

LEAP CONNECT

Directions for Practice Test Administration

English Language Arts
Grade 7

Table of Contents

Table of Contents	2
Purpose.....	3
Materials	3
Directions	3
Guidelines	4
Guidance on Printed Materials.....	4
Selected-Response Items.....	4
Reading Selected-Response Item Example.....	5
Constructed-Response Item	9
Procedures for Annotation of Writing CR Item	10
Procedures for Transcription of Writing CR Item.....	11
Use of a Scribe for Writing CR Item	12
Augmentative and Alternative Communication Guidelines for Writing	12
Session 1	13
Session 2	61
Session 3	78
Session 4	97

Purpose

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

Materials

Materials needed for the LEAP Connect Practice Test Administration:

1. *Test Administration Manual* (TAM)
2. *Directions for Practice Test Administration* (DTA)
3. *Procedures for Assessing Students Who Are Visually Impaired, Deaf, or Deaf-Blind*
4. *Grade 7 ELA Practice Test Reference Materials and Writing Stimuli*

Directions

1. **Know and follow all directions for test administration** provided in the TAM, DTA, and *Procedures for Assessing Students Who Are Visually Impaired, Deaf, or Deaf-Blind*.
2. Be familiar with and utilize the Text to Speech (TTS) as appropriate. The DRC INSIGHT Assessment System includes TTS that will read aloud the text of directions, items, and answer options and will also read aloud standardized descriptive statements for tables, charts, graphs, and timelines.
 - a. This text is read to all students using a consistent rate of reading and tone of voice. If a student wishes to have any or all of the text repeated, click on the Starting Points button (the circle between the Stop and Play/Pause buttons). Then use the mouse to select the starting point (blue circle) just before the text that needs to be repeated.
 - b. To change the volume or speed of the TTS or turn off the follow-along, select the Options button at the bottom of the screen, then select Audio Settings and adjust as desired.
 - c. If the TTS will not be used, the TA can turn off the volume and the follow-along using the Audio Settings. The TA must read the directions, items, answer option text, and graphic descriptions **exactly as written** using a consistent rate of reading and tone of voice.
3. Be familiar with and utilize the Alternative Text as appropriate. Alternative Text is bracketed and written in italics. Alternative Text is included for students who are blind or have a visual impairment and require graphics to be described. This Alternative Text includes descriptive statements for tables, charts, graphs, and any graphics necessary for appropriate interaction with the items to be described.

Guidelines

1. **Guiding a student response must be deliberately avoided.** Such cueing might include voice, rate of reading, positioning of correct response option, or body language that would suggest a preference or indicate a correct response. To ensure fidelity of test administration, the TA must use a consistent voice, rate of reading, positioning of response options, and body language during oral presentation.
2. If the TTS is not used, the TA may read the directions, item, response options, and graphic descriptions. All text must be read to the students **exactly as written**, (i.e., no paraphrasing or variation of speed to emphasize words in ways that provide hints as to correct or incorrect responses).
3. The Test Administrator (TA) may use statements to **encourage** the student to respond (e.g., “only one more to go,” “just five minutes until a break,” “keep working,” “I like the way you are listening and following directions”), but **does not** indicate either the correct or incorrect response.

Guidance on Printed Materials

ELA Practice Test Reference Materials and Writing Stimuli include required graphics and the answer options for each test item. The DTA will prompt the TA when the required graphics are to be presented to the student. The answer options are included so they can be copied and used as needed (e.g., eye-gaze boards). *ELA Practice Test Reference Materials and Writing Stimuli* are distributed by the School Test Coordinator (STC).

The LEAP Connect ELA Practice Assessment includes one constructed-response writing item at each grade level. Writing Stimuli are provided for the constructed-response item. Writing Stimuli are distributed by the STC. Review the item and prepare materials as needed **prior to the administration** of the constructed-response writing item.

Selected-Response Items

Selected-response items are presented in the following order:

- Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
- Item question
- Answer options (which are indicated by radio buttons and presented vertically)

Students independently select a response from the options. Being mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.), TAs can enter responses on behalf of the student. Ensure that Augmentative and Alternative Communication (AAC) and Assistive Technology (AT) used routinely for instruction are available to support the student in communicating responses.

Reading Selected-Response Item Example

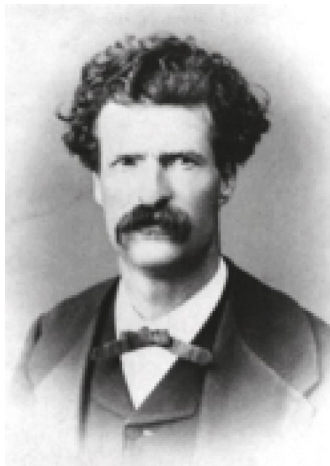
The LEAP Connect assessment items reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with test items. The following item example does not reflect ALL content that is assessed in each grade-level content area and does not represent every degree of complexity.

Reading Item Example

Directions

We are going to read informational text about a writer named Mark Twain. He lived a long time ago and wrote books. After we read, you will be asked a question about this writer. Listen for what the author believes about Mark Twain.

The Life and Works of Mark Twain



Mark Twain was an American writer.

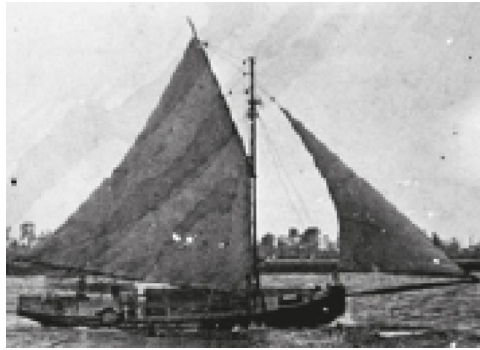


Twain wrote many books. One of his best known books is The Adventures of Tom Sawyer. The books were set in Missouri. This is where Twain lived.



Twain first began by writing articles for his brother's newspaper. He became well-known after he wrote a funny short story.

[For students with visual impairment, read “This is a picture of a sailboat.”]



Twain traveled to many places. He visited libraries around the world. Twain became famous.



Mark Twain has inspired many people. He is seen as a great American author.

Item 1

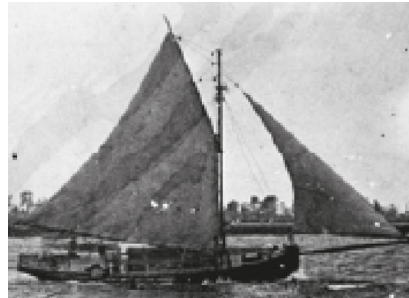
Directions for TA that this is a two-part item.

TTS or TA reads item directions.

This is the first item of a two-part item.

We read about a writer named Mark Twain. We are going to read part of the text again. Then you will be asked a question. Listen for details that tell you that Mark Twain liked to travel.

[For students with visual impairment, read "This is a picture of a sailboat."]



TTS or TA reads item text.

TA reads the alternative text for students with visual impairment to describe the picture.

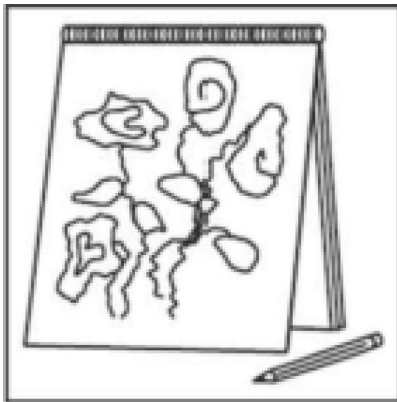
Twain traveled to many places. He visited libraries around the world. Twain became famous.

TTS or TA reads question text.

Which sentence tells that Mark Twain liked to travel?

Point to each answer option as the Text to Speech (TTS) or Test Administrator (TA) reads each option.

[For students with visual impairment, read "A. This is a picture of a pad of paper with a drawing on it."]



Directions for TA to point to each answer option as the TTS or TA reads each option.

TTS or TA reads answer options.

A. He drew pictures.

[For students with visual impairment, read “B. This is a picture of famous people at a dinner party.”]



B. He became famous.

[For students with visual impairment, read “C. This is a picture of men riding on top of and in a covered wagon pulled by horses.”]



TA asks student if they would like to read this part again. If the student says yes, the TA either activates the starting point for the TTS to read the passage part or reads the passage part again.

C. He traveled to many places.

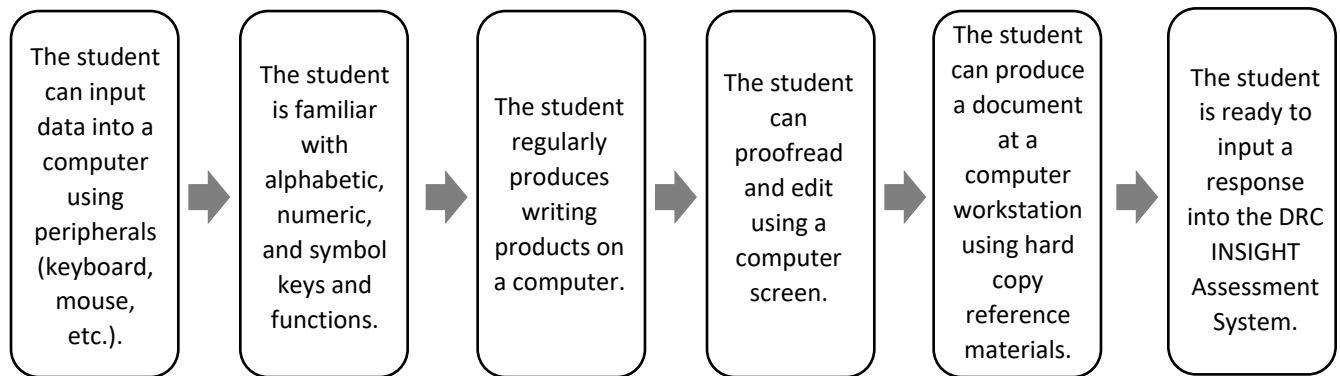
Would you like to read this part again before you answer the question?

Constructed-Response Item

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

A TA needs to determine the way in which a student will create a constructed response in writing. The student can use the Student Response Template to write a response or

can enter an online response utilizing a keyboard. The following statements are provided to assist TAs in determining whether to allow the student to enter an online response into the DRC INSIGHT Assessment System.



The CR writing prompt is administered in the following manner:

1. The student is presented with the writing task and the text type (e.g., story or essay) to be produced.
2. The student is then presented with a model of the text type.
3. The TA presents the steps of the writing task as planning, writing, revising, and editing a response, using a script that includes references to materials to present to the student to support the construction of a response.
4. First, the student organizes ideas related to the topic. Next, the student writes a response using the provided Student Response Template or types into the DRC INSIGHT Assessment System. Then the student is allowed to revise and edit the response. Last, the TA reads aloud the finished product to the student.
5. If the student types the response into the DRC INSIGHT Assessment System, the student may not utilize the computer's browser functions during CR item administration.
6. If the student did not type the response into the DRC INSIGHT Assessment System, the TA must transcribe the student response into the DRC INSIGHT Assessment System in the appropriate boxes. **The TA must also type any necessary annotations in the text box beneath the item. (See *Procedures for Annotation* and *Procedures for Transcription* below.)**

Procedures for Annotation of Writing CR Item

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

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

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

Procedures for Transcription of Writing CR Item

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

The TA will:

- Enter the response after completing the administration of the CR item.
- Enter the entire response exactly as the student has written it and annotate as appropriate (see *Procedures for Annotation of Writing CR Item*).
- Not revise, edit, or alter the student's response in any way, unless directed to do so by the student.
- Not provide feedback regarding any aspect of the student's response unless directed to do so by the student.

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

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

Use of a Scribe for Writing CR Item

The TA may decide before testing begins, based on student need, that the use of a scribe is the best way to capture the student's response for the writing CR item. This process should be practiced with the student prior to testing during regular classroom instruction in order to ensure that the student and the TA understand the process. The process of scribing should not be a barrier for the student. If a scribe is utilized, the scribe must: 1) transcribe the work into the online system and 2) annotate. The role of scribe can be completed by either a TA or a district employee under the direction of a qualified, trained TA. For the ELA test only, **an accommodation for scribe or transcription is not required to be included in the student's IEP.**

The scribe will:

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

Augmentative and Alternative Communication Guidelines for Writing

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

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

Session 1

Directions

We are going to read an informational text about mascots. Mascots are special characters used by sports teams. After we read, you will be asked a question. Listen for what the text is about.

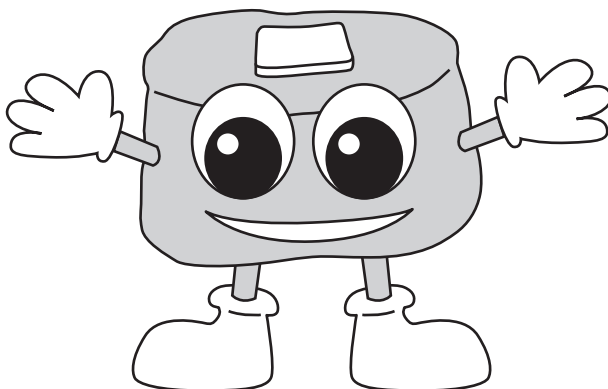
What are Mascots?



Most sports teams have mascots. The crowd is excited to see them. The crowd jumps up and cheers. The mascots cause a **sensation** when they come out on the field. Sometimes, they tease the other team. People like to take pictures with the mascots.



Some teams use animals as their mascots. Louisiana State University uses the tiger. His name is Mike the Tiger.



Some mascots are just silly. One baseball team has a biscuit for a mascot.

Mascots have a long history. They have been used since the 1900s!

Item 1

We read a text called **What are Mascots?**

Which of these posts is about the same topic as the text we just read?

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



- A. Sir Saint Says New Orleans Saints Will Be Number 1.



- B. St. Landry Football Team Wins Again!

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

Item 2

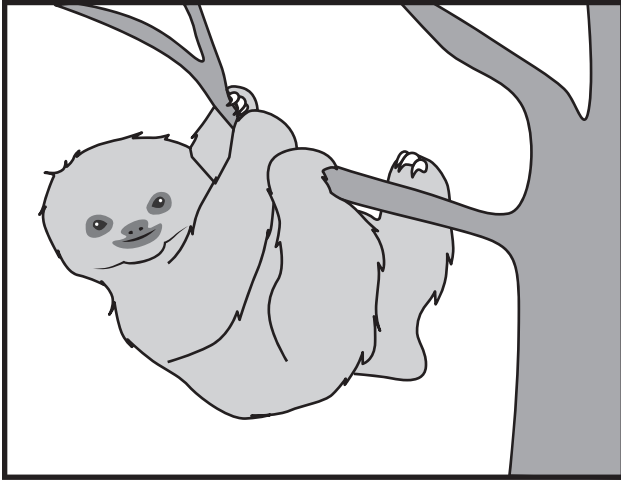
We read about mascots. We are going to read part of the text again. Then you will be asked a question. Listen for what you learn about mascots.



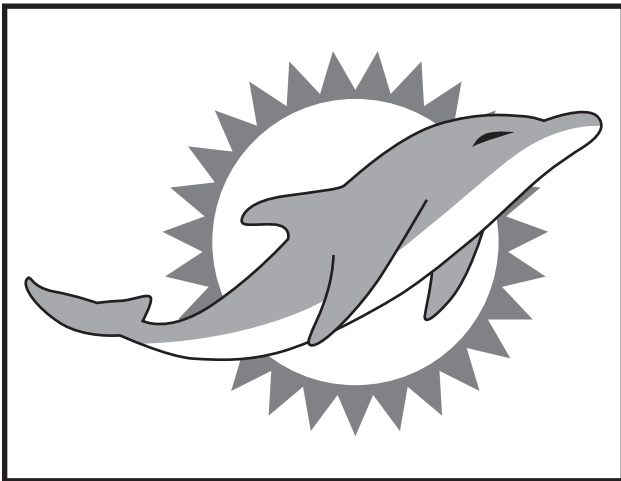
Some teams use animals as their mascots. Louisiana State University uses the tiger. His name is Mike the Tiger.

What did you learn about mascots?

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



A. Animals are very lazy.

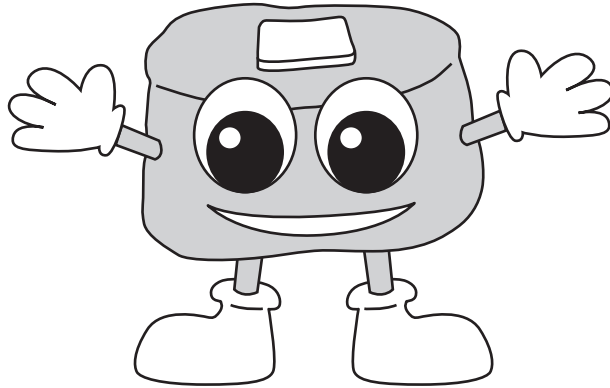


B. Animals are used as mascots.

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

Item 3

We read about mascots. We are going to read part of the text again. Then you will be asked a question. Listen for how mascots are described.



Some mascots are just silly. One baseball team has a biscuit for a mascot.

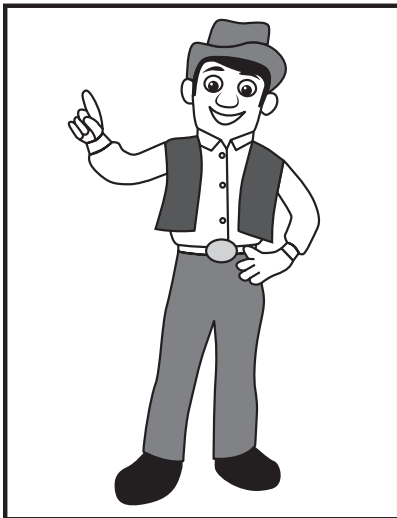
Mascots have a long history. They have been used since the 1900s!

How are mascots described in this part of the text?

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



A. Mascots can be silly and fun.



B. Mascots are always people.

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

Item 4

We read about mascots. We are going to read part of the text again. Listen for clues that tell you what the word **sensation** means.



Most sports teams have mascots. The crowd is excited to see them. The crowd jumps up and cheers. The mascots cause a **sensation** when they come out on the field. Sometimes, they tease the other team. People like to take pictures with the mascots.

Point to the bolded word.

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

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



A. crowd



B. excitement

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

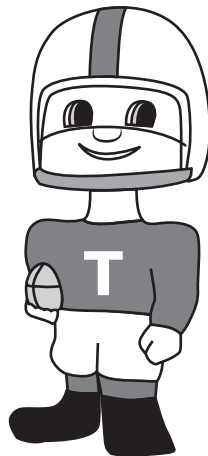
We are going to read an informational text about Tulane’s mascot. Tulane is a university in Louisiana. After we read, you will be asked to compare the texts. Listen for how the texts are similar.

Tulane’s Mascot Journey



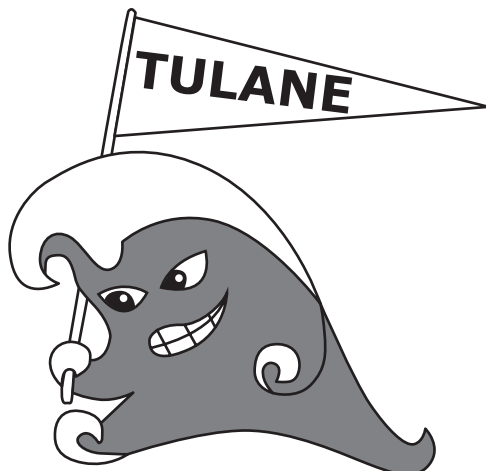
1920

Tulane is called “The Green Wave.” The mascot is a pelican on a surfboard.



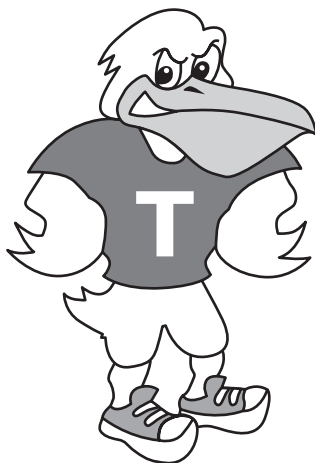
1955

The new mascot is “Greenie.” He is a sneaky child in a green football uniform.



1964

Tulane's mascot is called "The Green Wave" again. The mascot is a happy, green ocean wave.



1998

Tulane uses the pelican mascot again. It is named "Riptide the Pelican."



2017

Tulane makes “The Green Wave” its mascot. It is an angry, green wave. They also use “Riptide the Pelican.” People like having two mascots.

Item 5

We read two texts about mascots. We are going to read one sentence from each text again. Listen for what is similar.

Point to the following sentence from the first text as the TTS or TA reads the sentence.

“Mascots have a long history.”

Point to the following sentence from the second text as the TTS or TA reads the sentence.

“1920 Tulane is called ‘The Green Wave.’”

What is similar about the information in these sentences?

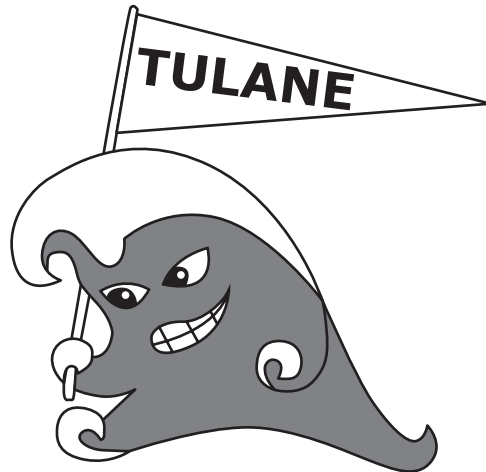
Point to each option as the TTS or TA reads each option.

- A. They both show that mascots have been used for many years.
- B. They both show the names of mascots.

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

Item 6

We read about Tulane's mascot. We are going to read part of the text again. Then, you will be asked a question. Listen for what you learn about Tulane's mascot.

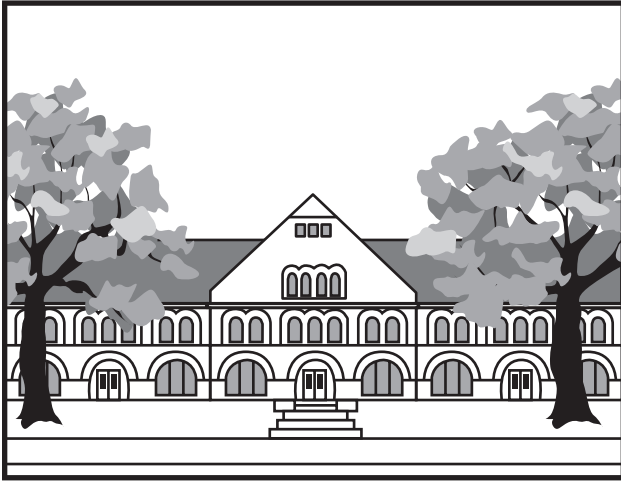


1964

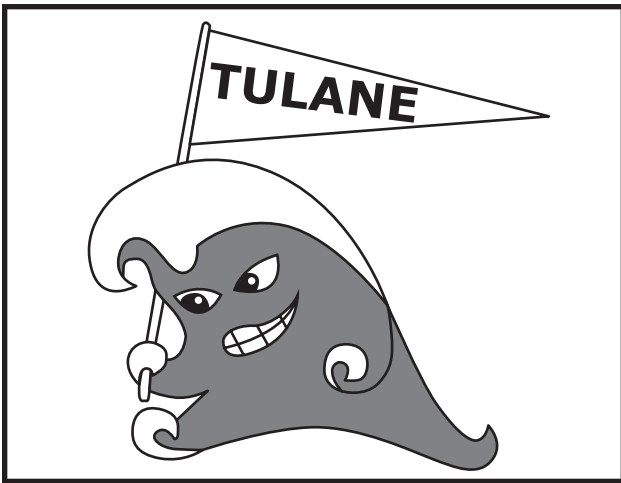
Tulane's mascot is called "The Green Wave" again. The mascot is a happy, green ocean wave.

What did you learn about Tulane's mascot?

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



A. Tulane is a university in New Orleans.



B. Tulane's mascot is an ocean wave.

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

Item 7

We read about Tulane’s mascot. We are going to read part of the text again. Then, you will be asked a question. Listen for how the author says people feel about Tulane’s mascots.



2017

Tulane makes “The Green Wave” its mascot. It is an angry, green wave. They also use “Riptide the Pelican.” People like having two mascots.

How does the author say people feel about Tulane's two mascots?

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



A. They are angry that their team lost.



B. They are happy that their team has two mascots.

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

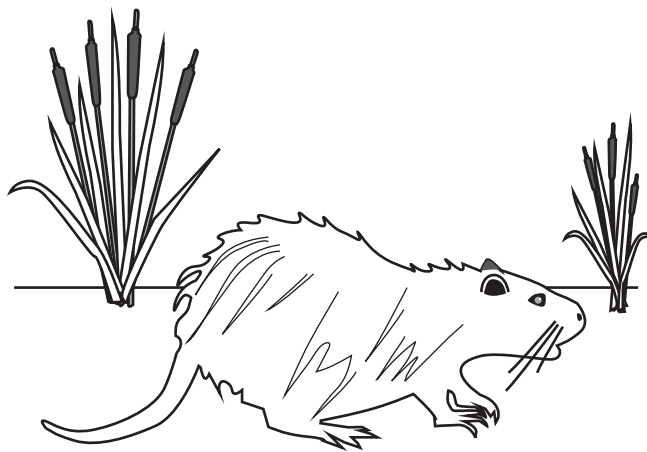
Directions

We are going to read a story about a boy named Thomas. He and his mother go to a street fair. After we read, you will be asked a question about the theme. Listen for the message of the story.

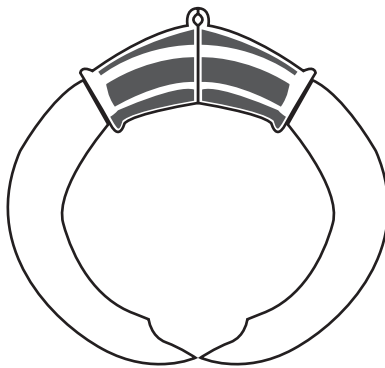
The Coypu Street Fair



Thomas is excited. He and his mother are going to a street fair. His mother tells Thomas that this is a special street fair. It celebrates coypu. Coypu is another name for nutria. It is a large rodent, or rat-like animal.

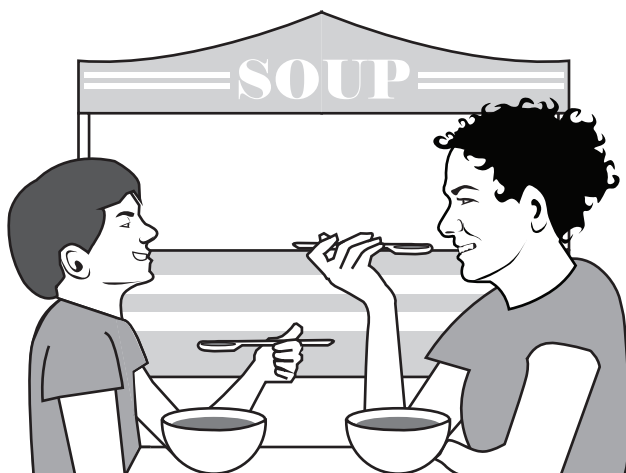


Thomas asks why they are having a fair for a rat. His mother laughs and explains that coypu is not quite a rat. It is an animal that eats lots of wetland plants, where it **resides**. When nutria makes its home here, it destroys the wetlands. The street fair is the community's way of turning something that could be bad into something good. Thomas likes the idea. He wonders what they will see at the fair.



When Thomas and his mother get to the fair, they see all the ways that nutria can be used to help the community. First, they visit a booth of a clothing designer. The designer makes hats using coypu fur. Thomas likes how soft the fur is. He tries on the hat. His mother takes a picture.

Next, Thomas and his mother visit a jewelry booth. The jewelry is bright orange. Everything is made from coypu teeth. Thomas's mother buys an orange bracelet.



Finally, Thomas and his mother visit a food stand. They eat chili made with coypu meat. The chili has lots of delicious ingredients. Thomas likes the chili. His mother agrees. They buy some more to take home.



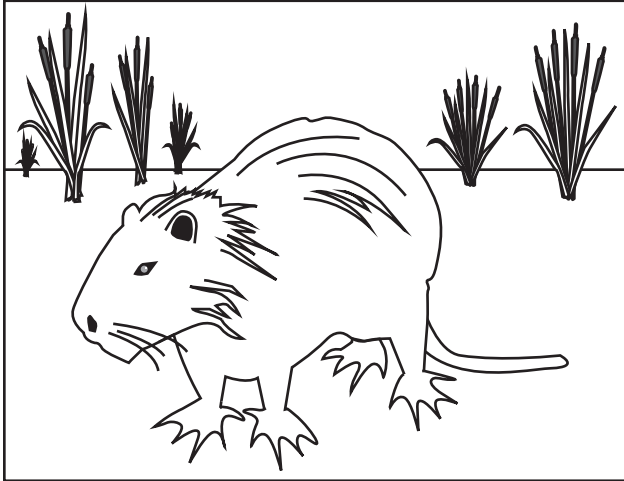
Thomas enjoys the street fair. He now understands how the fair helps both the wetlands and the community. Using nutria in different ways keeps the population small. This protects the wetlands. Using nutria in different ways also supports the community. It helps people grow their businesses. Thomas hopes there will be another street fair next year.

Item 8

Remember, the theme is the message of the story. One theme of this story is that it is possible to turn something bad into something good.

Which sentence shows that it is possible to turn something bad into something good?

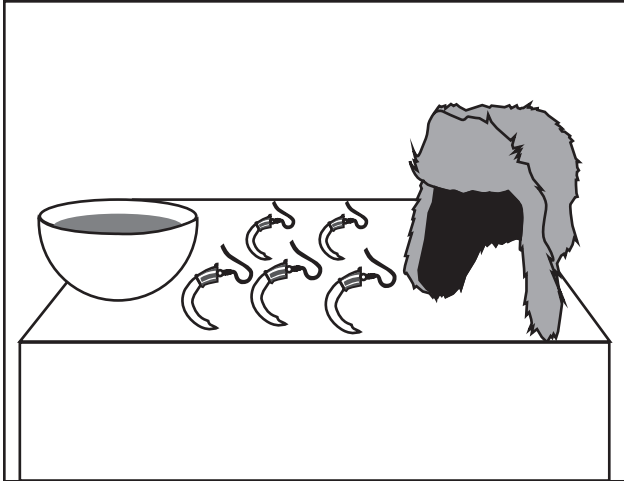
Point to each option as the TTS or TA reads each option.



A. The coypu has soft fur and makes its home in the wetlands of Louisiana.



B. Thomas and his mother wake up early in the morning to attend the street fair.



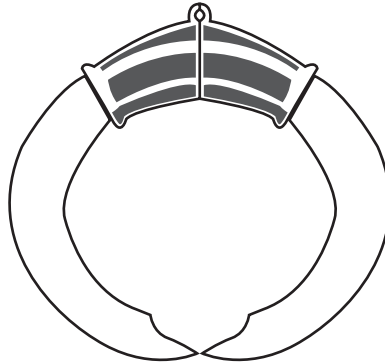
- C. Using nutria in many ways keeps its population small and supports the community.

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

Item 9

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

We read about a boy named Thomas. He and his mother go to a street fair. We are going to read part of the story again. Then you will be asked questions. Listen for what makes nutria a useful animal.



When Thomas and his mother get to the fair, they see all the ways that nutria can be used to help the community. First, they visit a booth of a clothing designer. The designer makes hats using coypu fur. Thomas likes how soft the fur is. He tries on the hat. His mother takes a picture.

Next, Thomas and his mother visit a jewelry booth. The jewelry is bright orange. Everything is made from coypu teeth. Thomas's mother buys an orange bracelet.

In this part, nutria is a useful animal.

Which sentence shows that nutria is a useful animal?

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



A. Thomas's mother takes a picture of him.



B. Thomas finds hats made out of nutria fur.



C. Thomas and his mother visit a booth that sells clothing.

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

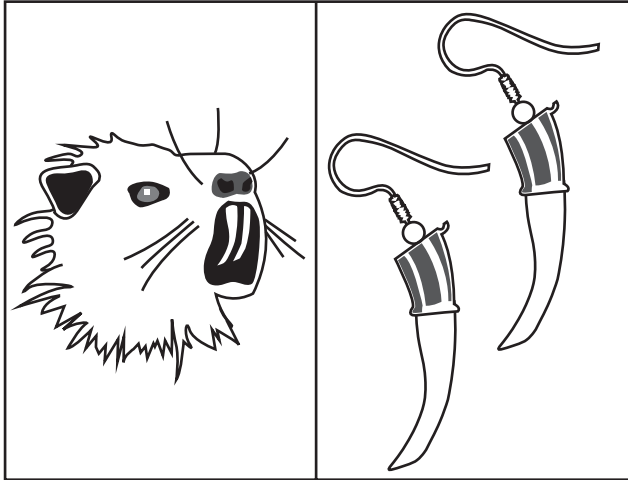
This is the first item of a two-part item. Student may not return to this item after responding to this item.

Item 10

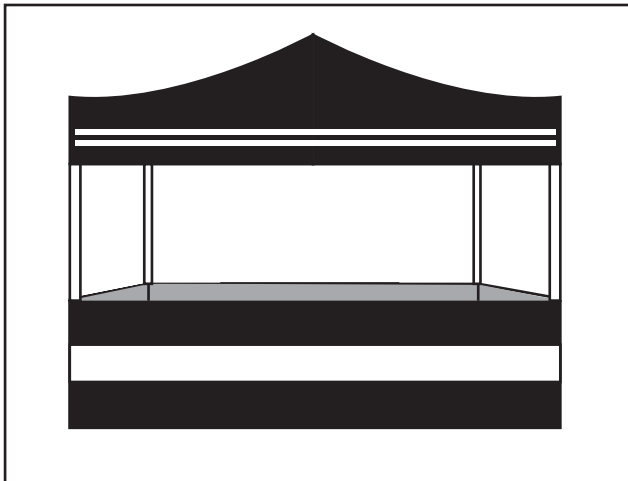
This is the second part of a two-part item. Student may not return to the previous item.

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

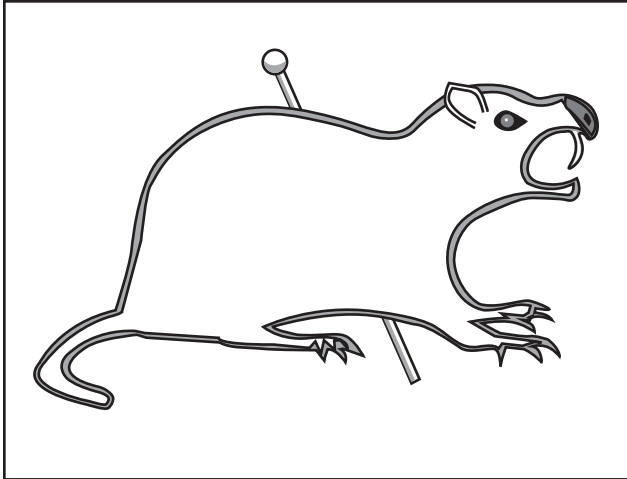
What is another sentence that shows that nutria is a useful animal?



A. The jewelry is made from nutria teeth.



B. The jewelry is sold in a large outdoor tent.

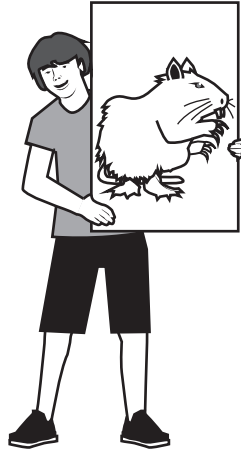


C. The jewelry is created to look like an animal.

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

Item 11

We read about a boy named Thomas. He and his mother go to a street fair. We are going to read part of the story again. Then you will be asked questions. Listen for something new Thomas learns.



Thomas enjoys the street fair. He now understands how the fair helps both the wetlands and the community. Using nutria in different ways keeps the population small. This protects the wetlands. Using nutria in different ways also supports the community. It helps people grow their businesses. Thomas hopes there will be another street fair next year.

In this part, Thomas learns something new.

Which sentence shows that Thomas learns something new?

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

- A. Thomas learns that street fairs are hard work.
- B. Thomas learns that there will be a street fair again next year.
- C. Thomas learns that the street fair helps the wetlands and the community.

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

Item 12

What is another sentence that shows that Thomas learns something new?

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

- A. He learns that people want his help growing their nutria businesses.
- B. He learns that using the nutria in different ways helps control the population.
- C. He learns that protecting the wetlands means letting the nutria live wherever they want.

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

Item 13

We read about a boy named Thomas. He and his mother go to a street fair. We are going to read part of the story again. Listen for clues that tell you what the word **resides** means.



Thomas asks why they are having a fair for a rat. His mother laughs and explains that coypu is not quite a rat. It is an animal that eats lots of wetland plants, where it **resides**. When nutria makes its home here, it destroys the wetlands. The street fair is the community's way of turning something that could be bad into something good. Thomas likes the idea. He wonders what they will see at the fair.

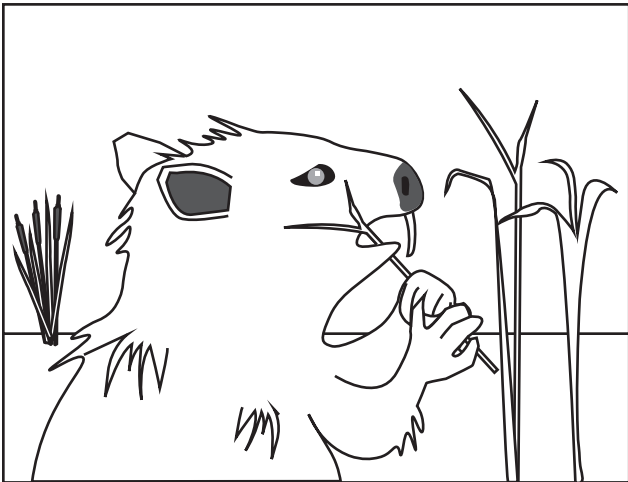
Point to the bolded word.

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

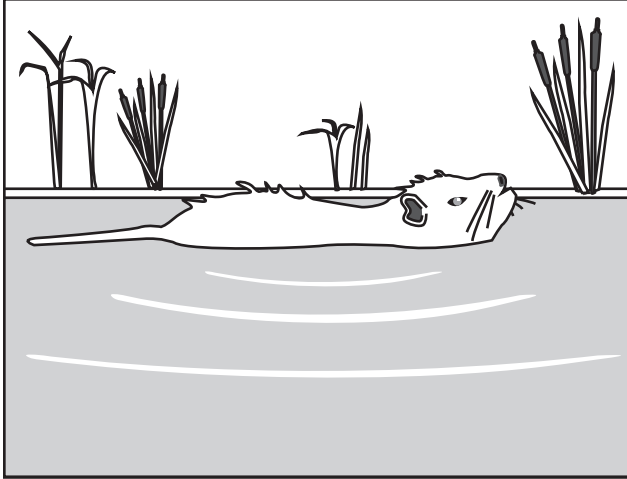
Point to each option as the TTS or TA reads each option.



A. lives



B. chews



C. swims

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

Directions

We are going to read an informational text about Natchitoches, Louisiana, and things to do and see when visiting the city. After we read, you will be asked a question about the conclusion that Natchitoches is difficult to pronounce correctly.

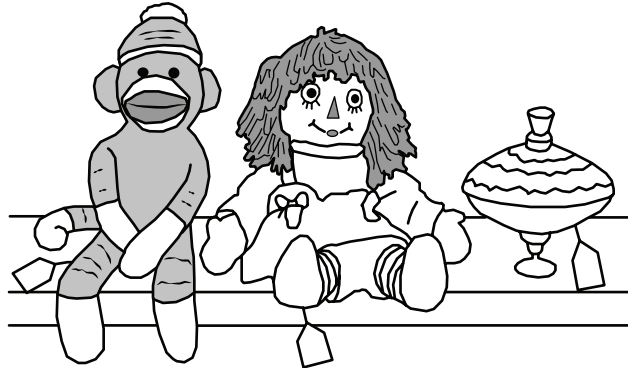
Natchitoches, a Great Place to Visit



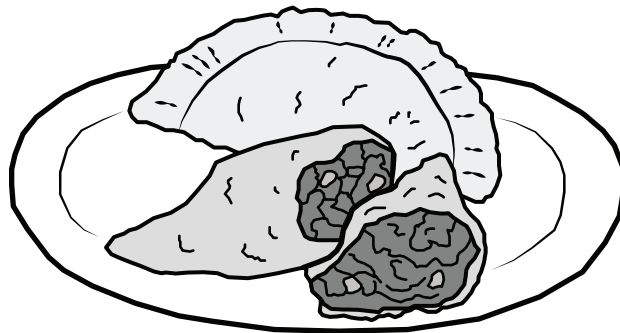
Natchitoches is a small city in Louisiana with many things to see and do. If you are not sure how to say Natchitoches, you are not alone. Many people say it wrong. It is pronounced Nack-a-tish. It is the oldest city in Louisiana.



Natchitoches has historical places to visit. One is a fort located on the Cane River. It was built to protect Natchitoches and the surrounding area against the Spanish army. Later, the fort became a trade center with the help of Native Americans. Several tribes helped establish trade and communication between the French, Spanish, and Native Americans. Today, people can visit the fort to learn about its interesting history.



The city has a historical area with a general store that opened in 1853. It sells gifts, hardware, things for the house, and old-fashioned toys. You might find toys that your grandparents used to play with. You can explore the area by walking, taking a horse and buggy ride, or riding the trolley. You can learn about the city as you explore.



Natchitoches is known for its meat pies. Meat pies are fried dough filled with flavored beef and pork. People have **consumed** meat pies in Natchitoches since the late 1700s. That means people have been eating meat pies in Natchitoches for a long time.

Meat pies are an important part of Natchitoches. The city has a Meat Pie festival every year. The festival includes a pie-making contest. It has live music and activities for kids. Most importantly, the festival has meat pies made by many different people. Be sure to try one of these tasty treats.



The city also has their Christmas Festival of Lights. This is the city's biggest festival. It started as a one-day festival with one street lined with lights. Now it lasts for six weeks. The festival has over 300,000 lights with decorations downtown and along the Cane River Lake. There is a parade that includes a marching band and, of course, Santa Claus. Fireworks light up the sky while holiday music is playing. It also has a lighted boat parade. Boat owners decorate their boats with lights and drive their boats down the Cane River Lake.

Now that you know there is much to see and do in Natchitoches, hopefully you will plan to visit.

Item 14

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

The text implies that Natchitoches is difficult to pronounce correctly.

Which sentence supports the conclusion that Natchitoches is difficult to pronounce correctly?

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

- A. “Natchitoches is a small city in Louisiana with many things to see and do.”
- B. “If you are not sure how to say Natchitoches, you are not alone.”
- C. “Natchitoches has historical places to visit.”

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

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

Item 15

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

Which is another sentence that supports the conclusion that Natchitoches is difficult to pronounce correctly?

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

- A. "It is the oldest city in Louisiana."
- B. "Many people say it wrong."
- C. "You can learn about the city as you explore."

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

Item 16

We read about Natchitoches, Louisiana. We are going to read part of the text again. Then, you will be asked a question about the fort becoming a trade center.



Natchitoches has historical places to visit. One is a fort located on the Cane River. It was built to protect Natchitoches and the surrounding area against the Spanish army. Later, the fort became a trade center with the help of Native Americans. Several tribes helped establish trade and communication between the French, Spanish, and Native Americans. Today, people can visit the fort to learn about its interesting history.

How was trade and communication established between the French, Spanish, and Native Americans?

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

- A. The French built a historical place for visitors.
- B. The Spanish army built the fort for protection.
- C. The Native Americans helped make the fort a trade center.

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

Item 17

We read about Natchitoches, Louisiana. We are going to read part of the text again. Then, you will be asked a question about the author's claim that the Christmas Festival of Lights is the city's biggest festival.



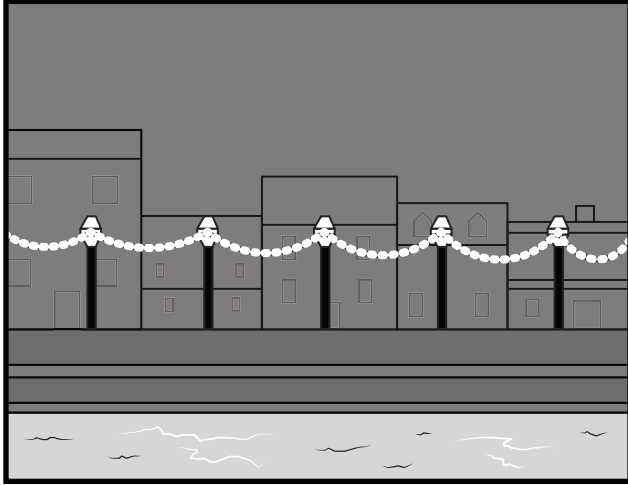
The city also has their Christmas Festival of Lights. This is the city's biggest festival. It started as a one-day festival with one street lined with lights. Now it lasts for six weeks. The festival has over 300,000 lights with decorations downtown and along the Cane River Lake. There is a parade that includes a marching band and, of course, Santa Claus. Fireworks light up the sky while holiday music is playing. It also has a lighted boat parade. Boat owners decorate their boats with lights and drive their boats down the Cane River Lake.

Now that you know there is much to see and do in Natchitoches, hopefully you will plan to visit.

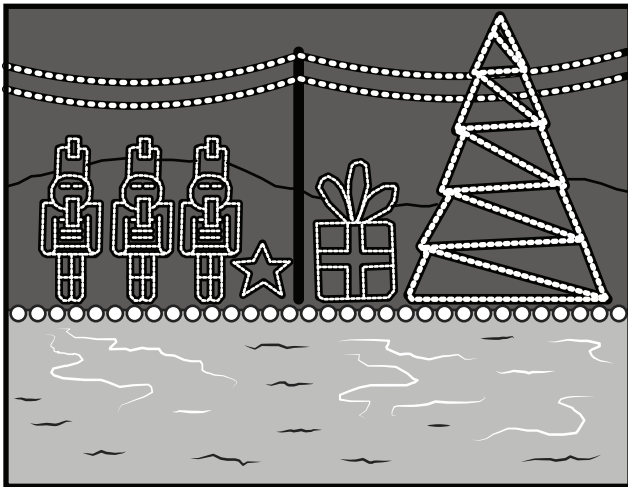
The author claims that the Christmas Festival of Lights is the city's biggest festival.

Which sentence supports this claim?

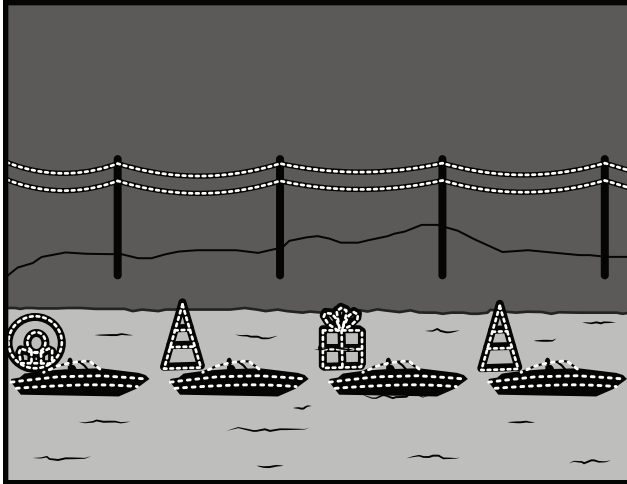
Point to each option as the TTS or TA reads each option.



A. "It started as a one-day festival with one street lined with lights."



B. "The festival has over 300,000 lights with decorations downtown and along the Cane River Lake."

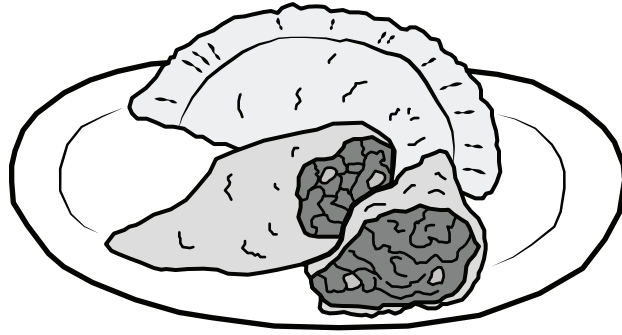


C. "It also has a lighted boat parade."

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

Item 18

We read about Natchitoches, Louisiana. We are going to read part of the text again. Listen for clues that tell you what the word **consumed** means.



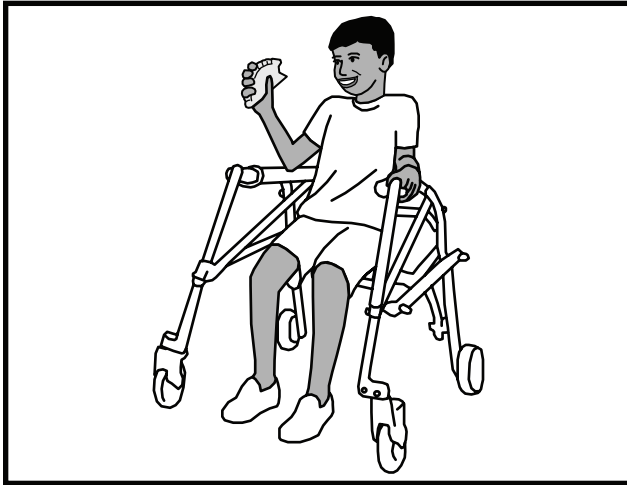
Natchitoches is known for its meat pies. Meat pies are fried dough filled with flavored beef and pork. People have **consumed** meat pies in Natchitoches since the late 1700s. That means people have been eating meat pies in Natchitoches for a long time.

Meat pies are an important part of Natchitoches. The city has a Meat Pie festival every year. The festival includes a pie-making contest. It has live music and activities for kids. Most importantly, the festival has meat pies made by many different people. Be sure to try one of these tasty treats.

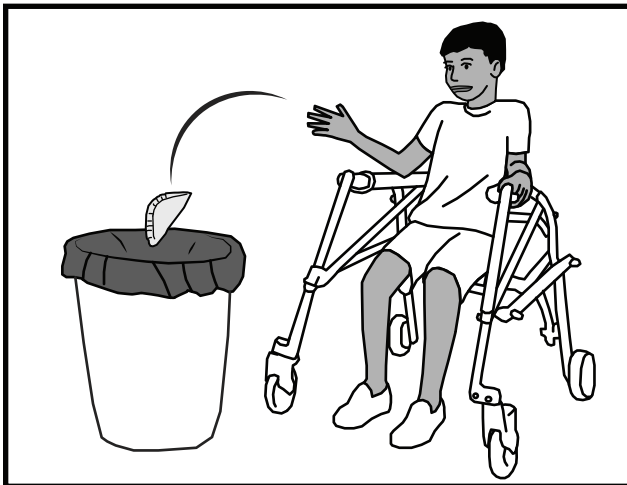
Point to the bolded word.

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

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



A. eaten



B. wasted



C. ruined

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

You have reached the end of this Session.

You may choose from the following options:

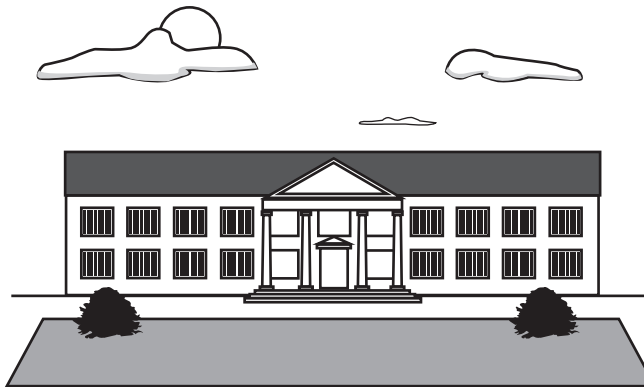
- Review items in this session
- **Pause** this test and **Resume** later
- Complete this session (**End Test**, then **Submit**) and begin Session 2

Session 2

Directions

We are going to read a story about Myella. Myella is graduating and will be going to college. She is going to an HBCU. After the story, you will be asked questions about the theme.

Myella's HBCU Legacy



Myella's summer is almost over. She has had fun with her friends. She will miss them but is excited to begin her new adventure. Myella will soon be starting college at Grambling State University. She visited other colleges before deciding to go to Grambling. All of the colleges she visited are in Louisiana. But Grambling State University is an HBCU. HBCU stands for "historically black college and university." It is the only college she visited that is an HBCU. Myella hopes she can appreciate the traditions of an HBCU like her parents and grandparents did.



Before Myella moves to college, her family prepares a special meal for her. They cook some of Myella's favorite foods. Her father fills his large pot with water. He boils the crawfish and other seafood in the pot. Her mother and grandmother cook side dishes like macaroni and cheese and green beans. Her grandfather does not cook. But he loves to dance, so he is in charge of the music!



While the family eats, Myella asks her parents and grandparents if they enjoyed college. They all say “yes” at the same time. She asks everyone what they remember about college. Her father shares first. He also went to Grambling State University where he studied to become a teacher. His favorite memory is being elected class president for two years! Myella asks him if he made friends. He describes how he made many new friends in his dorm.



Next, Myella’s mother shares. She went to business school at North Carolina A&T University, an HBCU. She says her business classes were interesting, but she really enjoyed the French Club. Her favorite memory is going to different countries around the world. She got to see new things with her friends from the French Club.

Myella’s grandparents both went to Xavier University, another HBCU in Louisiana. They met in the library and quickly became friends. Her grandmother enjoyed doing science experiments in the labs. Her grandfather loved learning about the human body for his medical classes. They both say that their favorite memory is getting married after graduation.



Myella is happy to go to an HBCU like her parents and grandparents. She is proud that she will **follow in their footsteps**. College gave her family such great memories. She cannot wait to get started making her own. She wonders what her favorite memory will be.

Item 19

A theme of this story is following family traditions can create new memories.

Which sentence shows Myella thinks following family traditions might create new memories?

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

- A. “Myella’s summer is almost over.”
- B. “Before Myella moves away to college, her family prepares a special meal for her.”
- C. “Myella hopes she can appreciate the traditions of an HBCU like her parents and grandparents did.”

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

Item 20

We read a story about Myella who will go to college at an HBCU. We are going to read part of the story again. Then you will be asked how Myella's family feels about her going to an HBCU.

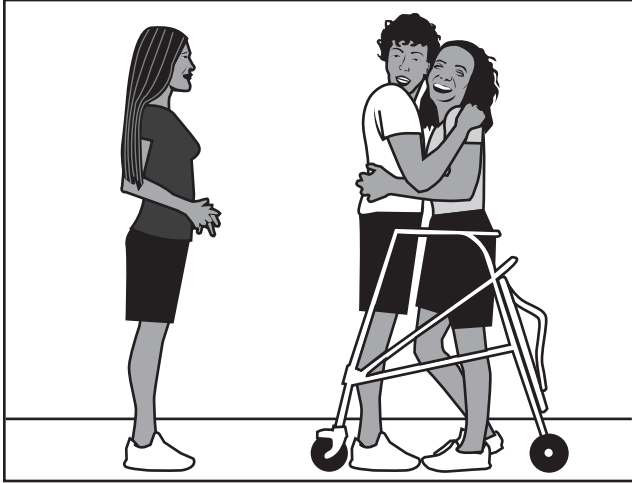


Before Myella moves to college, her family prepares a special meal for her. They cook some of Myella's favorite foods. Her father fills his large pot with water. He boils the crawfish and other seafood in the pot. Her mother and grandmother cook side dishes like macaroni and cheese and green beans. Her grandfather does not cook. But he loves to dance, so he is in charge of the music!

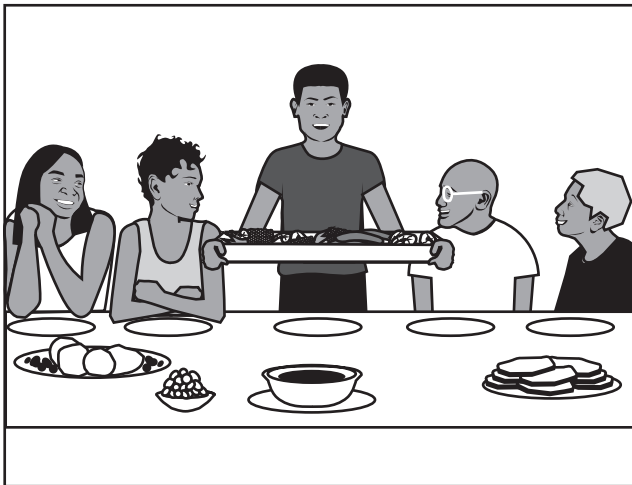
In this part, Myella's family is happy she is going to an HBCU.

Which sentence shows that Myella's family is excited she is going to an HBCU?

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



A. "She will miss her friends but is excited to begin her new adventure."



B. "Before Myella moves away to college, her family prepares a special meal for her."



C. “But he loves to dance, so he is in charge of the music!”

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

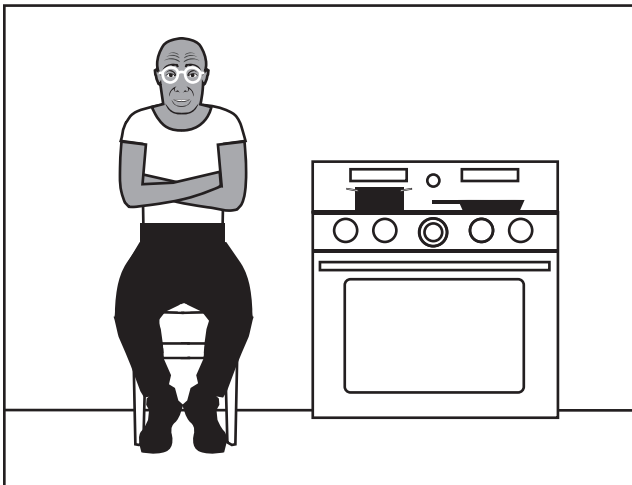
Item 21

What is another sentence that shows Myella's family is happy she is going to an HBCU?

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



A. "They cook some of Myella's favorite foods."



B. "Her grandfather does not cook."



C. “Myella asks him if he made many friends.”

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

Item 22

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

We read a story about Myella who will go to college at an HBCU. We are going to read part of the story again. Then you will be asked how Myella’s family feels about their time at an HBCU.



While the family eats, Myella asks her parents and grandparents if they enjoyed college. They all say “yes” at the same time. She asks everyone what they remember about college. Her father shares first. He also went to Grambling State University where he studied to become a teacher. His favorite memory is being elected class president for two years! Myella asks him if he made friends. He describes how he made many new friends in his dorm.



Next, Myella’s mother shares. She went to business school at North Carolina A&T University, an HBCU. She says her business classes were interesting, but she really enjoyed the French Club. Her favorite memory is going to different countries around the world. She got to see new things with her friends from the French Club.

Myella's grandparents both went to Xavier University, another HBCU in Louisiana. They met in the library and quickly became friends. Her grandmother enjoyed doing science experiments in the labs. Her grandfather loved learning about the human body for his medical classes. They both say that their favorite memory is getting married after graduation.

In this part, Myella’s family had good experiences while at college.

Which sentence shows that Myella’s family had good experiences while at college?

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

- A. “She asks everyone what they remember about college.”
- B. “Her father shares first.”
- C. “His favorite memory is being elected class president for two years!”

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

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

Item 23

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

What is another sentence that shows Myella’s family had good experiences while at college?

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

- A. “Next, Myella’s mother shares.”
- B. “Myella’s grandparents both went to Xavier University, another HBCU in Louisiana.”
- C. “Her grandmother enjoyed doing science experiments in the labs.”

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

Item 24

We read a story about Myella who will go to college at an HBCU. We are going to read part of the story again. Listen for clues that tell you what the phrase **follow in their footsteps** means.



Myella is happy to go to an HBCU like her parents and grandparents. She is proud that she will **follow in their footsteps**. College gave her family such great memories. She cannot wait to get started making her own. She wonders what her favorite memory will be.

Point to bolded phrase.

What does the phrase **follow in their footsteps** mean in this sentence?

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

- A. going to the same college as her parents and grandparents
- B. walking in the same direction as her parents and grandparents
- C. staying close behind her parents and grandparents

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

You have reached the end of this Session.

You may choose from the following options:

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

Session 3

Item 25

We are going to read a story about a boy who goes to the cafeteria. After we read, you will pick the picture that matches the story.

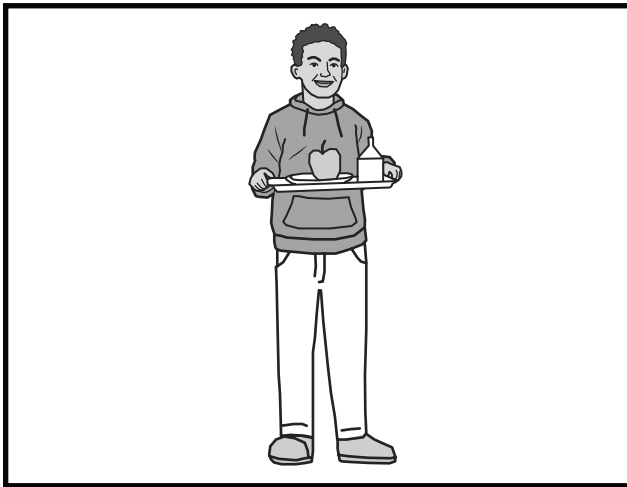
Point to the story as the TTS or TA reads the story.

Edgar walks into the cafeteria. He takes a tray. He stands in line. Edgar is hungry for lunch.

Which picture matches the story?

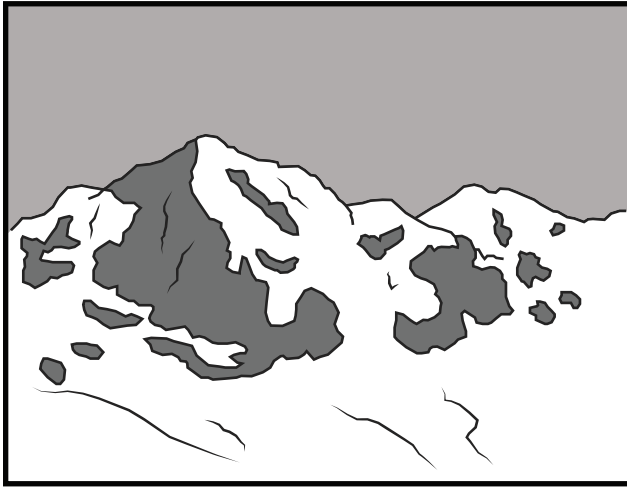
Point to each option as the TTS or TA reads each graphic description.

[Graphic description “A. This is a picture of a boy standing and holding a lunch tray.”]



A.

[Graphic description “B. This is a picture of mountains with snow.”]



B.

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

Item 26

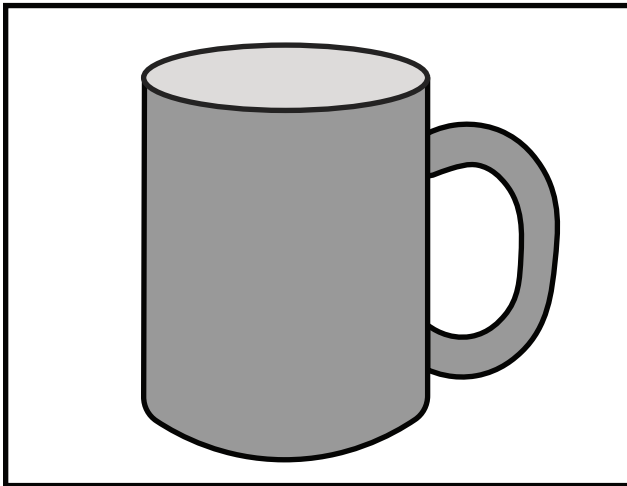
We are going to read a story about Isaac. After we read, you will pick the best ending for the story.

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

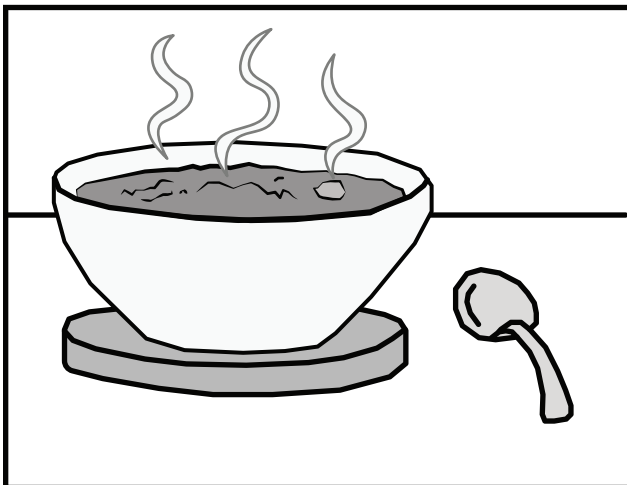
Isaac heats the milk on the stove. He pours the milk into his mug. He puts the chocolate in the mug. Isaac needs to stir his drink. He forgot to get a spoon.

Which sentence is the best ending for this story?

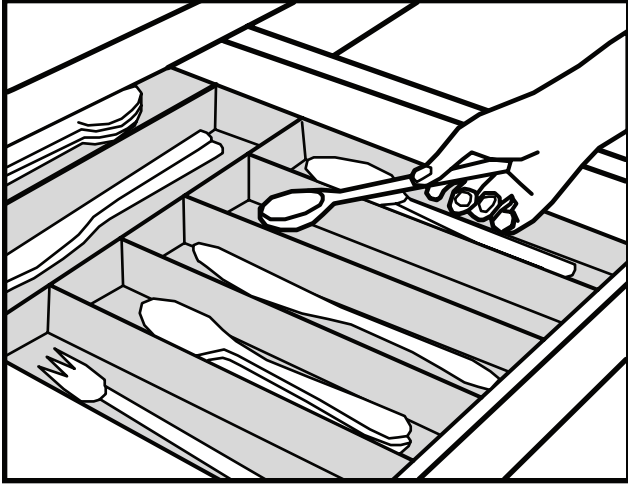
Point to each option as the TTS or TA reads each option.



A. Isaac has a special mug.



B. Spoons are better for soup than forks.



C. Isaac takes a spoon out of the drawer.

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

Item 27

We are going to read a story about being in a parade. After we read, you will pick a sentence that uses a detail that describes the experience.

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

The people and floats line up. Everyone is excited to start moving. People have their throws ready. Bands have their instruments. Dancers are in position. The crowds are waiting. They hear the sirens. It is time to roll.

Remember, writers use details to show what they hear, see, and smell.

Which sentence uses a detail that describes the experience in the story?

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

- A. Mardi Gras is a holiday in Louisiana.
- B. The water on the lake is calm and peaceful.
- C. People shout and hold up their hands for beads.

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

Item 28

We are going to read a story about a girl named Sarah. After we read, you will pick the best conclusion for the story.

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

One day, Sarah wakes up early to go fishing with her brother. She gets dressed in the dark and grabs a biscuit for breakfast. She is a little nervous about going fishing because they will be on a boat. Her brother drives up and honks. She goes outside and gets in his truck. Sarah and her brother drive to the lake.

Which sentence is the best conclusion for this story?

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

- A. Sarah and her brother spend the day fishing.
- B. Sarah starts to eat another biscuit.
- C. Sarah goes back to sleep.

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

Item 29

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

Place Writing Stimulus 1, "Pancakes on Sunday" from the Grade 7 ELA Practice Test Reference Materials and Writing Stimuli at the side of the student's workspace. Use a blank sheet of paper to mask the contents.

You are going to write an essay about a cause and its effect. One example of cause and its effect is when you spill your juice, you have to clean it up. Spilling your juice is the cause.

Point to the picture.

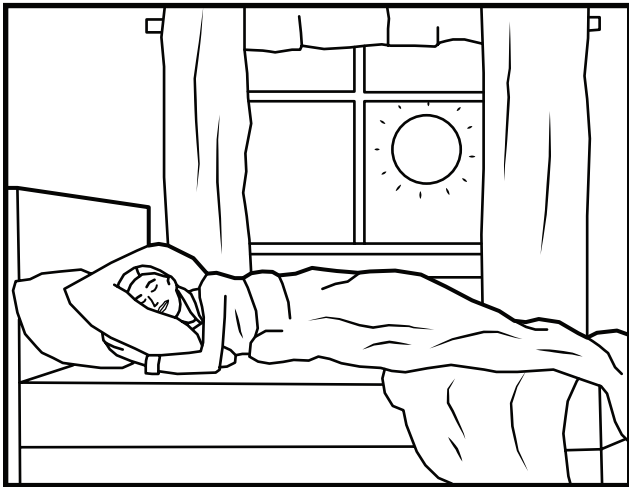


The effect is that you have to clean it up.

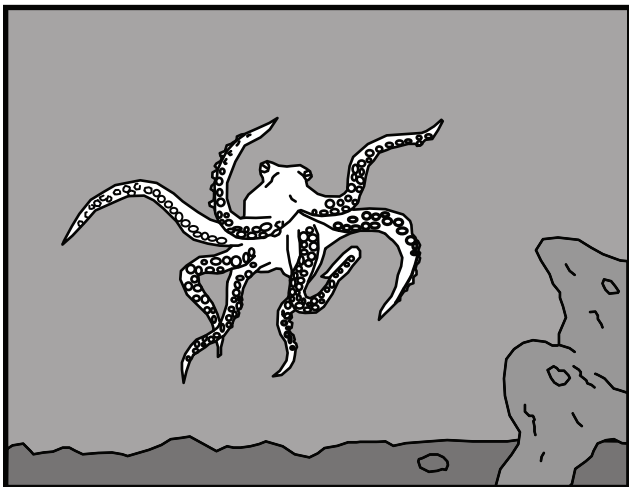


Which sentence tells about a cause and effect?

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



A. Oversleeping can cause you to be late.



B. There is an octopus at the aquarium.

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

Item 30

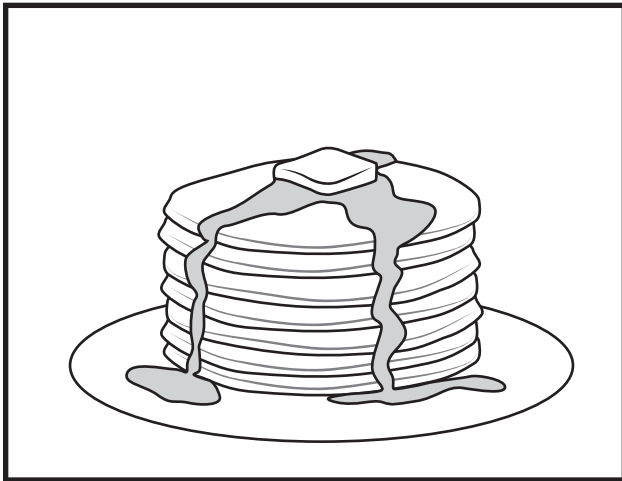
This is the second item of a six-part item. Student may not return to the previous item after responding to this item.

The sentence “Oversleeping can cause you to be late,” is about cause and effect. Oversleeping causes a problem to happen. Now you will write an essay about how forgetting to wake-up early causes a problem for a person.

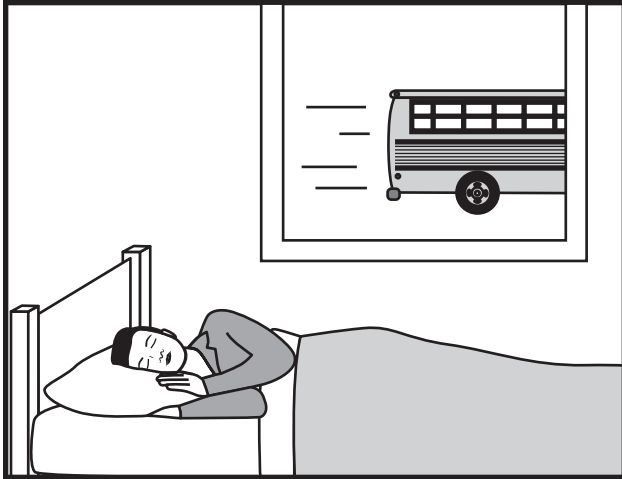
Choose the sentence to begin your essay. This will be your introduction. Remember, your introduction should tell readers what they are going to read about.

Which sentence tells readers what they are going to read about?

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



- A. Pancakes are good for breakfast.



- B. I will tell you about how oversleeping can cause you to miss breakfast.

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

Item 31

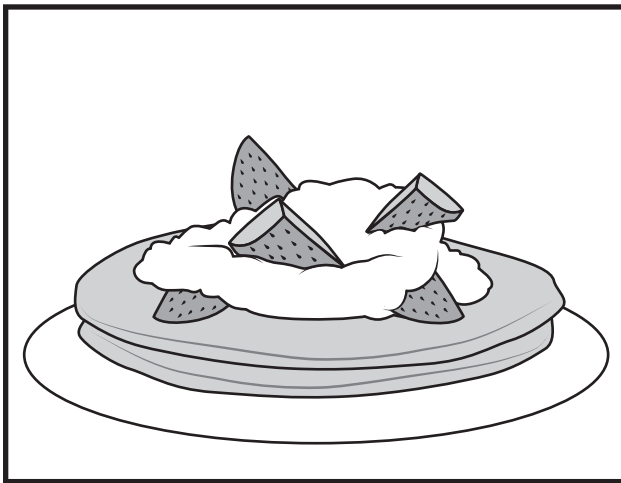
This is the third item of a six-part item. Student may not return to the previous item after responding to this item.

Point to Writing Stimulus 1, "Pancakes on Sunday" from the Grade 7 ELA Practice Test Reference Materials and Writing Stimuli. Unmask the first sentence of text as the TTS or TA reads the following statement:

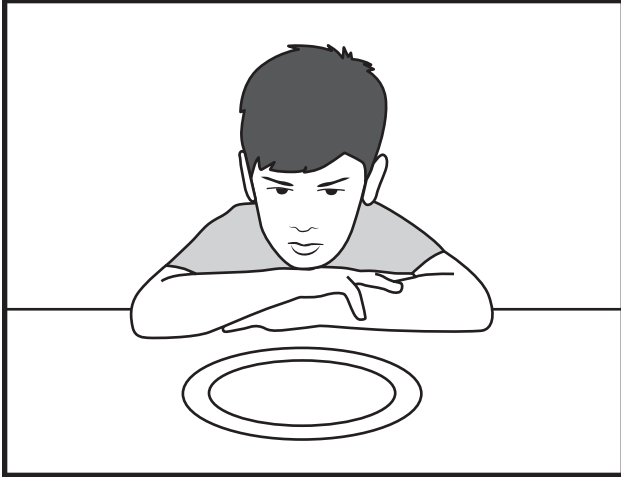
Your introduction is, "I will tell about how oversleeping can cause you to miss breakfast."

Choose a sentence that describes an event that has a cause and effect.

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



- A. Pancakes are served early on Sunday mornings.



- B. Anyone who oversleeps does not get pancakes.

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

Item 32

This is the fourth item of a six-part item. Student may not return to the previous item after responding to this item.

Point to Writing Stimulus 1, “Pancakes on Sunday” from the Grade 7 ELA Practice Test Reference Materials and Writing Stimuli. Unmask the second sentence of text as the TTS or TA reads the following statement:

“Anyone who oversleeps does not get pancakes,” describes an event that has a cause and effect.

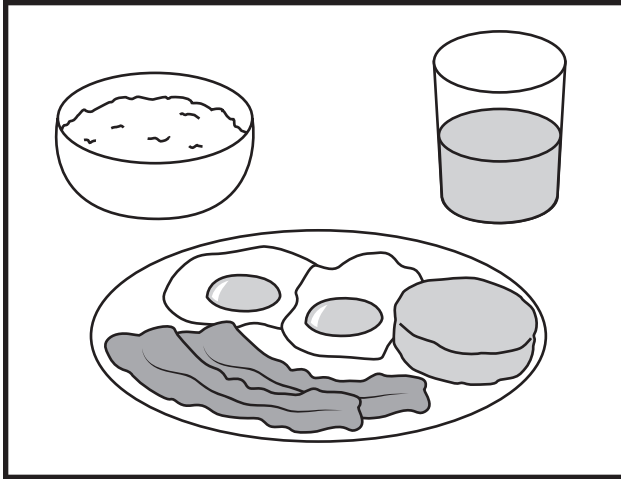
Precise words and details help readers imagine words in their minds. For example, “The sharp, pointy pencil” has more precise words and details than “The pencil.”

Choose the sentence that tells more about the pancakes.

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



- A. The pancakes are thick and fluffy.



B. Breakfast is good.

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

Item 33

This is the fifth item of a six-part item. Student may not return to the previous item after responding to this item.

Point to Writing Stimulus 1, “Pancakes on Sunday” from the Grade 7 ELA Practice Test Reference Materials and Writing Stimuli. Unmask the third sentence of text as the TTS or TA reads the following statement:

The sentence “The pancakes are thick and fluffy” uses precise words and details to help readers imagine her pancakes.

There are certain words that help readers understand the connection between a cause and its effect. For example, “if” and “then” are two words that can help connect a cause and its effect.

Listen to these two sentences, and choose the sentence that uses “if” and “then.”

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

- A. IF someone sleeps late, THEN they will not get pancakes.
- B. I keep making pancakes, HOWEVER, they are not fluffy.

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

Item 34

This is the sixth item of a six-part item. Student may not return to the previous item.

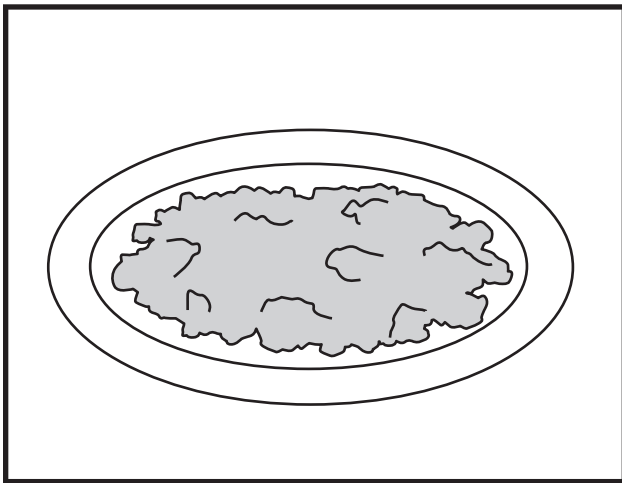
Point to Writing Stimulus 1, "Pancakes on Sunday" from the Grade 7 ELA Practice Test Reference Materials and Writing Stimuli. Unmask the fourth sentence of text as the TTS or TA reads the following statement:

The sentence, "IF someone sleeps late, THEN they will not get pancakes," uses the words "if" and "then" to help readers connect a cause and its effect.

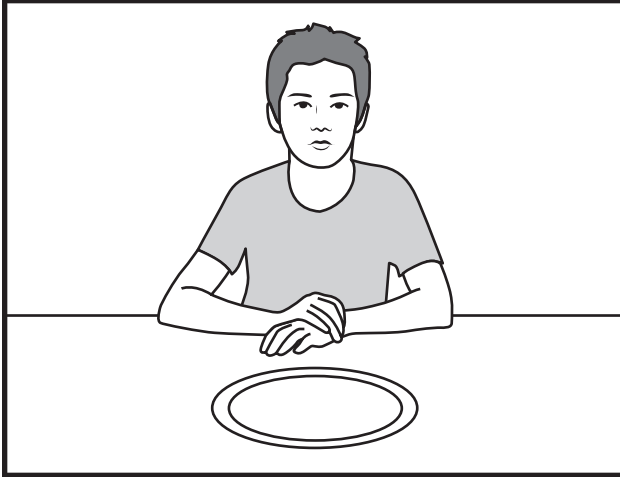
You will choose a sentence for the conclusion. Remember, a conclusion tells what the essay was about.

Choose a conclusion to end your essay that tells about the effects of someone oversleeping.

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



- A. In conclusion, I learned to make scrambled eggs.



B. In conclusion, oversleeping can cause you to miss breakfast.

Wait for student response.

Point to Writing Stimulus 1, “Pancakes on Sunday” from the Grade 7 ELA Practice Test Reference Materials and Writing Stimuli. Unmask the final sentence of text and say the following statement:

The conclusion tells about the effects of Joey oversleeping, “In conclusion, oversleeping can cause you to miss breakfast.”

Now I will read your essay to you.

Point to Writing Stimulus 1, “Pancakes on Sunday” from the Grade 7 ELA Practice Test Reference Materials and Writing Stimuli. Unmask all sentences of text and say the following statement:

I will tell you how oversleeping can cause you to miss breakfast. Anyone who oversleeps does not get pancakes. The pancakes are thick and fluffy. If someone sleeps late, then they will not get pancakes. In conclusion, oversleeping can cause you to miss breakfast.

You have reached the end of this Session.

You may choose from the following options:

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

Session 4

Gather the stimulus materials for “Working as a Team,” and turn to page 99 to begin test administration. The stimulus materials can be found in the Grade 7 ELA Practice Test Reference Materials & Writing Stimuli provided by the School Test Coordinator.

Grade 7 Stimulus Materials List for Writing Stimulus 2: “Working as a Team”

Card 1a: Graphic Organizer Cause and Effect

Card 2a: they will learn new skills

Card 3a: they will build relationships

Card 4a: Helping someone else makes them feel happy and loved.

Card 5a: Response Template

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

Item 35

Directions

You are going to write an essay that is about the cause and effect of what might happen when people work as a team.

Present and point to Card 1a.

First, you will plan your essay here.

At this stage of the item administration, the TA will work with the student using the printed stimulus material provided by the School Test Coordinator. If the student will enter the response in the DRC INSIGHT Assessment System, the student may type in the response areas on the screen instead of writing on Cards 5a and 6a.

Move Card 1a out of view of the student. Present and point to Cards 5a and 6a or the computer screen.

Next, you will write your essay here.

Last, you will revise and edit your essay.

Move Cards 5a and 6a out of view of the student.

Present Card 4a. Point to Card 4a as you say the following statement:

Cause and effect means that one event, the cause, makes the other event, the effect, happen. One example of a cause and effect is when you help someone else, they feel happy and loved. Helping someone else is the cause. The effect is that they feel happy and loved. In your essay, you will write about what might happen when people work as a team.

Move Card 4a out of view of the student.

Selection of Effect

Present Card 1a. Point to the "Cause" column on Card 1a.

You will use this graphic organizer to plan what you will write.

The Cause is: People work as a team.

Write one thing that might happen when people work as a team here.

Point to the space for “Effect” in the column on the right side of Card 1a.

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

If the student DOES NOT PROVIDE a thing that might happen when people work as a team, present Cards 2a and 3a. Say the following statement:

Here are the effects of people working as a team. You need to pick something that might happen when people work as a team.

Point to and read each effect to student.

They will learn new skills.

They will build relationships.

*Remove the unselected effect. Place the selected effect at the top right of the work space where the student can refer to it. Write the student’s Selected Effect in the space for “Effect” on the right of Card 1a. Go to the **Details** step below.*

NOTE: If the student still does not select an effect, select an effect for which the student can provide details. If you select the effect, say the following statement:

You need an effect that might happen when people work together. I will add [Effect] to your graphic organizer.

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

Details

Point to Card 1a.

Now that you have picked the effect of working as a team, you will add more information about it.

Present Card 4a.

Listen to this sentence: “Helping someone else makes them feel happy and loved.”

The details “happy” and “loved” help the reader picture how someone feels. Using details makes your writing clearer. When you write, remember to use details to describe the effects.

Remove Card 4a. Point to the “Effect” column on Card 1a.

You chose [Effect] as what might happen when people work as a team. Add details about [Effect] here.

Point to the space for “Details” in the “Effect” column on the right of Card 1a. Move Card 1a to the side where the student can refer to it.

Introduction

Now that you have planned the effect caused by people working as a team to include in your essay, you will write the introduction.

Present Card 6a. Cover the row showing the examples of capital letters. Point to each punctuation mark as you read the following statement:

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

Point to “Good writers use complete sentences.”

Good writers use complete sentences.

Remember to write complete sentences,

Point to the period in “Good writers use complete sentences.”

and use correct punctuation.

Move Card 6a to the side so that the student can refer to it when writing. Present Card 5a or point to the computer screen.

You can write your cause-and-effect essay about people working as a team here.

Point to Card 5a.

Remember, your introduction states that your essay is about the cause and effect of what might happen when people work as a team. You will use your notes to help you write your essay here.

Point to the space after the first sentence starter for on Card 5a or the computer screen. Read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

The introduction is started for you. Finish this sentence.

Point to the lines after the first sentence starter on Card 5a or the computer screen.

In this essay, I will write about the cause and effect of _____

Say the following statement:

Now, I will read the introduction of your cause-and-effect essay to you.

Read aloud the introduction the student has written.

Body

Point to Card 1a.

Now use the notes from your graphic organizer about what happens when people work as a team to write the body of your essay.

Point to "Effect" in the second column on Card 1a.

I will read your notes about the effect to you. You chose [Effect] as what might happen when people work as a team.

Read "Effect" and "Details" on Card 1a to student.

Remember to use details. Finish this sentence.

Point to the lines after the second sentence starter on Card 5a or the computer screen.

When people work as a team, _____

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

Now, you will add details about [Effect]. Finish this sentence to tell about [Effect].

Read the sentence starter "This can be described ____" using an upward inflection in your voice at the end to indicate the student should complete the sentence.

This can be described _____

Conclusion

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

Point to and read information on Card 5a or the computer screen.

Remember, a conclusion restates that your essay is about the cause and effect of what happens when people work as a team.

The conclusion is started for you.

Point to the final sentence starter on Card 5a or the computer screen.

Finish this sentence.

In conclusion, _____

Revising

Now, I will read your essay to you. Then you can revise and make changes to your essay.

Point to and read all parts of Cards 5a or the computer screen.

Introduction

Start with the introduction of your essay. You can revise the introduction.

Point to the student's introduction on Card 5a or the computer screen.

I will read the introduction of your essay to you.

Read the student's introduction on Card 5a or the computer screen.

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

Present Card 1a. Point to the "Cause" column on Card 1a.

Is there anything you want to revise in your introduction about what happens when people work as a team?

*If the student INDICATES NO revisions, move to the **Body**.*

If the student INDICATES revisions, ask the student to make the revisions on Card 5a or the computer screen.

Make revisions to your introduction about what happens when people work as a team here.

Point to the space for introduction on Card 5a or the computer screen.

Body

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

Point to and read the student's body on Card 5a or the computer screen.

You can use your notes as a checklist to be sure you included everything in the body of your essay. Remember you used details to describe the effect of people working as a team.

Present Card 1a. Point to the "Effect" column on Card 1a.

Is there anything you want to revise about what happens when people work as a team?

*If the student INDICATES NO revisions, move to the **Conclusion**.*

If the student INDICATES revisions, ask the student to make the revisions on Card 5a or the computer screen.

Make revisions to the body of your essay here.

Point to the student's body on Card 5a or the computer screen.

Conclusion

Next, you can make revisions to the conclusion of your essay.

Point to the student's conclusion on Card 5a or the computer screen.

I will read the conclusion of your essay to you.

Read the student's conclusion on Card 5a or the computer screen.

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

Present Card 1a. Point to the "Cause" and "Effect" columns on Card 1a.

Is there anything you want to revise about what happens when people work as a team?

*If the student INDICATES NO revisions, move to **Editing**.*

If the student INDICATES revisions, ask the student to make the revisions on Card 5a or the computer screen.

Make revisions to the conclusion of your essay here.

Point to the student's conclusion on Card 5a or the computer screen.

Editing

Next, you can edit your story.

Present Card 6a. Cover the row showing the examples of capital letters. Point to each punctuation mark as you say the following statement:

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

On Card 6a, point to "Good writers use complete sentences."

Good writers use complete sentences.

Remember to use correct punctuation,

Point to the period in "Write complete sentences."

and write complete sentences.

Move Good Writing Card 6a to the side so that the student can refer to it when writing. Present Card 5a or the computer screen.

Now you can make edits to your essay.

*If the student INDICATES NO edits, move to **Read Essay**.*

If the student INDICATES edits, ask the student to make the edits on Card 5a or the computer screen.

Read Essay

Point to Card 5a or the computer screen. If the student makes revisions or edits to the essay as it is read, make the revisions or edits. Only read the essay once. Whatever is typed into the DRC INSIGHT Assessment System will be scored and is the final product.

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

Read the final essay to the student.

You have reached the end of this Session.

You may choose from the following options:

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

LEAP CONNECT

Practice Test