's understanding:	- Strongly agree	6	3	4
	- Agree	15	7	7
	- Disagree	8	3	2
	- Strongly disagree	2	0	0
	- Not applicable	0	0	0
Size of stimulus materials was:	- Just right	31	13	13
	- Not applicable	0	0	0
	- Too small	0	0	0
	- Too large	0	0	0
	- Just right	25	9	11
Amount of detail in stimulus materials was:	- Not applicable	0	0	0
	- Too little	1	0	0
	- Too much	5	3	1
	- Not clear	0	1	1
	- Just right	0	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	0	0	0
	Right amount of direction	25	13	12
	Too much direction	5	0	1

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 12 of the 13 students who took item C indicated that the item directions had just the right amount of direction.

Speaking and Listening 9/10.5: Digital Media in Presentations

Section 1: Background Information on Task

This table describes the basic attributes and general information for Task Speaking and Listening 9/10.5: Digital Media in Presentations (SpkLstng9-10.5).

Table 1-1. General item suite information for Speaking and Listening 9/10.5

Attribute	General Information
ELA strand	Speaking and Listening
Task Code	SpkLstng9/10.5
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.
NCECCSS	Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
Focal KSA(s) (selected FKSA is bolded)	<p>FK1. Ability to select and incorporate digital media (e.g., textual, graphical, audio, visual, and interactive elements) to convey information and enhance understanding of presentations</p> <p>FK2. Ability to deliver a presentation that incorporates digital media (e.g., textual, graphical, audio, visual, and interactive elements) to convey information and enhance understanding</p> <p>FK3. For use in test administration that can be extended over several sessions: Ability to select and incorporate digital media (e.g., textual, graphical, audio, visual, and interactive elements) in a presentation and deliver the presentation to convey information and enhance understanding</p>
Item A1 directions*	<p>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.</p> <p>Joe and his dog, Spike, like to go to the park to play catch. Joe throws the ball and Spike runs to catch it. TA presents student with first note card (picture of a dog sleeping) and says, Here is a picture with a dog sleeping. TA presents student with second note card (picture of a dog running with a ball) and says, Here is a picture of a dog running with a ball. 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.</p>
Item A2 directions*	If student answers A1 incorrectly (or does not answer), TA removes the picture of the sleeping dog and says, [Show me] / [Touch] / [Look at] the picture of a dog running in the grass.
Item B directions*	<p>TA presents student PDF of Cell Phone PowerPoint 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.</p> <p>TA points to the title on slide 1 and reads aloud the following: The title of this</p>

	<p>presentation is ‘Why Teens Should Have Cell Phones: Presentation to Parents.</p> <p>TA presents slide 2 and says, This slide is an example of what a finished slide will look like, and points to and reads the following text aloud: A Cell Phone Has an Alarm Clock.</p> <p>So teens can:</p> <ul style="list-style-type: none"> • Find out what time it is • Have a reminder to catch the bus on time • Have a reminder to call home” <p>TA points to the picture and says, Look at the picture of the cell phone clock. It was selected for this slide to help parents understand that cell phones have alarm clocks.</p> <p>TA presents slide 3 and says, You will select the best picture for this slide, and points to and reads the following text aloud: Parents and Teens Can Talk or Text. When teens have cell phones:</p> <ul style="list-style-type: none"> • 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. <p>TA says, 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. TA presents student three answer options and points to each answer option and says, Here is a picture of a teen saying ‘I want a cookie’ (Option A). Here is a picture of a teen saying ‘O.K. dad, I will be home by 9:00’ (Option B). Here is a picture of a teen saying ‘Do you want to go play soccer? (Option C). Which picture goes best with this slide?</p> <p>TA presents slide 4 and says, This was a slide presentation describing why teens should have cell phones. This slide gives a conclusion, and points to and reads the following text 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.</p>
Item C directions*	<p>This is a 3 part item. TA may provide student with breaks between parts. If a break is provided, TA should review the pdf of the presentation again with student before asking next question.</p> <p>TA presents student PDF of Healthy Living Power presentation and 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.</p> <p>TA presents 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.</p> <p>TA presents slide 2 and says, This slide is an example of what a finished slide will look like, and points to and reads the following aloud: Healthy Choices: Sleep.</p> <ul style="list-style-type: none"> • 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. <p>TA points to the picture and says, Look at the picture of the teen sleeping. It was</p>

	<p>selected for this slide to help other students understand the information presented on sleep.</p> <p>Part 1</p> <p>TA presents slide 3 and says, You will select a picture for this slide. TA points to and reads the following text aloud: Healthy Choices: Having Dairy in Your Diet.</p> <ul style="list-style-type: none"> • Dairy is an important part of everyone’s diet • Some examples of dairy foods are milk, yogurt, and cheese • Dairy builds bone and muscle. <p>TA says, 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. TA presents student three options and points to each answer option and says, Here is a picture of a boy eating a cookie (Option A). Here is a picture of a boy drinking water from a fountain (Option B). Here is a picture of a boy pouring milk into a glass Option C). Which picture goes best with this slide?</p> <p>Part 2</p> <p>TA presents slide 4 and says, You will select a picture for this slide, and points to and reads the following text aloud: Healthy Choices: Physical Activity.</p> <ul style="list-style-type: none"> • 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. <p>TA 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. TA presents student three answer options and points to each answer option and says, This is a picture of a boy playing soccer (Option A). This is a picture of a boy reading a book (Option B). This is a picture of a boy playing video games (Option C). Which picture goes best with this slide?</p> <p>Part 3</p> <p>TA 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. TA points to and reads the following text aloud:</p> <p>Healthy Choices: Conclusion. Students can make healthy choices by:</p> <ul style="list-style-type: none"> • Getting enough sleep • Eating healthy foods • Participating in physical activity every day <p>Make a healthy choice today!</p>
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** Directions: What the teacher says (bold script) and does (regular text)*

Section 2: Student Data

Forty-seven students were administered the items in Speak/Listen 9/10.5. Tables 2-1 and 2-2 show the grade level and disability category of students who took this item. Almost sixty percent

of these students were in 10th grade (28) and more than a third were in 9th grade (17). Just over forty percent of the item respondents were students with intellectual disabilities (19). Students reported to have autism comprised slightly more than one-fourth of the item respondents (12). Nearly one-third of the student respondents were reported to have either multiple disabilities (8) or “other” disabilities (7). One student respondent was reported to have an unspecified disability. More than half of the students administered the items in Speak/Listen 9/10.5 were reported to have a high level of communication (24); thirteen students with intellectual disabilities comprised the majority of this group. Fourteen students were reported to have a medium level of communication and nine a low level of communication.

Table 2-1. Grade level of students administered Speaking and Listening 9/10.5

<i>Grade Level</i>												
3	4	5	6	7	8	9	10	11	12	<i>Un-graded</i>	<i>Un-spec.</i>	<i>Total</i>
0	0	0	0	0	0	17	28	2	0	0	0	47

Table 2-2. Disability category, by communication level for Speaking and Listening 9/10.5

	Communication level			Total
	High	Medium	Low	
Primary Disability				
Intellectual Disability	13	4	2	19
Autism	5	6	1	12
Multiple Disabilities	0	2	6	8
Other	6	1	0	7
Unspecified	0	1	0	1
	24	14	9	47

Section 3: Communication Level

Item suite Speak/Listen 9/10.5: Digital media in presentation, was administered to 47 students. Seventy-two percent of students (n = 34) who took this suite responded correctly to item A1 and proceeded to take items B & C. Table 3-1 displays the how students taking this item responded to the items within the suite.

Table 3-1: Student response, by items administered for Speaking and Listening 9/10.5

<i>Results</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	47	13	32	31
Number answered correctly	34	8	29	17
Number answered incorrectly	10	3	2	14
Number with no response	3	2	0	0
Number who refused	0	0	1	0

The four tables that follow display the item responses crossed by respondents' levels of communication. The first table (Table 3-2) displays counts for responses to item A1 parsed by student communication levels for the entire sample. The three tables that follow (Tables 3-3, 3-4 and 3-5) display counts for students' responses to items A2, B, and C parsed by student communication levels. Students responding to item A1 correctly were administered items B and C and students responding to item A1 incorrectly took item A2. Due to the branching that occurs at item A1, the three tables have a response "not required."

Of the students who proceeded to more complex items, 29 students responded correctly to item B (20 students had a high communication level, 7 students had a medium level, and 2 were classified at the low level of communication).

Table 3-2: Student response for item A1, by communication level for Speaking and Listening 9/10.5

	<i>Communication level</i>			<i>Total</i>
	<i>High</i>	<i>Medium</i>	<i>Low</i>	
<i>A1 Response</i>				
Correct	21	9	4	34
Incorrect	3	4	3	10
No Response	0	1	2	3
Refused	0	0	0	0
Unspecified	0	0	0	0
	24	14	9	47

Table 3-3: Student response for item A2, by communication level for Speaking and Listening 9/10.5

	Communication level			Total
	High	Medium	Low	
A2 Response				
Correct	3	4	1	8
Incorrect	0	0	3	3
No Response	0	1	1	2
Refused	0	0	0	0
Not required	21	9	4	34
Unspecified	0	0	0	0
	24	14	9	47

Table 3-4: Student response for item B, by communication level for Speaking and Listening 9/10.5

	Communication level			Total
	High	Medium	Low	
<i>B Response</i>				
Correct	20	7	2	29
Incorrect	0	2	0	2
No Response	0	0	0	0
Refused	0	0	1	1
Not required	3	5	5	13
Unspecified	1	0	1	2
	24	14	9	47

Table 3-5: Student response for item C, by communication level for Speaking and Listening 9/10.5

	Communication level			Total
	High	Medium	Low	
C Response				
Correct	13	4	0	17
Incorrect	7	5	2	14
No Response	0	0	0	0
Refused	0	0	0	0
Not required	3	5	5	13
Unspecified	1	0	2	3
	24	14	9	47

Section 4: Item Response Data - Opportunity to Learn

Table 4-1 shows students' opportunity to learn the skills being assessed. Item A1 was administered to forty-seven students. Twenty of the twenty-four students reported by their teacher as having an opportunity to learn the skill being assessed answered the item correctly. Thirteen of the twenty students reported as not having an opportunity to learn answered the item correctly.

Thirteen students were administered Item A2. Three of the five students reported as having an opportunity to learn answered the item correctly. Two of the three students reported as not having an opportunity to learn answered the item correctly.

Thirty-two students were administered Item B. All eighteen students reported as having an opportunity to learn answered the item correctly. Ten of the twelve students reported as not having an opportunity to learn answered the item correctly.

Thirty-one students were administered item C. Eleven of the eighteen students reported as having an opportunity to learn answered the item correctly. Twelve students were reported as not having an opportunity to learn. Of those, five answered the item correctly.

Table 4-1: Opportunity to learn (OTL), by items administered for Speaking and Listening 9/10,5

	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
<i>Student had OTL: Yes</i>				
Item answered	24	5	18	18
Item correct	20	3	18	11
Item incorrect	4	0	0	7
No response/refused item	0	2	0	0
<i>Student had OTL: No</i>				
Item answered	20	3	12	12
Item correct	13	2	10	5
Item incorrect	5	1	2	7
No response/refused item	2	0	0	0
<i>Student had OTL: Don't know/unspecified</i>				
Item answered	3	5	2	1
Item correct	1	3	1	1
Item incorrect	1	2	0	0
No response/refused item	1	0	1	0

Section 5: Teacher Item Feedback: Task Suite: Speaking/Listening 9/10.5

General Feedback

Item engagement and interest and student response

Teachers were asked if each item “was interesting and engaging for this student” and if “the student’s response was clear and observable,” (Table 5-1). The teachers of 41 of the 47 students who took item A1 responded that the item was interesting and engaging for the student and the teachers of 27 of the 32 students who took item B responded that the item was interesting and engaging for the student. Regarding item A2, the teachers of 8 of the 13 students who took the item reported that it was interesting and engaging to the student.

Table 5-1: General feedback: Engagement, interest, and student response for Speaking and Listening 9/10.5

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	47	13	32	31
Item was interesting and engaging for this student	41	8	27	24
Student's response to item was clear and observable	43	6	30	30

Teachers were also asked if “the student’s response to the item was clear and observable.” For each of the four items in the task suite teachers indicated that the response of a majority of students’ to the item was clear and observable.

Item appropriateness

Teachers were asked if each item was appropriate “for this student with significant cognitive disabilities,” (Table 5-2). Teachers of 37 of the 47 students who took item A1 indicated that it was appropriate for the student and teachers of 27 of the 32 students who took item B indicated that it was appropriate.

Table 5-2: General feedback: Item appropriateness for Speaking and Listening 9/10.5

<i>Teacher feedback item</i>	<i>A1</i>	<i>A2</i>	<i>B</i>	<i>C</i>
Number of students	47	13	32	31
Item was appropriate for this student with significant disabilities	37	8	27	26
Item was appropriate for most students with significant disabilities in:				
- Grades 3-5	10	6	1	0
- Grades 6-8	27	8	11	12
- Grades 9-12	42	5	29	31

Teachers were next asked if each item was “appropriate for most students with significant cognitive disabilities” in grades 3 through 5, grades 6 through 8, and grades 9 through 10. Teachers were asked to mark all the grade levels that applied. Teacher responses indicated that items were appropriate for a majority of students with SCD in grades 9-12.

Specific Feedback on Item Components

Item scenario/ context and item complexity

Teachers were asked if the item scenario/context was understandable, helpful, and appropriate for the student. In considering the complexity of the item for a student with SCD teachers were asked to reflect on the language of the item, the effort required of the student, the number of steps in the item, and the content knowledge required by the item. The response options were “Too simple,” “Just right,” or “Too hard.”

Teacher responses indicated that the item scenario/context was understandable to a majority of students across all items (Table 5-3). For example, the teachers of 40 of the 47 students who took item A1 indicated that the scenario/context was understandable to the student and for item B the teachers of 27 of the 32 students who took the item reported that the item scenario/context was understandable to the student.

Table 5-3: Specific feedback: Item scenario/context and item complexity for Speaking and Listening 9/10.5

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		47	32	31
Item scenario/context was:	- Understandable to student	40	27	26
	- Helpful to student	37	27	28
	- Appropriate for student	40	28	29
Item language was:	- Too simple	1	1	1
	- Just right	37	26	24
	- Too hard	7	3	5
Effort required of student was:	- Too simple	3	2	1
	- Just right	36	28	22
	- Too hard	6	1	7
Number of steps made the item:	- Too simple	2	2	1
	- Just right	39	28	26
	- Too hard	4	1	3
Content knowledge required was:	- Too simple	3	1	1
	- Just right	36	28	24
	- Too hard	6	2	5

Teacher responses indicated that the item/scenario was helpful to most of the students. For example, the teachers of 37 of the 47 students who took item A1 indicated that the item scenario/context was helpful to the student and the teachers of 26 of the 31 students who took item C reported that the scenario/context was helpful to the student. Teacher responses indicated that the scenario/context in the items was appropriate for most students. For example, teachers of 40 of

the 47 students who took item A1 reported that the item scenario/context was appropriate for the student and the teachers of 28 of the 32 students who took item B so reported.

Teachers next answered questions relating to the complexity of the item. The teachers of 37 of the 47 students who took item A1 responded that the item language was just right and teachers of 24 of the 31 students who took item C reported that the item language was just right. Teacher responses indicated that the level of effort required by the item was just right for a majority of students. For example, the teachers of 37 of the 47 students who took item A1 and 28 of the 32 students who took item B reported that the effort required by the item was just right for the student. Teacher responses indicated that the number of steps in the item made it just right for most students. For example, the teachers of 39 of the 47 students who took item A1 reported that the number of steps made the item just right and the teachers of 28 of the 32 students who took item B so reported. Finally, teachers indicated that the content knowledge required for the item was just right for a majority of students. For example, teachers of 36 of the 47 students who took item A1 indicated that it was just right and the teachers of 24 of the 31 students who took item C indicated that the content knowledge required by the item was just right.

Item stimulus materials and item directions

In considering the item stimulus materials teachers were asked to what extent they agreed with the statement “Stimulus materials supported the student’s understanding of the item” (Table 5-4). Answer choices were “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Not applicable.” Teachers were also asked about the size of the stimulus materials and the amount of detail in the stimulus materials. Response options were for item size were “Just right,” “Too small,” “Too large,” or “Not applicable” and for amount of detail the response options were “Just right,” “Too little,” “Too much,” “Not clear,” and “Not applicable.”

Teacher responses indicated that the stimulus materials supported the understanding of the item for a majority of students. For example the teachers of 41 of the 47 students who took item A1 strongly agreed (15) or agreed (26) with the statement and teachers of 28 of the 32 students who took item B strongly agreed (7) or agreed (21) that the stimulus materials supported the understanding of the item. Across each of the items teachers reported that the size of the stimulus materials was just right for most students taking the item. For example the teachers of 28 of the 31 students who took item C indicated that the size of the stimulus materials was just right. In considering the amount of detail in the stimulus materials that accompanied each item, teachers reported that the amount of detail was just right for most students. For example the teachers of 41 of the 47 students who took item A1 reported that the amount of detail was just right.

Table 5-4: Specific feedback: Item stimulus materials and item directions for Speaking and Listening 9/10.5

<i>Teacher feedback item</i>		<i>A1</i>	<i>B</i>	<i>C</i>
Number of students		47	32	31
Stimulus materials supported student's understanding:	- Strongly agree	15	7	6
	- Agree	26	21	19
	- Disagree	3	1	3
	- Strongly disagree	2	1	2
	- Not applicable	0	0	1
Size of stimulus materials was:	- Just right	42	30	28
	- Not applicable	0	0	2
	- Too small	0	0	0
	- Too large	1	0	1
Amount of detail in stimulus materials was:	- Just right	41	29	24
	- Not applicable	0	1	2
	- Too little	1	0	0
	- Too much	4	1	4
	- Not clear	0	0	0
Directions provided to teacher for administering item and using materials had:	- Not enough direction	4	1	3
	Right amount of direction	41	28	27
	Too much direction	0	2	1

Teachers were asked whether the item directions provided “Not enough direction,” “Just the right amount of direction,” or “Too much direction.” Most teachers reported that the item directions provided just the right amount of direction. For example, the teachers of 28 of the 32 students who took item B indicated that the item directions had just the right amount of direction.

Conclusion

The purpose of the pilot study was to try-out the 22 exemplar tasks that were developed by AAD-M co-design teams to determine their usability. This study had two objectives:

1. **Task and Item Viability**

Pilot the tasks to assess the viability of the tasks for administration (e.g., Can the three items within the exemplar task be administered as designed? Is the task clear to the teacher? Is the task clear to the student?).

2. **Appropriateness for a Range of Student Performance Levels**

Investigate the suitability of exemplar tasks and associated items for assessing a range of students with significant cognitive disabilities (low, medium, high functioning). Can all/most students do the first item (least complex item)? Can any students do the last item (most complex item)?

The Conclusion section summarizes the analyses from the preceding sections in order to answer the questions raised by these two objectives.

Task and Item Viability

One component of task and item viability is whether the items within the tasks could be administered as designed. Section H. of the report addressed this component. The data indicate that the teachers did in fact administer the items as intended the vast majority of the time. Of the 1169 administration activities that were supposed to take place, 98% did take place as intended. The 2% of activities that were supposed to take place but didn't had to with five Item A2s not being administered; six Item Bs not being administered; and 11 Item Cs not being administered. It's possible that there is a legitimate reason for these Items not being administered; however, no reason was given on the test materials. Following up with these teachers of the "missing item administrations" might provide some insight.

In addition to the 27 missing activities, there were 88 item administrations that took place that should not have. For example, 30 students were administered Item A2 and then were administered item B; and 10 students answered Item A1 incorrectly and were administered B. Following up with these teachers on the "extra item administrations" might provide some insight. However, even though there were item administration "mishaps," as stated previously, the majority of item administrations occurred as intended.

Another component of task and item viability has to do with whether the tasks are clear to teachers. Sections F. and G. addressed this component. Teacher Questionnaire Item 2 is the most direct measure of this component. This item asks: "The directions provided to the teacher in the instructions for administering the item and using the testing materials had: (1) not enough direction, (2) just the right amount of direction, or (3) too much direction." The majority of teachers said the directions were just right with minimal variation by item level:

- Item A1: 87.7%
- Item A2: 87.8%
- Item B: 87.3%
- Item C: 87.2%

Another component of task and item viability has to do with whether the tasks are clear to students. Sections F. and G. addressed this component. Teacher Questionnaire items 5a and 6a are the most direct measure of this component. These questions are:

- 5a: Was the item scenario or context understandable to the student?
- 6a: The language used in the item was just right

Between 62% and 71% of teachers said the context of the item was understandable to the student, and between 65% and over 70% of teachers said that the language used in the item was just right.

Table I-1: Percentage of teachers who said item was understandable to the student (5a) and that the language used in the item was just right (6a)

	5a	6a
Item A1	62.%	65%
Item B	71%	71%
Item C	63%	66.3%

More information about the overall appropriateness of the tasks for students is included in the next section.

Appropriateness for a Range of Student Performance Levels

The second objective of the pilot study was to investigate the suitability of exemplar tasks and associated items for assessing a range of students with significant cognitive disabilities. To address this question, the following components were examined:

- How well did students do on the four levels of items (A1, A2, B, and C)?
- Are the tasks suitable for students with various characteristics (state in which student resides, student instruction, student communication level, student primary disability, student environment, teacher years of experience).
- What is the overall appropriateness of the task for students?

The first component of task appropriateness has to do with the level of student performance on the items. Sections D and E addressed this component. The test developers indicated that Item A2 was designed so that all students would answer it correctly. However, results from the TTO study indicate that this is not the case. Across all tasks, 60.2% of students who answered Item A2 answered it correctly. For the other items, 55% of students answered Item A1 correctly, 54% Item B, and 46% Item C. Whether these difficulty levels are acceptable is a decision to be made by the test developers.

The following table shows the tasks on which at least 50% of the test-takers answered correctly, given at least 10 test-takers.

Table I-2: Tasks on which at least 50% of Test-Takers Answered Correctly

Item A1	Item A2	Item B	Item C
01. Language 4.2 (67%) 02. Language 5.5 (51%) 03. Reading 5.4 (79%) 05. Reading Info 4.7B (67%) 06. Reading, Lit 3.1A (71%) 07. Reading Lit. 3.3A (61%) 08. Speak/Listen 3.2 (50%) 11. Writing 5.2 (50%) 12. Language 8.2 (54%) 15. Reading Info 8.7B (77%) 16. Reading Lit 7.3A (55%) 18. Language 11/25.5 (60%) 20. Reading Lit 9/10.3A (76%) 21. Speak/Listen 9/10.5 (72%)	01. Language 4.2 (64%) 02. Language 5.5 (53%) 04. Reading 5.4 (53%) 05. Reading Info 4.7B (79%) 06. Reading, Lit 3.1A (70%) 07. Reading Lit. 3.3A (69%) 08. Speak/Listen 3.2 (92%) 10. Writing 5.1 (62%) 11. Writing 5.2.(71%) 12. Language 8.2 (56%) 14 Reading Info 7.5B (80%) 16. Reading Lit 7.3A (54%) 17. Speak/Listen (75%) 19. Reading Info 11/12.6B (61%) 20. Reading lit 9/10.3A (60%) 21. Speak/Listen 9/10.5 (62%) 22. Writing 11/12.2 (50%)	03. Reading 5.4 (72%) 06. Reading, Lit 3.1A (52%) 07. Reading Lit. 3.3A (55%) 09. Writing 3.8 (87%) 11. Writing 5.2. (73%) 16. Reading Lit 7.3A (50%) 17. Speak/Listen (54%) 18. Language 11/25.5 (52%) 19. Reading Info 11/12.6B (61%) 20. Reading lit 9/10.3A (69%) 21. Speak/Listen 9/10.5 (91%)	03. Reading 5.4 (65%) 05. Reading Info 4.7B (54%) 09. Writing 3.8 (73%) 16. Reading Lit 7.3A (67%) 18. Language 11/25.5 (56%) 19. Reading Info 11/12.6B (65%) 21. Speak/Listen 9/10.5 (55%)

The following table shows the tasks on which 30% or fewer test-takers answered correctly, given at least 10 test-takers.

Display I-3: Tasks on which 30% or fewer Test-Takers Answered Correctly

Item A1	Item A2	Item B	Item C
10. Writing 5.1 (30%) 14. Reading Info 7.5B (17%)	None	01. Language 4.2 (25%) 02. Language 5.5 (28%) 12. Language 8.2 (16%) 14. Language 8.5 (20%)	07. Reading Lit 3.3A (21%) 12. Language 8.2 (26%) 22. Writing 11/12.2 (28%)

The second component of task appropriateness examines whether the tasks are suitable for students with various characteristics. Section D addressed this component. Task performance was broken down by these student characteristics:

- state in which student resides,
- student instruction,
- student communication level,
- student primary disability, and
- student environment

Task performance was broken down by three types of teacher variables:

- teacher years of experience in teaching students with significant disabilities,
- teacher years of experience in teaching functional ELA to students with significant disabilities, and
- teacher years of experience in teaching ELA aligned with grade-level content standards to students with significant disabilities

Results indicate that students are more likely to answer Item A1 correctly if they if they've received prior instruction on the content and skills in the item, if they have a high level of communication, if their primary disability is not Multiple Disabilities, and if they are not placed in a special school setting.

Results indicate that students are more likely to answer Item B correctly if they've received prior instruction on the content and skills in the item, if they have a high level of communication, and if they are placed in an inclusive setting rather than a special school.

Results indicate that students are more likely to answer Item C correctly if they've received prior instruction on the content and skills in the item, if they have a high level of communication, and if they are placed in an inclusive setting rather than a special.

The results show that students from each state, in each of the three communication levels (high, medium, low), with a variety of primary disabilities, who have or have not received prior instruction on the item skills and content, placed in different settings, and with teachers of different levels of teaching experience are able to successfully respond to the tasks.

A third component of task appropriateness looks at the overall appropriateness of the task for students as judged by the teachers. Sections F addressed this component.

- The **highest**-rated statements for each of Items A1, B, and C:
 - The students' response was clear and observable
 - The size of the stimulus materials was just right
 - The test directions provided the right amount of information
 - The number of steps made the item just right
 - The amount of detail in stimulus material was just
 - The item was engaging and interesting for the student
- The **lowest**-rated statements for each of Items A1, B, and C:
 - The content knowledge required by the item was just right
 - The item context was helpful to the student
 - The item was appropriate for this student with SCD
- In general, teachers rated Items A1 and B higher than Item C.

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