



National Center and State Collaborative

# **NCSC AA-AAS**

## **Directions for Test Administration English Language Arts- Reading Grade 4 Sample Items**

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## ***Purpose***

The Directions for Test Administration (DTA) provide the test administrator (TA) of the NCSC AA-AAS specific instructions for administration of a particular test. Each DTA provides the exact wording of the items to be used by the TA.

## ***Directions***

1. **Know and follow all directions for test administration** provided in this Directions for Test Administration (DTA).
2. Read the directions, passages, items, and answer option text **exactly as written** using a consistent rate of reading and tone of voice.
3. Alternative Text, describing a graphic or associated with response options, is bracketed and written in italics. Two types of Alternative Text are provided in the DTA:
  - a. Alternative Text for students who are blind or have a visual impairment that requires that graphics be described. (e.g., [*For students with visual impairment, read “This is a picture of a girl standing in the snow.”*])
  - b. Additional Alternative Text includes standardized descriptive statements for tables, charts, graphs, timelines that is to be read aloud to ALL students. (e.g., [*For all students, read “This is a picture of a book titled ‘My Favorite Pet.’*”])

## ***Guidelines***

1. “Cueing” must be deliberately avoided. Cueing might include **voice, rate of reading, or body language that would suggest a preference or indicate a correct response**. TA must use a consistent voice, rate of reading, and body language during oral presentation. This is difficult to do well and must be practiced as part of standardizing the administration of a standardized test.
2. Passages, alternative text, selected-response items, and answer options may be read again if the student requests.
3. To reread a passage or part of a passage online, TA will need to push the “Previous” button to return to the passage.
4. For two-part or three-part items, student should not be allowed to return to the preceding item or change response based on the information provided in the previous part of the item.
5. The TA may **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 not confirm the correctness or incorrectness of the student’s response.

### ***Selected-response Items***

Selected-response items are presented to students in a standard format. Every item is presented in the following order:

- Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
- Item question
- Answer options are lettered and presented in stacked formation.

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 may 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.

### **Directions**

We are going to read a story about a boy named Ben. After we read, you will be asked a question about the theme. Listen for the message of the story.

### **Ben's Present**



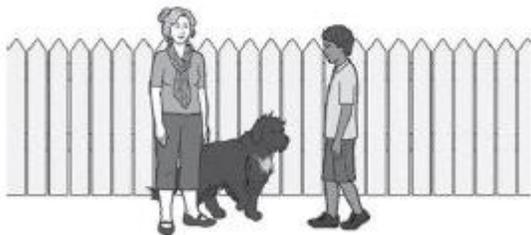
Ben wants a dog. He thinks about dogs every day. In the morning, he begs his mom for a dog. His mom says dogs are a lot of work.



At night, he tells his dad that he will be good if he gets a dog. Ben's dad says that dogs cost a lot of money.



Ben's parents ask him what he wants. Ben says he wants a dog. He says he will walk the dog. He will feed the dog. He will play with the dog. He will pay for the dog's food.



Ben shows his parents he can take care of a dog. He watches a neighbor's dog for a week. He walks the dog.



He feeds the dog. He plays with the dog. Ben's parents see his hard work.



Then one morning, Ben hears a bark. He jumps out of bed. He smiles.



He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!

Would you like to read the story again before you are asked a question?

### Sample Item 1

Remember, the theme is the message of the story.

What is the theme of this story?

*Point to and read each answer option.*



A. having a lot of friends



B. showing you can take care of a pet



C. asking your parents for something

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

## Sample Item 2

*Reference passage part*

We read about a boy named Ben. We are going to read part of the story again. Then you will answer a question. Listen for the present Ben gets.

*Read passage part*



He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!

Would you like to read the story again before you are asked a question?

What did Ben get?

*Point to and read each answer option.*



A. a bike



B. a dog



C. a video game

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