

English Language Arts Summative Assessment

2016 Paper-Pencil Test Administration Manual

Audio CDs are not available for the administration of the English Language Arts Session 2. The *ELA Test Administration Listening Transcript* is required to be used when administering Session 2.

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PART 1: INTRODUCTION

This manual provides an overview of the Summative Assessment paper test administration and supplements the *Online Test Administration Manual*. Use this document to familiarize yourself with what your students will experience in participating in the assessment, how to prepare for the assessment, and general rules for testing. Test Administrators (TAs) should become familiar with this document well in advance of the test administration date so materials for distribution to students are prepared and made available prior to the administration of the test.

In addition to the *Summative Test Administration Manual*, guidance regarding accessibility resources—universal tools, designated supports, and accommodations—is provided in the *Usability, Accessibility, and Accommodations Guidelines* available on your state assessment portal. These guidelines define considerations for test administration in terms of universal tools, designated supports, and accommodations available during test administration. While the online test administration offers more flexibility, the static paper-pencil assessment administration is more limited than the current online test and future paper-pencil test options. Appendix A of this document provides guidance regarding specific accessibility resources available for this administration and should be reviewed in advance of the test administration sessions.

ENSURING TEST SECURITY

The security of the summative assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of summative assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the summative assessment results.

Establishing Appropriate Testing Conditions

School Test Coordinators (SCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of students in each testing grade and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment. Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

Table 1 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Table 1: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials must be removed or covered, including, but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to turn to each other’s work, or they should be provided with table-top partitions.
Signage	If helpful, place a “TESTING—DO NOT DISTURB” sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student’s ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced that are permitted for each specific test (or portion of a test).
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. Students who are not being tested must not have access to secure testing materials including test items. Based on the item type (i.e., performance tasks), trained Test Administrators (TAs) may also have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any test items.

Requirement	Description
No answer key development	No form or type of answer key may be developed for test items.
DURING AND AFTER TESTING	
No access to responses	District Test Coordinators (DCs), School Test Coordinators (SCs), TAs, and other staff are not permitted to review student responses.
No copies of test materials	No copies of the test items, stimuli, reading passages, performance task materials, or classroom activity (if applicable) may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DCs, SCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of a performance task.
All test materials must remain secure at all times	Test booklets, answer booklets, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
AFTER TESTING	
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	All scratch paper must be collected and inventoried and then immediately shredded upon a student's completion of the test. See the Test Administration Manual, section 3.2 Secure Handling of Printed Materials, for details.

VERIFYING STUDENT INFORMATION

TAs should verify student information upon completion of the summative assessment. However, it is important for anyone with access to this information to remember that students' personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or shredded. Personal information includes any information that could potentially identify a student, including student name, state student identification number, birthdate, etc.

PART 2: GENERAL TEST ADMINISTRATION INFORMATION

This section provides an overview of the paper-pencil testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for paper-pencil testing. Information about the Practice and Training tests, test pauses, and test resumptions is also included in this section. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing.

STUDENT PARTICIPATION

Participation of Students with Disabilities and/or English Language Learners

Consistent with the Smarter Balanced testing plan, all students, including students with disabilities, English Language Learners (ELLs), and ELLs with disabilities, should have equal opportunity to participate in the Smarter Balanced Summative Assessments.

PREPARATION FOR THE ASSESSMENT

Before administering the assessment, make sure that you have the following materials available for students:

- A test booklet for each student
- An answer booklet for each student
- At least two sharpened No. 2 pencils
- Blank scratch paper for each student

All students enrolled in grades 3–8 and High School are required to participate in the Smarter Balanced English Language Arts Summative Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed English Language Arts alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).
- ELLs who enrolled within the last 12 months prior to the beginning of testing in a U.S. school have a one-time exemption. These students may instead participate in their state’s English language proficiency assessment consistent with state and federal policy.

GENERAL RULES FOR THE PAPER-PENCIL ASSESSMENT

This section provides a brief overview of the general test administration rules for different portions of the assessment.

Test items and performance tasks will be presented as separate sessions. Students may not return to a test session once it has been completed.

The student test booklet, answer booklet, and this manual are secure. Maintaining the security of all test materials is crucial to obtaining valid and reliable results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

TESTING TIMES

Table 2 contains the estimated times it will take most students to complete the Smarter Balanced Paper-Pencil Test. This information is for scheduling purposes only, as the **assessments are not timed**.

Table 2: Assessment Sequence—English Language Arts

ELA	Session 1	Session 2	Classroom Activity (If Applicable)	Session 3 (PT)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> Administered in one session Approximate session duration: 90–120 minutes 	Recommendations: <ul style="list-style-type: none"> Administered in one session Approximate session duration: 15–30 minutes 	Recommendations: <ul style="list-style-type: none"> Administered in one session Approximate session duration: 30 minutes or less Should occur one to three days prior to PT Should NOT occur on the same day as the ELA PT 	The Performance Task is presented in two parts. Recommendations: <ul style="list-style-type: none"> Administered in two sessions corresponding to Parts 1 and 2 of the PT Approximate session durations: 35–40 minutes for Part 1 and 70–85 minutes for Part 2
Breaks within Sessions	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.	NA	The PT is presented in two parts. Students can take breaks between Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1. <ul style="list-style-type: none"> Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	90–120 minutes	15–30 minutes	30 minutes or less	Approximate session durations: 35–40 minutes for Part 1 and 70–85 minutes for Part 2

CLASSROOM ACTIVITY (IF APPLICABLE)

Important Note: The use of Classroom Activities for the 2016 Summative administration is a state-specific decision. Refer to your state's *Online Test Administration Manual* for more details.

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

There are many scheduling options for testing. States may suggest examples of how schools/districts can schedule different portions of the assessment and session times.

Recommended Order of Test Administration

The assessments are comprised of three sessions for ELA. The Performance Task (Session 3) contains two parts. All PTs must be preceded by the administration of a Classroom Activity.

Smarter Balanced recommends that students take the non-PT portions of the test (Sessions 1 and 2) and Parts 1 and 2 of PT on separate days. For ELA, the order of administration should be Session 1 and Session 2, followed by the Classroom Activity, PT Part 1, and then PT Part 2. Districts/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, **must** occur prior to the PT.

Recommended Order of Test Administration



Classroom Activity

The purpose of the Classroom Activity is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction and not an assessment. See Appendix G for the paper-pencil Classroom Activities.

Guidelines for administering the Classroom Activity for ELA are as follows:

- Classroom Activities should be administered by a teacher. It is preferable—but not essential—that the teacher or TA administering the Classroom Activity has content knowledge in the area of assessment.
- The teacher/TA should be able to record information—including any tables, graphics, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for

the Classroom Activity. Recorded information should not be available when students participate in the PT. When the PT is being administered, content from the Classroom Activity should not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).

- Students may take notes during the Classroom Activity, but the notes may not be used during the administration of the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.
- There should be no more than a **three-day lapse** between the Classroom Activity and the PT administration. Inadvertently administering the PT before or without the Classroom Activity constitutes a testing irregularity.
- The Classroom Activity should only be administered to students once and is designed to be completed in approximately 30 minutes or less.
- The Classroom Activity is nonsecure; however, it should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised. Providing students with additional information that isn't displayed in the prompt impacts the validity of results and could invalidate student tests.
- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. *Appendix G: Accessibility Guidelines for Classroom Activities of the Online Test Administration Manual* contains information on those student resources that can be provided during the Classroom Activity.
- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. The Classroom Activity may be recorded; however, the make-up session should provide students with an experience similar to that of his or her peers. To the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers.

DIRECTIONS FOR ADMINISTRATION

Use the following information and script to assist students.

The Test Administrator (TA) should verify the security of the testing environment prior to beginning a test session. (See page 5, Ensuring Test Security) TAs must ensure that students do not have access to digital, electronic, or manual devices during testing.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. No test items can be read to any student for any content area, unless specified as an accommodation in the *Usability, Accessibility, and Accommodations Guidelines*.

Please remember that the script must be followed exactly and used each time a test is administered.

All directions that a TA needs to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

The material to be read aloud to the students is printed in boldface and is preceded by the word “SAY.” All other information is for the Test Administrator and should not be read to the students.

The TA must use the secure *ELA Test Administration Listening Transcript* to administer the ELA paper-pencil Session 2 section. The *ELA Test Administration Listening Transcript* contains the transcripts for the listening items that the TA must read during certain portions of the test. The *ELA Test Administration Listening Transcript* was included in the shipment with the other paper-pencil test administration materials.

PRE-ID LABELS AND BLANK PRINT-ON-DEMAND LABELS TO BE USED WITH TIDE

You will receive a combination of Pre-ID and/or blank print-on-demand labels with your testing materials.

Pre-ID labels should be affixed to student answer booklets just prior to the time of testing. Blank print-on-demand labels can be used in conjunction with TIDE to print individual student Pre-ID labels that were not provided in the original Pre-ID shipment. If additional blank print-on-demand labels are required, contact your Test Coordinator. For information on how to print out an individual student Pre-ID using TIDE, please refer to the *TIDE User Guide* which is posted on the portal.

Important steps to follow:

1. **Before testing**, TAs should ensure that students' Pre-IDs are affixed to subject and grade level appropriate answer booklets for each student.
2. Test administrators should affix a Pre-ID label on the front cover of each student's appropriate grade level answer booklet in the box labeled "Place Student Barcode Label Here."
3. If a Pre-ID label is not available, TIDE should be used to create a student's Pre-ID label using the Pre-ID print-on-demand feature. This Pre-ID should then be affixed on the student's appropriate grade level answer booklet in the box labeled "Place Student Barcode Label Here."
4. Pre-ID labels **must be** used for each student's answer booklet.
5. **Do not let a student use any answer booklet that has another student's Pre-ID label on it.**

Below is an example of a student's Pre-ID label and answer booklet:

Pre-ID Label

Print-on-Demand Label 2015-2016

GLASS, GEORGE
DIST/SCH: 0999709997-01
Demo School 999701
ID: 99992002 GRD: 11 GENDER: M
On-Demand



20150115 1493115 9

Answer Booklet

Student Name: _____

**English Language Arts
Summative Assessment**

Paper-Pencil Answer Booklet
High School

Place Student Barcode Label Here

2706843

DO NOT WRITE IN THIS AREA

SERIAL #



Preparing Test Booklets and Answer Booklets

Test booklets and answer booklets should have each student's name printed on them just prior to the time of testing. Students should use the same test booklet and answer booklet for each testing session.

Important steps to follow:

1. TAs should ensure that they have received the grade and subject appropriate test booklets and answer booklets for the testing session.
2. **Before testing**, TAs should print the first and last names for each student testing in the space provided, labeled "Student Name," at the top of the front cover of the test booklet and answer booklet
3. If additional testing materials are required, TAs should contact their Test Coordinator.

Below is an example of the front cover of a test booklet:

Student Name: _____

**English Language Arts
Summative Assessment**

**Paper-Pencil Test Booklet
High School**

2706822

Incomplete or Defective Test Materials

It is possible that a student might receive an incomplete or a defective answer booklet or test booklet. If material is incomplete or defective, follow these procedures:

Incomplete or defective answer booklets: If a student discovers an incomplete or a defective answer booklet while taking the test, he or she should be given a blank answer booklet that has been checked to verify that it is not defective. The student should continue with the new copy. A Test Coordinator should later transfer all responses from the defective answer booklet to the one to be scored. The word “Defective” should be written across the defective answer booklet and a Do Not Score Label should be affixed over the Pre-ID label on the front cover of the answer booklet. A new Pre-ID should be printed using TIDE and applied to the non-defective answer booklet for scoring. Return the defective answer booklet with other **non-scorable** materials.

Incomplete or defective test booklets: If a student discovers an incomplete or defective test booklet, follow the steps below:

- Give the student a new booklet that you have verified as accurate.
- Direct the student to write her or his name on the booklet.
- So everyone is clear about what has happened, tell the student that you will be making some changes on his or her materials because the materials were defective.
- TAs should collect the defective test booklet and write “Defective” on the cover in large letters. Make sure the defective test booklet is not distributed again but is put aside for later return with other **non-scorable** materials.

PART 3: ADMINISTERING THE ENGLISH LANGUAGE ARTS SUMMATIVE ASSESSMENT

GRADE 3, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and F.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice B, and the correct answer to Part B is choice B.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. N
- b. N
- c. D
- d. D

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the paragraph and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 38 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 3, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may **NOT** go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 39 through 47 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 38 in your test booklet. Now turn to page 6 in your answer booklet.

Make sure that the students are on the correct page.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 39 through 41. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 40 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 42 through 44. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 42 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 45 through 47. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 3, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes two sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read two sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 46. Now open your answer booklet to page 7.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 53 in your test booklet. Now turn to page 9 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 4, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and F.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice B, and the correct answer to Part B is choice B.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. N
- b. N
- c. D
- d. D

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the paragraph and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 38 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 4, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 39 through 47 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 38 in your test booklet. Now turn to page 6 in your answer booklet.

Make sure that the students are on the correct page.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 39 through 41. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 40 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy
included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you
choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

**SAY Please answer questions 42 through 44. When you complete these
three questions, please stop working and sit quietly.**

Pause. Allow time for students to respond.

SAY Turn to page 41 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 45 through 47. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 4, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read three or four sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 44. Now open your answer booklet to page 7.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the **STOP** symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 53 in your test booklet. Now turn to page 9 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 5, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and F.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice B, and the correct answer to Part B is choice B.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. N
- b. N
- c. D
- d. D

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the paragraph and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 38 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 5, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 39 through 47 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 44 in your test booklet. Now turn to page 6 in your answer booklet.

Make sure that the students are on the correct page.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 39 through 41. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 45 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 42 through 44. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 47 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 45 through 47. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of the English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 5, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read three sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 52. Now open your answer booklet to page 7.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 61 in your test booklet. Now turn to page 9 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 6, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice D.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and E.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice C, and the correct answer to Part B is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. D
- b. N
- c. D
- d. N

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the essay and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 39 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 6, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 40 through 48 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 44 in your test booklet. Now turn to page 5 in your answer booklet.

Make sure that the students are on the correct page.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 40 through 42. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 45 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 43 through 45. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 46 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 46 through 48. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 6, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read three or four sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 50. Now open your answer booklet to page 6.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the **STOP** symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY **You may begin Part 1.**

When the students have finished Part 1 and are ready to start Part 2,

SAY **Turn to page 59 in your test booklet. Now turn to page 8 in your answer document. You may begin Part 2.**

Make sure that the students are on the correct page.

When the students have finished,

SAY **Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.**

Collect all test materials.

GRADE 7, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice D.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and E.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice C, and the correct answer to Part B is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. D
- b. N
- c. D
- d. N

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in your answer booklet. Now read the essay and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 39 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 7, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 40 through 48 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 42 in your test booklet. Now turn to page 5 in your answer booklet.

Make sure that the students are on the correct page.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 40 through 42. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 43 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 43 through 45. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 45 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 46 through 48. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 7, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read three or four sources and answer two Research Questions. You can take notes on your scratch paper as you read the sources and answer the two questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 50. Now open your answer booklet to page 6.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the **STOP** symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 59 in your test booklet. Now turn to page 8 in your answer document. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 8, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice D.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and E.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice C, and the correct answer to Part B is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. D
- b. N
- c. D
- d. N

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the essay and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 39 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

GRADE 8, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 40 through 48 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 46 in your test booklet. Now turn to page 5 in your answer booklet.

Make sure that the students are on the correct page.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 40 through 42. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 47 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 43 through 45. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 49 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 46 through 48. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

GRADE 8, SESSION 3 (PERFORMANCE TASK)

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read three or four sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 54. Now open your answer booklet to page 6.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the **STOP** symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 65 in your test booklet. Now turn to page 8 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

HIGH SCHOOL, SESSION 1

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now you will be taking Session 1 of the English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

SAY We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklets before directing them to check their answers against the keys shown on page 4 in the test booklet.

The correct answer to Sample A is choice D.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and E.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answer to Part A is choice C, and the correct answer to Part B is choice C.

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

- a. D
- b. N
- c. D
- d. N

SAY Are there any questions?

Pause to answer any questions, then continue.

SAY Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in your answer booklet. Now read the essay and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

Do not read the sample aloud.

SAY There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet. Are there any questions?

Give students time to read the sample responses in their test booklet. Do not read the samples aloud.

Pause to answer any questions, then continue.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 37 in your answer booklet.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

HIGH SCHOOL, SESSION 2

For Session 2, audio CDs and scripts are available for items assessing Claim 3, Listening.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY Now, you will be taking Session 2 of the English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 38 through 46 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY Turn to page 48 in your test booklet. Now turn to page 6 in your answer booklet.

Make sure that the students are on the correct page.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track one on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track one again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 38 through 40. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 50 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track two on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track two again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 41 through 43. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY Turn to page 52 in your test booklet.

*For this portion of the test, you may play the audio CD **or** read aloud the script to the classroom. If you choose to use the audio CD, play track three on the audio CD now.*

The Listening Transcripts are considered **SECURE**.
Please refer to the *ELA Test Administration Listening Transcript* secure hardcopy included in your paper-pencil test administration materials.

If you are using the audio CD, stop the CD. Read aloud to all students,

SAY I will play it one more time.

If reading the script aloud,

SAY I will read it one more time.

*Play the audio CD again **or** read aloud the script to the classroom again. If you choose to use the audio CD, play track three again on the audio CD now.*

If you are using the audio CD, pause the CD. Read aloud to all students,

SAY Please answer questions 44 through 46. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

HIGH SCHOOL, SESSION 3 (PERFORMANCE TASK)

For the English Language Arts Summative Assessment, please read aloud the directions in boldface preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

SAY Look on the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY In Session 3 of the English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read. First, you will read about the task you have been given. Then, in Part 1, you will read four or five sources and answer two Research Questions. You can take notes on your scratch paper as you read the sources and answer the two questions. In Part 2, you will be given a writing assignment based on the sources you read. You can use your notes to help you write your assignment. Be sure to write your answers in your answer booklet. Open your test booklet to page 56. Now open your answer booklet to page 7.

SAY This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY When you come to the STOP symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the

students understand the directions, continue.

SAY You may begin Part 1.

When the students have finished Part 1 and are ready to start Part 2,

SAY Turn to page 67 in your test booklet. Now turn to page 9 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

SAY Stop. This is the end of English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

PART 4: AFTER TESTING

ASSEMBLE MATERIALS FOR RETURN

After testing has been completed, prepare materials to be returned to the School Test Coordinator.

Check to make sure that all answer booklets have been removed from inside the test booklets.

Check answer booklets and test booklets to make sure there are no sticky notes, staples, pins, paper clips, or tape of any kind on any pages. Check to make sure that no scratch paper was left inside the answer booklets. Remove any extraneous material.

Only one answer booklet per student/content area may be submitted. If multiple answer booklets for any student are identified, please ensure that all responses are transcribed into a single answer booklet.

Make sure that responses for students taking the Braille or Large Print version of the test have been transferred to standard answer booklets or the Data Entry Interface (if applicable).

CHECKLIST FOR TEST ADMINISTRATORS

- Alphabetize both the test and answer booklets into a single stack. Remember to affix the student bar code label or complete the student-identifying information and return the booklets for all enrolled students, including those who do not participate in the English Language Arts Summative Assessment, and for whom tests will be invalidated.
- Return the stack of alphabetized test and answer booklets to the School Test Coordinator.
- Bundle all unused materials together and return them to your School Test Coordinator.
- Bundle together all of the scratch paper. This material is to be destroyed. Do not dispose of the scratch paper by placing it in the trash.

PART 5: APPENDICES

APPENDIX A: UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

The *Universal Tools, Designated Supports, and Accommodations Guidelines* are intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the Smarter Balanced Assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Smarter Balanced *Guidelines* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *Guidelines'* focus is on universal tools, designated supports, and accommodations for the Smarter Balanced Assessments of English Language Arts and literacy. At the same time, the *Guidelines* support important instructional decisions about and connection between accessibility and accommodations for students who participate in the Smarter Balanced Assessments. For some states, please reference the *Universal Tools, Designated Supports, and Accommodations Guidelines* for state-specific assessments, which is posted on your state's portal.

If a school or district staff member identifies a designated support and/or accommodation that he or she believes should be offered, and that is not available, the school or district should provide that information to its State. The State will keep a list of all requested designated supports and accommodations and provide those annually to Smarter Balanced for evaluation.

The Summative Assessments allow for accommodations. Accommodation resources are defined in Table 3.

Table 3: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or 504 Plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments.
Designated Supports	Designated supports for the Smarter Balanced Assessments are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). It is recommended that a consistent process be used to determine these supports for individual students. Designated supports need to be identified prior to assessment administration.
Universal Tools	Universal tools are available to all students based on student preference and selection.

For the Smarter Balanced Paper-Pencil Assessment, the *Universal Tools, Designated Supports, and Accommodations* should be used to guide the use of all available universal tools, designated supports, and accommodations. Tables 4, 5, and 6 list and describe the resources that are available for the Smarter Balanced Paper-Pencil Assessment along with considerations for planning and administration.

Table 4: List and Description of Universal Tools Available to All Students

Universal Tools	Description
Breaks	<p>Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test.</p> <p>Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands.</p> <p>The use of this universal tool may result in the student needing additional overall time to complete the assessment.</p>
English Dictionary (for ELA performance task full-writes)	An English dictionary can be provided for the full-write portion of an ELA performance task. A full-write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are provided with test materials for a student’s test form. Only glossaries provided with the test materials may be used.
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.
Mark for review	Students may note items for further review after completing other items. Marks can be made in the test booklet, to avoid stray marks in the answer booklet that may interfere with scoring.
Scratch paper	<p>Scratch paper to make notes or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. A student can use an assistive technology device for scratch paper as long as the device is certified.</p> <p>Sessions 1 and 2: All scratch paper must be collected and securely destroyed at the end of each session to maintain test security.</p> <p>Performance Tasks: For performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.</p>
Strikethrough	Students may cross out answer options in their test booklets.
Thesaurus (for ELA performance task full-writes)	A thesaurus contains synonyms of terms that students can use while interacting with text included in the assessment. A full-write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Table 5: List and Description of Designated Supports

Designated Supports	Description
Color overlays	Color transparencies are placed over a paper-based assessment.
Magnification	Students may use magnifying devices or take a large print version of the test.
Masking	Students may be provided materials to block off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.
Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.
Read aloud (for ELA items in Session 2 only, not for reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Online Test Administration Manual</i> . All or portions of the content may be read aloud.
Scribe (For ELA non-writing items) (See Accommodations for writing)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <i>Online Test Administration Manual</i> .
Separate setting	Test location is altered so that the student is tested in a setting different from that made available for most students.

Table 6: List and Description of Accommodations

Accommodations	Description
Alternate Response Options	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation to respond to test items.
American Sign Language (ASL)	Test content is translated into ASL. ASL human signer signs the listening portions of the test.
Braille	Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available. Please note that the answer booklets will not be brailled. Administrators must transcribe student responses into the paper-pencil answer booklets.
Read Aloud (for ELA reading passages, grades 3–8 and High School; blind students in grades 3–8 and High School who do not yet have adequate Braille skills)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i> . All or portions of the content may be read aloud.
Scribe (See Designated Supports for non-writing ELA)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <i>Online Smarter Balanced Test Administration Manual</i> .
Speech-To-Text	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.

APPENDIX B: ITEM TYPES

Item and response types

As students engage with the Smarter Balanced Assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

Smarter Balanced has produced resources that teachers and students can use to get ready for the test, including sample items and classroom activities (if applicable). The sample items will be administered by Test Administrators prior to the beginning of Session 1 of each test; completing these items will provide students an opportunity to view and practice each of the item types. More information on classroom activities (if applicable) can be found on page 11 of this manual.

Summary of item types and how to provide responses

Table 7 lists the different item types and briefly describes each one.

Not all assessments will necessarily include all item types.

Table 7: Item and Scoring Types

Type of Item	Brief Description of Item Type
Multiple-choice, single-correct response	3- and 4-option multiple-choice
Multiple-choice, multiple-correct response	Multiple option selected responses
Two-part multiple-choice, with evidence responses	4-option multiple-choice followed by another 4–6 option multiple-choice using evidence
Matching-table response	Respond to a series of 2–4 statements/questions and bubble in a response for each
Short-text response	A brief written response of one or two paragraphs
Full-write	A multi-paragraph written response or essay

APPENDIX C: FREQUENTLY USED TERMS

Table 8 defines terms that are specific to the Smarter Balanced Assessments.

Table 8: Frequently Used Terms

Term	Definition
Accommodation	<p>Changes in procedures or materials that increase equitable access during the Smarter Balanced Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the <i>Usability, Accessibility, and Accommodations Guidelines</i> posted on your state portal for complete information.</p>
Appeal	<p>Authorized users may submit and view requests for resetting, reopening, or invalidating students' assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by a state education agency representative.</p>
Break	<p>A student may be provided breaks within a test session as needed.</p> <p>The number of items per session can be flexibly defined based on the student's need.</p> <p>Students may move about the classroom or take a short break outside to refocus.</p> <p>The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1.</p> <p>Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.</p>

Term	Definition
Classroom Activity (If Applicable)	A short, teacher-led activity designed to introduce students to the context and contextual vocabulary in the Performance Task to ensure that students are not disadvantaged in demonstrating the skills the task intends to assess. A Test Administrator (TA) or other authorized staff can lead the Classroom Activity (if applicable). The corresponding Classroom Activity (if applicable) is required before the PT portion of the test. The PT should be administered within three days after the Classroom Activity (if applicable). The Classroom Activity (if applicable) should not be supplemented with any other content that the administrator may think is helpful because doing so may detract from the intended purpose of the Classroom Activity (if applicable).
Designated Supports	Accessibility resources of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). <i>See the Usability, Accessibility, and Accommodations Guidelines posted on your state portal for complete information.</i>
District Test Coordinator (DC)	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that the School Test Coordinators (SCs) and TAs in their districts are appropriately trained and aware of policies and procedures. In the event there is no DC, another designated individual will be assigned these responsibilities by the State.
Full-write	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages the full writing process.

Term	Definition
Invalidation	<p>A specific appeal in the Appeals system. Invalidating a test in the Appeals system results in the omission of test results and student responses. Invalidation is often the outcome for assessments impacted by a test security incident.</p> <p>Permission for an invalidation is initiated through the Appeals process.</p>
Item	<p>A test question or stimulus presented to a student to elicit a response.</p>
Performance Task (PT)	<p>A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test.</p>
School Test Coordinator (SC)	<p>School staff member responsible for monitoring the test schedule, process, and TAs. SCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium.</p>
Session	<p>A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 15 and 90 minutes. However, Smarter Balanced Assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.</p>

Term	Definition
State Student ID Number (SSIDs)	A statewide, unique student identifier. In some cases, this <i>may</i> be the same identifier used on other state assessments.
Stimulus/Stimuli	Material or materials used in the test context that form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts for students to use for research or scenarios to react to.
Test Administrator (TA)	District or school personnel responsible for administering the Smarter Balanced Assessments in a secure manner in compliance with the policies and procedures. The Smarter Balanced Assessments should be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). Expanding the TA role to other individuals who receive the required test administration trainings is a decision made at the state level in accordance with state policy, protocol, or guidelines.
Test Security Incident	For additional information about security protocols, refer to the <i>Online Summative Test Administration Manual</i> .
Testing Breach	<p>An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the District Test Coordinator (DC) and School Test Coordinator (SC) immediately.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to Section 4.0 <i>Responding to Testing Improperities, Irregularities, and Breaches</i> of the <i>Online Test Administration Manual</i>.</p>

Term	Definition
Testing Impropriety	<p>An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to Section 4.0 <i>Responding to Testing Improprieties, Irregularities, and Breaches</i> of the <i>Online Test Administration Manual</i>.</p>
Testing Irregularity	<p>An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level and submitted in the online Appeals system for resolution.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to Section 4.0 <i>Responding to Testing Improprieties, Irregularities, and Breaches</i> of the <i>Online Test Administration Manual</i>.</p>
Universal Tools	<p>Tools available to all students based on student preference and selection.</p> <p>See the <i>Usability, Accessibility, and Accommodations Guidelines</i> posted on your state portal for complete information.</p>

APPENDIX D: INSTRUCTIONS FOR ADMINISTERING BRAILLE AND LARGE PRINT

GENERAL

Test Administrators must provide users of both the Braille and Large Print versions of the test with sufficient time to complete the test. The Test Coordinator should provide Test Administrators with Braille and Large Print test kits as appropriate. The following materials are included in the Braille and Large Print test kits:

Braille test kits

- a cover sheet;
- a copy of these instructions;
- a grade-appropriate version of the following: a regular test booklet, a plastic-bound Braille test booklet, an answer booklet (if applicable), and a packet of ancillary materials (transcriber's notes) on the inside back cover of the Braille booklets.

Large Print test kits

- a cover sheet;
- a copy of these instructions;
- a grade-appropriate version of the following: a Large Print test booklet, a Large Print answer booklet (if applicable), and a regular answer booklet (if applicable).

STUDENT IDENTIFICATION

Print the student's name; county, district, and school code; and school name on the cover of the Braille or Large Print test booklet. Please note that responses in these test booklets will not be scored. All responses must be transcribed by the Test Administrator into the regular answer booklet or entered into the Data Entry Interface. **If responses are not transcribed into a regular answer booklet or entered into the Data Entry Interface, they cannot be scored.** Regular answer booklets are enclosed in the Braille or Large Print kit. Ensure that the student's name is written on the regular answer booklet and affix the Pre-ID label to the front of the regular answer booklet and the Large Print answer booklet (if applicable). **Note that when Large Print answer booklets are used, responses must still be transcribed into a regular answer booklet or entered into the Data Entry Interface (if applicable) in order to be scored.**

INSTRUCTIONS

The administration directions that appear in the *Paper-Pencil Test Administration Manual* should be the basis for administering the Braille and Large Print versions of the test. However, some modifications to these instructions are required. The Test Administrator, with the assistance of the Test Coordinator, should review these directions before administering a Braille or Large Print test, and modify the instructions as needed considering specifications in the student's IEP.

The Test Administrator should use the regular test booklet to answer questions about the directions that are included in the test. However, the Test Administrator **must not read or interpret** any test questions for the student. The regular test booklet is not to be copied or used for any purpose other than to administer the test.

The school security checklist must be used to record the distribution and collection of the Braille, Large Print, and regular test booklets.

TIMING

Test Administrator must provide users of both the Braille and Large Print versions of the test with sufficient time to complete the test.

RECORDING ANSWERS

Students with disabilities have the option to use accommodations for providing responses on this assessment. These accommodations allow students with disabilities to provide oral responses, taped responses, or written responses on paper besides the answer sheet provided with the assessment. These responses are then transcribed onto the regular answer booklet so that they can be scored. **If responses are not transcribed into a regular answer booklet or the Data Entry Interface (if applicable) they cannot be scored.** The following guidelines must be followed to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential.
- Only persons who know Braille should transcribe Braille responses.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.
- When transcription is complete, student responses must be securely destroyed.
- Do not dispose of student responses by placing them in the trash.

The Test Administrator must provide written affirmation to the Test Coordinator that student responses have been completed on the Student Answer Booklet with fidelity. Under no circumstances should a student's answer be altered or edited—**to do so is a direct violation of test security.**

RETURNING TEST MATERIALS

Keep the transcribed answer booklet with the other used student answer booklets from the student's class. Return with scorable materials.

Collect all regular test booklets, Braille or Large Print test booklets, and Large Print answer booklets (if applicable). Return with non-scorable materials.

APPENDIX E: RECEIPT OF TEST MATERIALS AT A CENTRAL DISTRICT LOCATION OR AT AN INDIVIDUAL SCHOOL (BASED ON A STATE’S ORGANIZATIONAL STRUCTURE)

- Districts will be served by FedEx for receipt and return of materials, unless otherwise communicated.
- Test materials will arrive at the district in boxes labeled with the Test Coordinator’s name and shipping address. Each box label references the school name and is sequentially numbered.
- When test materials arrive, open the white, district Box 1. It contains a *Box List*, the *District Packing List*, *District Security Checklist*, copies of the *School Packing List(s)*, the Return Kit, and other administrative material. This box may also contain secure test materials; please refer to the packing list.
- Find the *District Packing List* and *School Packing List(s)*. Use these sheets to sort boxes by building and verify that you have received all of the boxes. If you have not received all of the boxes indicated, please call the AIR Help Desk.
- Test materials are packaged by school and supplied based on the enrollment/ material orders or the pre-ID information submitted. The district overage materials are packaged separately. They are to be used if any school needs additional or replacement materials. **Note: Materials are linked to your district and should not be shared with other districts.**
- Distribute materials to the School Test Coordinators as early as possible to allow for timely replacement of damaged or missing items. Remind staff to save the boxes the test materials arrived in to use for returning test materials after the test administration.
- Find your *District Security Checklist*. Use the *District Security Checklist* to verify your district overage. The serial numbers of all secure materials sent with the original order are recorded on the security checklist. Verify your overage as soon as possible after distributing materials to the buildings. **Do NOT open any shrink-wrapped packages of test booklets that are not intended for immediate use at this time.**
- Find your Return Kit. It is in a clear plastic bag that can be found in the white district box. This kit contains:
 - Green scorable and red non-scorable return labels
 - FedEx return shipping labels
 - Return shipping instructions
- Instruct school coordinators on the procedures for collecting and accounting for test materials. Communicate provisions for locked, secure overnight storage of all test materials. Monitor this process throughout testing.

RECEIPT OF TEST MATERIALS IN SCHOOLS

- Receive test material shipment. Each box label references your school name and is sequentially numbered.
- When test materials arrive, open Box 1, which contains the following:
 - *Box List*
 - *School Packing List*
 - *School Security Checklist*
 - Pre-ID labels and/or print-on-demand labels
 - DO NOT SCORE labels (note the DO NOT SCORE labels for each grade appear on the banner page for each grade)
 - Return Kit
- Box 1 may also contain secure test materials. Please refer to your *School Packing List*.
- Find your *School Security Checklist*. Use the *School Security Checklist* to verify your school order. The serial numbers of all secure material sent with the original order are recorded on the security checklist. **Do NOT open any shrink-wrapped packages of test booklets that are not intended for immediate use at this time.**
- Compare types and quantities of materials received with your testing needs. Report **any** discrepancies to the AIR Help Desk **immediately**.
- Find your Return Kit. It is in a clear plastic bag. This kit contains:
 - Green scorable and red non-scorable return labels
 - FedEx return shipping labels
 - Return shipping instructions
- Place test materials in locked, secure storage.
- Save the box(es) your test materials were delivered in for returning materials when testing is completed.
- Conduct test orientation activities. Provide a copy of the appropriate Test Administration Manual (TAM) or Directions for Administration (DFA), which is posted on the portal. Do not distribute copies of secure test materials at this time.
- Instruct test administrators on the procedures for collecting and accounting for test materials. Communicate provisions for locked, secure overnight storage of all test materials. Monitor this process throughout testing.

APPENDIX F: PACKING MATERIALS FOR RETURN

Districts and schools are encouraged to return materials as early as possible following testing to expedite the scoring process. All test materials must be returned to Measurement Incorporated (MI) no later than **one week** after testing is complete. The Test Coordinator is responsible for arranging test materials pickup. Contact the AIR Help Desk (see *Customer Service* section of Test Administration Manual) if there are any problems packing or arranging for pickup.

PREPARATION:

- Identify any damaged or biohazard materials.
 - Responses from biohazard answer booklets should be transcribed into a clean answer booklet. Contact the AIR Help Desk to report biohazard answer booklets. Reported booklets can be securely destroyed according to state or district policies.
 - Place a rubber band around any damaged booklets.
- Separate scorable, non-scorable, secure, and non-secure materials:
 - Organize scorable answer booklets (if applicable) into separate stacks by grade, then by subject.
 - Verify all Braille and Large Print responses have been transcribed. **If responses are not transcribed into a regular answer booklet or the Data Entry Interface (if applicable) they cannot be scored.** A Pre-ID label must be affixed to the front cover of the regular answer booklet. Verify the student's name, test administrator, school, and district appear correctly on the front cover of the test booklet. Keep the transcribed answer booklet with the other scorable answer booklets organized by grade/subject.
 - Place a **DO NOT SCORE** label on individual non-scorable (i.e., blank, Pre-ID labeled) answer booklets. Shrink-wrapped, unused answer booklets and individual unused answer booklets without Pre-ID labels do not require **DO NOT SCORE** labels. Sort test booklets with non-scorable materials.
 - Non-secure materials include unused print-on-demand Pre-ID and box labels, printed test administration manuals, and directions for administration (if applicable).

PACKING SCORABLE MATERIALS:

- Pack answer booklets in the same boxes in which materials were shipped. If these boxes are not available, use sturdy boxes to return the materials. Copier paper boxes and boxes used for food transportation should **not** be used. Sturdy boxes are capable of holding 65-95 pounds without collapsing when handled or stacked. Use cushioning materials, if needed, to keep materials secure.
 - A grade level/subject area for a school should not be split across boxes (e.g., all of grade 3 mathematics for a school should be in the same box).

- After you have filled the first box, affix a **green scorable label** to the **top** of this box and mark it “1.” The **scorable label** has a place to mark the number of each box and the total number of boxes being returned. For example, if you have five boxes, mark them “1 of 5,” “2 of 5,” and so on.
- Continue packing, affixing a **green scorable label** to the **top** of **each** box containing scorable answer booklets.
- Seal the top and bottom of all boxes with three strips of plastic shipping tape.

PACKING NON-SCORABLE SECURE MATERIALS:

- Pack **all** test booklets and **unused** answer booklets securely in boxes. Include Large Print and Braille test booklets, Large Print answer booklets, printed copies of the *ELA Test Administration Listening Transcript*, Read-Aloud CDs, and Foreign Language CDs, if applicable.
 - Affix a **red non-scorable label** to the **top** of **all** boxes containing non-scorable secure materials. Record the number of each non-scorable box and the total number of non-scorable boxes on the labels.

NON-SECURE MATERIALS

- The following materials should **not** be returned to MI. Discard these materials according to state or district policies.
 - Unused print-on-demand Pre-ID and return shipping box labels
 - Printed test administration manuals and directions for administration (if applicable).

RETURN PROCEDURES

Instructions for Returning Materials

Remove or black out any old shipping labels, including the original shipping barcode, and ensure boxes are sealed securely with shipping tape.

FEDEX PICKUP

- 1) Affix the FedEx ground return label (from the Return Kit) directly on top of the original address label. If additional labels are needed contact the AIR Help Desk. **You must use the return shipping labels provided to you in order to guarantee that your boxes can be accurately tracked when you ship them to MI.**
- 2) Print the district name and address in the space provided on the return label.
- 3) Retain the receipt tab from the top of the return label for your records. Boxes can be tracked online at www.fedex.com or by calling 1-800-463-3339.
- 4) Contact FedEx to arrange a pickup of your materials. There is no prescheduled pickup day. **Materials must be returned no later than one week after testing is complete.** Have your receipt tab(s) handy when you make your request. Initiate a return using **one** of the following methods:

- Use www.fedex.com: select “Ship,” then select “Schedule and Manage Pick-ups” from the drop down menu, then click “Schedule Ground Return Pickup.”
- Call FedEx Customer Service: 1-800-463-3339; explain that you need a “Package Returns Program” pickup.
- Provide materials to your regular FedEx Ground driver.

COURIER PICKUP

- 1) Courier pickups have been arranged for special circumstances. You should return materials via FedEx unless notified by your state or district that materials are to be returned via courier.
- 2) Ensure materials have been packed as described in the *Packing Materials for Return* section. Materials must be ready for pickup by the courier by 8:00 AM on the date communicated by your state or district.

Contact the AIR Help Desk if there are any problems packing or arranging for pickup.

Security Check-In Process

Timely return of materials is essential for scoring and reporting of results. Security reports will be generated after the time materials are due back to MI. Security reports provide a breakdown of secure materials by district, school, and item, and include barcodes for any missing items. MI may contact districts via email and/or phone regarding missing secure materials. MI also works with state departments of education to document and recover missing secure materials.

APPENDIX G: ELA PAPER-PENCIL CLASSROOM ACTIVITIES (IF APPLICABLE)

These are the grade-based ELA Paper-Pencil Classroom Activities that should be used before administration of Performance Tasks.

Important Note: The use of Classroom Activities for the 2016 Summative administration is a state-specific decision. Refer to your state's *Online Test Administration Manual* for more details.



Last updated: 09/08/2015

Grade 3 ELA Paper and Pencil Classroom Activity

Animals with Shells Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario; and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

As a part of this activity, the facilitator will lead a discussion that uses a Venn diagram as an organizer. The purpose of the Venn diagram is to assist students in their understanding of the key concepts that are included in the performance task. Students will not be tested on the use of the Venn diagram.

Resources Needed:

- Chart paper, whiteboard, or chalkboard
- Markers or chalk
- Some method of displaying ancillary materials¹

Resources Provided (see end of document):

- Ancillary Material
 - Image Set 1: Polar Bear & Camel
 - Image Set 2: Tortoise & Armadillo
- Teacher Resource for Venn Diagram

Learning Goal:

- Students will understand the context of the key concepts related to the topic:
 - Animals that seem very different can be alike in some ways.
 - Some animals may seem different but they are alike because they have shells.

Students will understand the key term:

- shell: a hard outer covering

Note: This definition is provided here for the convenience of the facilitator. Students are expected to understand this key term in the context of the task, not memorize the definition.

¹ Facilitators can decide whether they want to display ancillary materials using an overhead projector or computer/Smartboard, or whether they want to produce them as a handout for students.



Last updated: 09/08/2015

Animals with Shells Classroom Activity

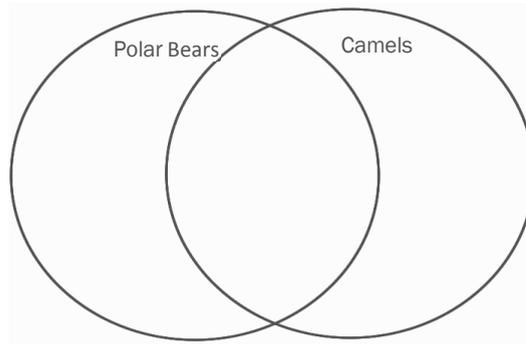
[Purpose: The facilitator's goal is to help students understand what is alike and different about animals. This activity will allow students to be active participants as they explore the concept of alike/different in the context of the performance assessment and its focus on animals with shells.]

Facilitator says: "Today, we will get ready for the Animal with Shells Performance Task. Animals that seem very different can be alike in some ways. For example, polar bears and camels are alike and different. They are alike because both have fur."

[Show Image Set 1: Polar Bear and Camel. Note: For students who are visually impaired, read the description below the photo.]

Facilitator says: "They are different because a polar bear lives in very cold places, like the North Pole, and a camel lives in the desert. Let's think about how polar bears and camels are alike and different in other ways."

[Draw a Venn diagram with two overlapping circles on the chart paper, whiteboard, or chalkboard. Label the first circle *Polar Bears* and the second circle *Camels*. See the example below.]



Facilitator says: "In the left circle I have written *Polar Bears* and in the right circle I have written *Camels*. Any information that is true about both animals will be put in the middle, where the two circles cross over into one another. I want you to tell me two ways that polar bears and camels are alike."

[List responses in the overlap of the two circles.]

Facilitator says: "Tell me two ways that camels are different from polar bears."

[List responses in the right circle.]

Facilitator says: "Now tell me two ways that polar bears are different from camels."

[List responses in the left circle.]



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[Review all answers.]

Note: Make sure students arrive at the common understanding that:

- Animals that seem very different can be alike in some ways.

[Say and write the common understanding on the chart paper, white board, or chalkboard.]

Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, teacher-student discussion for remote locations with a single student, or small groups.

[Divide students into groups of 3–4.]

[Show Image Set 2: Tortoise and Armadillo. Note: For students who are visually impaired, read the description below the photo.]

Facilitator says: “Next, think about a tortoise and an armadillo. A tortoise is an animal that lives on land. An armadillo is an animal that sleeps during the day and comes out at night. It has four legs, a tail, and tall ears.

Facilitator says: “In your group, discuss what makes these two animals alike and what makes them different.”

[While students are discussing, draw a Venn diagram on the chart paper, whiteboard, or chalkboard. Label the first circle *Tortoises* and the second circle *Armadillos*.]

[After three minutes, have students meet as a class to share their ideas.]

Facilitator says: “When I call on your group, choose someone from your group to tell the class what your group thought about how these two animals are alike and different. First, how are tortoises and armadillos alike?”

[List student responses in the appropriate space in the Venn diagram.]

Facilitator says: “How are tortoises and armadillos different?”

[List student responses in the appropriate space in the Venn diagram.]

Possible class discussion questions (*unscripted*):

- Do both animals have the same body type?
- How are their bodies alike on the outside?
- Are they hard or soft on the outside?

Note: Make sure students arrive at the common understanding that:

- Some animals have shells, like armadillos and tortoises.

[Say and write the common understanding on the chart paper, white board, or chalkboard.]



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Facilitator says: “You are right! Both of these animals have a shell. Why do you think they need shells?”

[List responses on the chart paper, whiteboard, or chalkboard.]

Possible student responses (*unscripted*):

- They use their shell as protection from other animals.
- They can use their shell to hide because it looks like the area around them.
- Their shell protects their bodies.

Facilitator says: “In your performance task, you will be learning about other animals that have shells. The work you did today should help prepare you for the research and writing you will be doing in the performance task.”

A list of sources used in the development of this Classroom Activity is available at the following link: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2015/07/Work-Cited-for-Classroom-Activities.pdf>



Last updated: 09/08/2015

Ancillary Material
Image Set 1

Polar Bear



Picture Description: This is a picture of a polar bear walking on all four legs on a chunk of ice. The polar bear has fur and big paws. He has short legs and is not very tall.

Photo of polar bear walking on ice (Image 1848R-811866-R-X999), copyright by SuperStock. Used by permission.

Camel



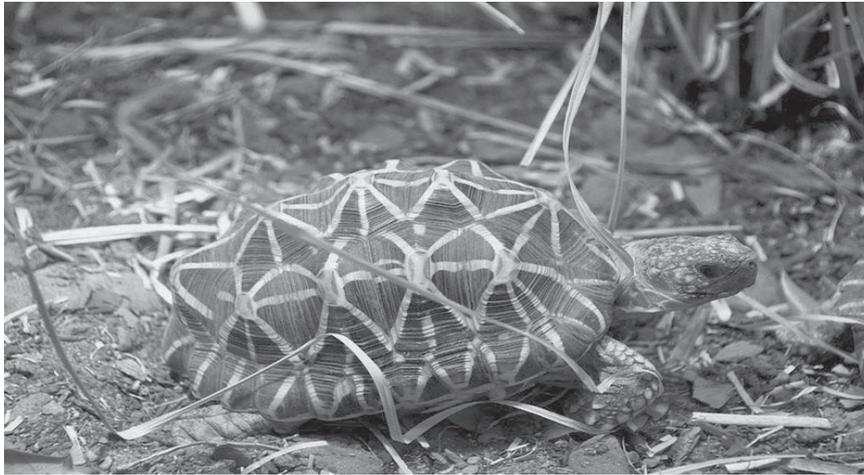
Picture Description: This is a picture of a camel walking on four legs in the desert. She has fur and a hump on her back. Her legs are long and she has hooves. She is very tall and has a long neck.

Photo of camel in desert (Image 1896R-7271-R-X999), copyright by SuperStock. Used by permission.



Last updated: 09/08/2015

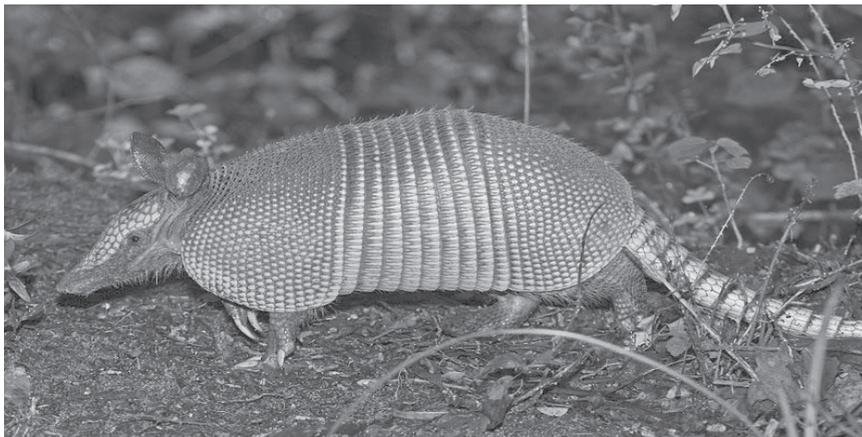
Image Set 2
Tortoise



Picture Description: This is a picture of a tortoise. The tortoise has a hard shell on his body with the legs and head sticking out. He can pull his legs and head into the shell. He has a short tail.

Photograph of Indian star tortoise-Houston Zoo by Jacob.jose. Used under authorization of Creative Commons Attribute-Share Alike 3.0 Unported

Armadillo



Picture Description: This is a picture of an armadillo. The armadillo has a hard shell on his long back. The shell does not cover his head. He has two ears on top of his head. He walks on four legs and has a very long tail.

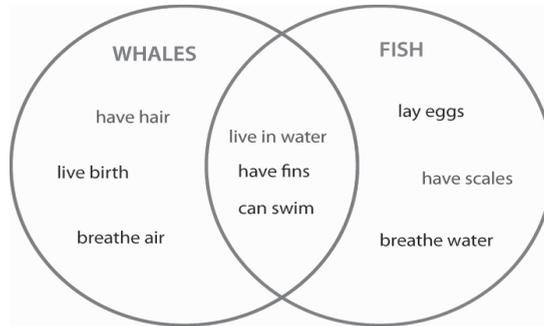
Photograph of Nine-banded Armadillo. Used under authorization of Creative Commons Attribution 3.0 Unported



Last updated: 09/08/2015

Teacher Resource for Venn Diagrams

Using the knowledge of the scope and sequence of instruction in the district/school, and the personal experience working with the students who participate in this activity, it may be necessary for the facilitator to provide a brief example of how a Venn diagram works. Below you will find an example of a Venn diagram and a description of how it should be used.



1. Two circles are to be drawn so that the circles intersect in the middle.
2. Each circle is labeled with the topics that are being compared (e.g., *Whales* is the title in the circle on the left and *Fish* is the title in the circle on the right).
3. Any information that is true only of the topic in the circle on the left (e.g. *Whales*) is placed in the portion of the circle that does not intersect with the circle on the right.
4. Any information that is true only of the topic in the circle on the right (e.g. *Fish*) is placed in the portion of the circle that does not intersect with the circle on the left.
5. Any information that is true of both topics is placed in the intersection of the circles.
6. Viewing the Venn diagram, students see the differences (the responses included in the nonintersecting portions of the circles) and the similarities (the responses included in the intersecting portion of the circles) between what is being compared.



Grade 4 ELA Paper and Pencil Classroom Activity Deserts Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario; and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

As a part of this activity, the facilitator will lead a discussion that uses a Venn diagram as an organizer. The purpose of the Venn diagram is to assist students in their understanding of the key concepts that are included in the performance task. Students will not be tested on the use of the Venn diagram.

Resources Needed:

- Chart paper, white board, or chalkboard
- Marker or chalk
- Some method of displaying ancillary materials¹
- Paper for each small group
- Pencils for each small group
 - Note: Students who need an accommodation may use their preferred tool for writing.

Resources Provided (see end of document):

- Ancillary Material
 - Image 1: Hot Desert
 - Image 2: Cold Desert
- Teacher Resource for Venn Diagrams

Learning Goal:

- Students will understand the context of the key concepts related to the topic:
 - Deserts are places that have little to no rainfall each year.
 - Deserts are found in different places around the world.

Students will understand the key term:

- Desert: Dry land that receives less than ten inches of rainfall per year

Note: This definition is provided here for the convenience of facilitators. Students are expected to understand this key term in the context of the task, not memorize the definition.

¹ Facilitators can decide whether they want to display ancillary materials using an overhead projector or computer/Smartboard, or whether they want to produce them as a handout for students.



Deserts Classroom Activity

[Purpose: The facilitator’s goal is help students understand that deserts are places with little to no rainfall each year. This task will allow students to be active participants as they explore the concept that deserts are found in different places.]

Facilitator says: “Today, we will prepare for the Deserts Performance Task. Let’s brainstorm! Turn to a partner and share what you already know about deserts.”

[Give the students approximately three minutes to brainstorm with a partner.]

Facilitator says: “Let’s share what you know about deserts.”

[Choose student volunteers to share what was discussed in the partner pairs. List the students’ responses on chart paper, white board, or chalkboard. Students can also take turns writing words or drawing pictures on the board to describe what they know about deserts.]

Facilitator says: “Great job of coming up with all of these ideas about deserts. You should also know that deserts are areas of dry land that receive less than ten inches of rainfall each year.”

[If necessary, discuss any student misconceptions about what makes a desert. Some students may think that they all deserts are hot, dry, sandy places. Explain that the only thing common about all deserts is that they receive less than ten inches of rain per year, despite the climate and physical landscape of the area.]

Note: Make sure students arrive at the common understanding that:

- Deserts are places with little to no rainfall each year.
- Deserts are areas of dry land that receive less than ten inches of rainfall per year

[Say and record common understandings on chart paper, white board, or chalkboard.]

Facilitator says: “Now let’s think about what it would be like to live in a desert. I want you to discuss the following questions with a partner.”

[Write and say the following questions on the chart paper, white board, or chalkboard for students to discuss.]

- What would it feel like to live in a desert?
- What would be around you in a desert?
- What kinds of things would you do in a desert?

[Give the students approximately five minutes to discuss the questions with a partner.]

[List the student responses on the chart paper, white board, or chalkboard.]

Possible student responses (*unscripted*):

- It would feel hot/cold and dry to live in a desert.
- There would be plants, animals, and other people.



- In the desert, you could do the same things that you do in any other places but not things that need a lot of water, like swimming.

[If necessary, respond to student misconceptions by discussing any of the above possible student responses.]

Facilitator says: “Now we are going to discuss photos of two different kinds of deserts.”

Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, a teacher-student discussion for remote locations with a single student, or small groups.

[Divide the class into small groups of 3-4.]

[Show Image 1: Hot Desert and Image 2: Cold Desert. Note: For students who are visually impaired, read descriptions below photos.]

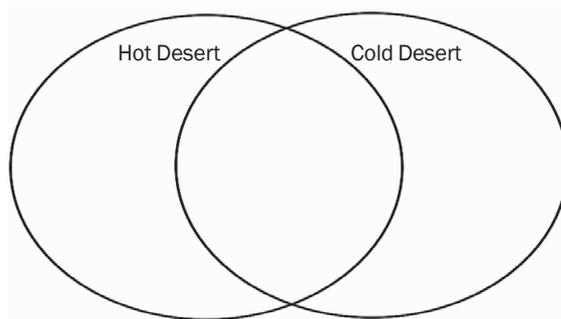
Facilitator says: “How are these deserts like or not like what you expected?”

[Allow a few students to share how the deserts are or are not what they expected.]

Facilitator says: With your group, discuss how these deserts are alike and how they are different. You should record your ideas on the paper that you will be given. After you have finished your discussion, you will share your ideas with the whole class. You have five minutes to brainstorm ideas.”

[Distribute paper and pencils for students to record their ideas.]

[While students are discussing, draw a Venn diagram with two overlapping circles on the chart paper, whiteboard, or chalkboard. Label the first circle *Hot Desert* and the second circle *Cold Desert*. After five minutes, have students meet as a class to share their ideas.]



Facilitator says: “In the left circle, I have written Hot Desert and in the right circle, I have written Cold Desert. Any information that is true about both deserts will be put in the middle, where the two circles overlap. Choose someone from your group to share with the rest of the class what your group discussed. First, how are the two deserts alike?”



[Spend 2-3 minutes listing each response in the center of the Venn diagram on the chart paper, whiteboard, or chalkboard.]

Possible student responses (*unscripted*):

- They are dry.
- They receive less than ten inches of rain per year.
- Plants and animals that live there have special features that allow them to survive in such an extreme/harsh environment.

[If necessary, address any student misconceptions by discussing the student responses listed above.]

Facilitator says: “How are the two deserts different?”

[Spend 2-3 minutes listing responses in the appropriate space in the Venn diagram on the chart paper, whiteboard, or chalkboard.]

Possible student responses (*unscripted*):

- The hot desert is sandy.
- The cold desert is icy.
- The hot desert has extremely high temperatures during the day.
- The cold desert has extremely low temperatures most of the year.

[If necessary, address any student misconceptions by discussing the student responses listed above.]

[Extend the discussion to include the following questions if they were not included as a part of the discussion.]

Possible class discussion questions (*unscripted*):

- “Where are the different places that you might find a desert?”
- “What does the land look like in each desert?”
- “What animals are in each kind of desert?”
- “What plants are in each kind of desert?”

Possible student responses (*unscripted*):

- The desert with the sand is in a hot place and the desert with the ice is in a cold place.
- In the hot desert, the land is covered by sand and it is dry. In the cold desert, the land is covered by ice.
- In the hot desert, there are camels and other kinds of animals that can survive in hot, dry weather. In the cold desert, there are penguins, polar bears, and other kinds of animals that can survive in cold, dry weather.
- A cactus is found in a hot desert. These are able to survive without much rainfall because they are built to store water. Plants in the cold desert have to be able to survive the cold temperatures, and they only survive for a short amount of time when it is warmer.



Note: Make sure students arrive at the common understanding that:

- Deserts are found in different places around the world.

[Say and record common understanding on chart paper, white board, or chalkboard.]

Facilitator says: “In your performance task, you will be learning more about deserts. The work you did today should help prepare you for the research and writing you will be doing in the performance task.”



Ancillary Materials

Image 1

Hot Desert



Picture Description: The picture show a hot desert with fine sand covering the ground. There is a camel walking on the sand. There is a tree with a bent trunk and a tree with a straight trunk. There are also some short bushes.

Photograph of a hot desert (Image Number 4029R-271106), copyright by Superstock. Used by permission.



Image 2

Cold Desert



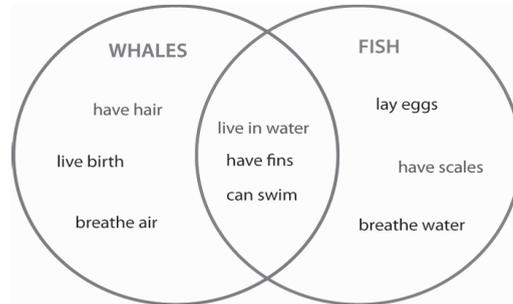
Picture Description: The picture shows a cold desert where the ground is covered with snow and ice. There are large groups of penguins standing together. There are no trees or bushes.

Photograph of a cold desert (Image Number 1828R-38184), copyright by Superstock. Used by permission.



Teacher Resource for Venn Diagrams

Using the knowledge of the scope and sequence of instruction in the district/school, and the personal experience working with the students who participate in this activity, it may be necessary for the facilitator to provide a brief example of how a Venn diagram works. Below you will find an example of a Venn diagram and a description of how it should be used.



1. Two circles are to be drawn so that the circles intersect in the middle.
2. Each circle is labeled with the topics that are being compared (e.g., *Whales* is the title in the circle on the left and *Fish* is the title in the circle on the right).
3. Any information that is true only of the topic in the circle on the left (e.g., *Whales*) is placed in the portion of the circle that does not intersect with the circle on the right.
4. Any information that is true only of the topic in the circle on the right (e.g., *Fish*) is placed in the portion of the circle that does not intersect with the circle on the left.
5. Any information that is true of both topics is placed in the intersection of the circles.
6. Viewing the Venn diagram, students see the differences (the responses included in the nonintersecting portions of the circles) and the similarities (the responses included in the intersecting portion of the circles) between what is being compared.



Grade 5 ELA Paper and Pencil Classroom Activity

Zoos Classroom Activity

The Classroom Activity introduces students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario; and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

As a part of this activity, the facilitator will lead a discussion that uses a Venn diagram as an organizer. The purpose of the Venn diagram is to assist students in their understanding of the key concepts that are included in the performance task. Students will not be tested on the use of the Venn diagram.

Resources Needed:

- Chart paper, whiteboard, or chalkboard
- Markers or chalk
- Paper
- Pens/Pencils
- Some method of displaying ancillary materials¹

Resources Provided (see end of document):

- Ancillary Material
 - Animals in the Wild/Animals in Zoos Venn Diagram
 - Teacher Resource for Venn Diagrams

Learning Goal:

- Students will understand the context of the key concepts related to the topic:
 - Animals living in zoos have different experiences than animals living in the wild.

Students will understand the key term:

- Habitat: the place or type of place where a plant or animal naturally or normally lives or grows

Note: This definition is provided here for the convenience of the facilitator. Students are expected to understand this key term in the context of the task, not memorize the definition.

¹ Facilitators can decide whether they want to display ancillary materials using an overhead projector or computer/Smartboard, or whether they want to produce them as a handout for students.



Zoos Classroom Activity

[Purpose: The facilitator’s goal is to introduce students to the key terms they will need to be familiar with to successfully complete the performance task. The activity will activate students’ prior knowledge of zoos and what life is like for animals in zoos and what life is like for animals in the wild.]

Facilitator says: “Today we’re going to think about the different habitats of animals and the difference between their habitats in the wild and how they live in zoos.”

[Allow 2-3 minutes for student responses. Then, write the following definition on the board. *Habitat: the place or type of place where a plant or animal naturally or normally lives or grows.* Acknowledge any students who were able to correctly define the term.]

Facilitator says: “Today we’re going to think about the different habitats of animals.”

[Have students form small groups of three.]

Facilitator says: “What do you know about zoos? Discuss what you know about zoos with two other students. If you haven’t been to a zoo, that is okay. Tell your partners what you do know about zoos.”

[Give the students approximately 3 minutes to share with each other. You can circulate around the room and facilitate the groups that may need support. Reiterate, as need be, that direct experience with zoos is not necessary for the discussion. Knowledge of zoos from books, movies, or television is sufficient.]

[Invite students to share with the whole class the key ideas from their small group discussions. Discuss for approximately 3 minutes.]

Facilitator says: “A zoo is a place where many kinds of animals are kept so that people can see them. Let’s think about what it might be like for animals to live in a zoo and what it is like for animals to live in the wild.”

Facilitator says: “In your group, choose an animal that you might find at the zoo.” [Provide examples such as lions, parrots, monkeys, elephants, rhinoceroses, and leopards.]

[Pass out blank sheets of paper and pens/pencils or ask students to take out a blank sheet of paper and a pen or pencil.]

Facilitator says: “Make a list of what it is like for that animal to live in the wild and what it is like for the same animal to live in a zoo.”

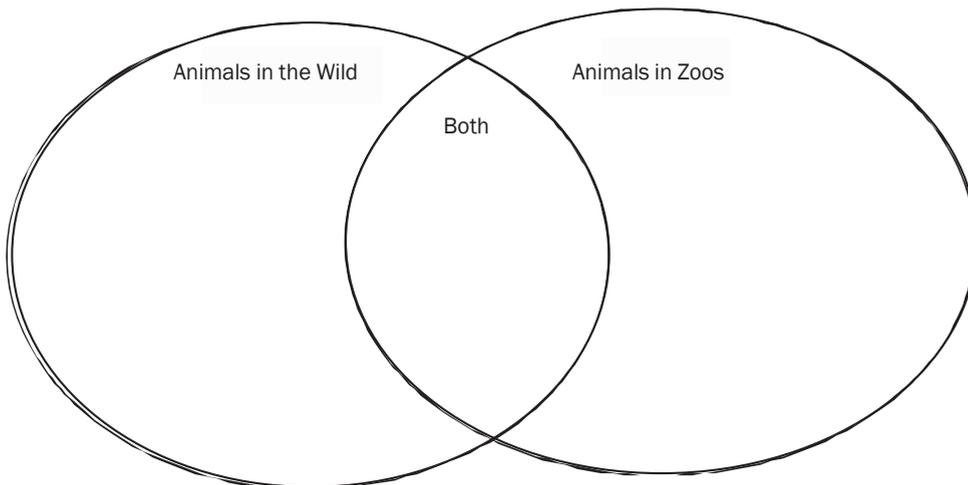
[Allow students to discuss and make notes for 3-5 minutes.]



[Below is an example of some characteristics that students might generate and share within their small groups. This sample list is not exhaustive nor is it meant to indicate how short or long your class' list should be. Your students will probably come up with a variation of this example.]

	In a Zoo	In the Wild
Lions	small space to live, three meals a day, close by to people	lots of space to hunt, need to find own food, may not see humans
Parrots	less space to fly, safe from predators, lots of food, maybe clipped wings	lots of space to fly, need to find food
Monkeys	toys to play with, time to sleep, lots of food, close to people, someone to fix them if they get hurt.	competition for food, more places to travel to, more trees to play in
Elephants	small space to live, close to people, not a lot of other elephants, lots of food	lots of space, lots of other elephants, maybe danger from hunters
Rhinoceroses	small space, close to people, lots of food, veterinarian to help if you get hurt	lots of space, competition for food, maybe fun looking for food, can fight with other animals
Leopards	close to people, three meals a day, small enclosure	alone in the wild, space to run free, need to hunt for food

[Draw a Venn diagram with two overlapping circles on the chart paper, whiteboard, or chalkboard (or display Figure 1). Label the first circle *Animals in the Wild* and the second circle *Animals in Zoos*. The overlapping section should be labeled *Both* (see below).]





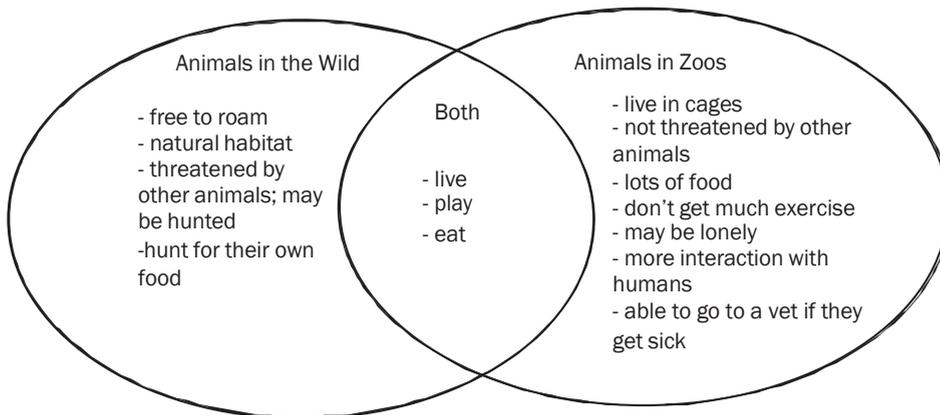
Facilitator says: “In the left circle I have written *Animals in the Wild* and in the right circle I have written *Animals in Zoos*. Where the two circles overlap, I have written *Both*.”

Facilitator says: “What are some general observations you can make about what it is like for animals to live in zoos? What are some general observations you can make about what it is like for animals to live in the wild?”

[For about 5 minutes, work as a class to make some generalizations about the difference between living in a zoo and living in the wild. Work together to place ideas in the appropriate places on the Venn diagram. Some ideas may be hard to place at first; invite students to explain where they think ideas would go best. Support them as appropriate.]

[Check for understanding of the experiences that are added to the Venn diagram. If certain students are unfamiliar with zoos, invite other students who know more to explain what they know. Supplement student explanations with your own knowledge as appropriate.]

[Below is an example of some characteristics that might be identified and placed on the Venn diagram. This example list is not exhaustive nor is it meant to indicate how short or long your class’ list should be. Your students will probably come up with a variation on this.]



Facilitator says: “In your performance task, you will do research on zoos. The discussion we had today should help prepare you for the research and writing you will be doing in the performance task.”

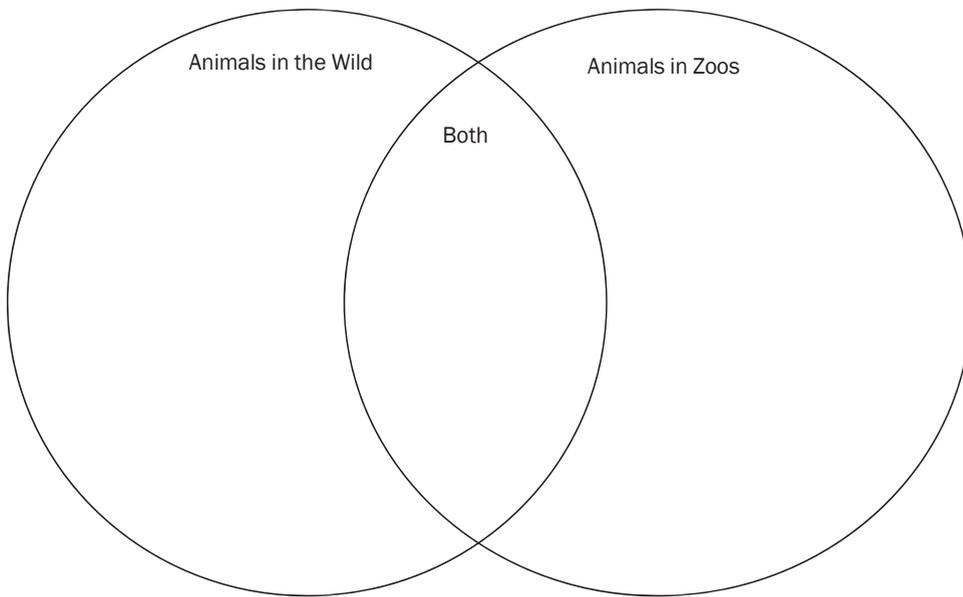


Ancillary Material

Figure 1

Animals in the Wild/Animals in Zoos

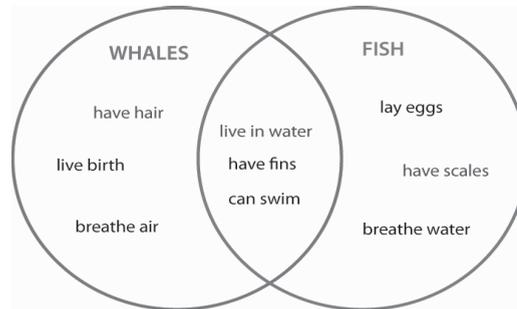
Venn Diagram





Teacher Resource for Venn Diagrams

Using the knowledge of the scope and sequence of instruction in the district/school, and the personal experience working with the students who participate in this activity, it may be necessary for the facilitator to provide a brief example of how a Venn diagram works. Below you will find an example of a Venn diagram and a description of how it should be used.



1. Two circles are to be drawn so that the circles intersect in the middle.
2. Each circle is labeled with the topics that are being compared (e.g., *Whales* is the title in circle on the left and *Fish* is the title in the circle on the right).
3. Any information that is true only of the topic in the circle on the left (e.g., Whales) is placed in the portion of the circle that does not intersect with the circle on the right.
4. Any information that is true only of the topic in the circle on the right (e.g., Fish) is placed in the portion of the circle that does not intersect with the circle on the left.
5. Any information that is true of both topics is placed in the intersection of the circles.
6. Viewing the Venn diagram, students see the differences (the responses included in the nonintersecting portions of the circles) and the similarities (the responses included in the intersecting portion of the circles) between what is being compared.



Grade 6 ELA Paper and Pencil Classroom Activity Aztec Empire Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

Resources Needed:

- Chart paper, projector, whiteboard, or a chalkboard
- Marker or chalk
- One piece of paper and pencil for one student in each group. Students who need an accommodation may use their preferred tool for writing.
- Some method of displaying ancillary material¹

Resources Provided (see end of document):

- Ancillary Material
 - Image 1: An Aztec City

Learning Goal:

- Students will understand the context of the key concepts related to the topic:
 - The Aztec Empire was a very modern civilization for its time that consisted of large cities, technological advancements, and cultural traditions.

Students will understand the following key term:

- Civilization: a nation or group of people who have reached an advanced state of human society in which a high level of culture, science, government, technology, and industry has been reached.

Note: This definition is provided here for the convenience of facilitators. Students are expected to understand this key term in the context of the task, not memorize the definition.

¹ Facilitators can decide whether they want to display ancillary materials using an overhead projector or computer/Smartboard, or whether they want to produce them as a handout for students.



Aztec Empire Classroom Activity

[Purpose: The facilitator’s goal is to help students understand the key term, “civilization,” and that the Aztec Empire was very advanced for its time.]

[Divide the students into small groups* and give each group a number. Assign one student to be the recorder for the group. Give this student a pencil and a sheet of blank paper. Write the following on the board: “Civilization: a nation or group of people who have reached an advanced state of human society in which a high level of culture, science, government, technology, and industry has been reached.” Below the definition, display the following question for the students: “What are some examples of elements that make up our modern day civilization in terms of culture, science, government, and technology/industry?”]

[*Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, teacher-student discussion for remote locations with a single student, or small groups.]

Facilitator says: “In preparation for your performance task, you need to understand the term ‘Civilization.’ A civilization is a nation or group of people who have reached an advanced state of human society in which a high level of culture, science, government, technology, and industry has been reached. You have been provided with one sheet of paper and a pencil for your group recorder. With your group, take four minutes to discuss the following question: What are some examples of our modern day civilization in terms of culture, science, government, technology, and industry? Be sure to indicate which part of modern day civilization your example connects to.”

[Students discuss in their group for four minutes. While students are discussing, circulate around the room encouraging students to stay on task.]

Facilitator says: “Now that you have generated some ideas on this topic, nominate one of your group members to come up* to the board and write one of your examples under the original question. Even numbered group members will come up first. When the even numbered group member finishes putting an example on the board, he or she will pass the marker/chalk to an odd numbered group member who will then add to the list on the board. Repeat this process until your group runs out of ideas from the list. If your group has a similar idea to one that is already written on the board, you can put a check mark next to that idea that shows the similarity.”

[*Note: For students with physical disabilities, allow them to use their preferred response mode.]

[Allows students around 3–5 minutes to add ideas to the board. When the activity is complete, take two minutes to review the list with the students; be sure to read each example out loud to the students.]

Facilitator says: “Examine this list. Is there anything else you want to add?”

[Allow about one minute for extra student responses. You can also take this time to add anything from the list below to the student answers.]

Possible class discussion answers (*unscripted*):

- Cities (industry)
- Roads (industry/government)
- Computers/Internet (technology)
- Laws (government)
- Museums (culture/science)
- Art (culture)



- Books (culture)
- Music (culture)
- Movies/Television (technology)
- Buildings (industry)
- Homes (industry)
- Cars (technology/industry)
- Schools (government/culture)
- Stores (industry/culture)
- Cellphones or communication (technology)

Facilitator says: “So far, we have been discussing what makes up our modern civilization. Your performance tasks will deal with different aspects of the Aztec Empire.”

[Display Ancillary Image 1.]

Facilitator says: “Here is an artist’s illustration of the ancient Aztec city of Tenochtitlan [Teh - NOTCH - tit- lahn]. In the picture, there are several large buildings and some roads running alongside. You can also see a group of people gathered outside the largest building, as well as some sort of engraving on the sidewall. Based on what you know about our modern civilization, what do you think these buildings, roads, and engravings are used for? What are the mass of people doing?”

[Choose some students to answer the question. Take around two minutes to have the student(s) provide their answer.]

Possible class discussion answers (*unscripted*):

- Buildings: shelter? temple?
- Roads: footpaths?
- Engravings on the sides of walls (Art? Ceremonial? Language?)
- Large group of people in front of the large building (Possibly an army? Organized meeting? Rally? A protest?)

Facilitator says: “To finish our discussion, take three minutes to discuss with your group the following question: Using this picture and the list you made on the board of examples from our modern day culture, science, government, technology, and industry, which of these modern day examples did the ancient Aztec society possess? Have a member of your group take notes on your discussion for the whole class discussion.”

[Give students three minutes to discuss and take notes for the whole class discussion. While students are discussing, circulate around the room encouraging students to stay on task.]

Facilitator says: “Let’s begin our discussion. Please raise your hand and I will call on you.”

[Choose some students to answer the question. Take around two minutes to have the student(s) justify their answer(s).]

Possible class discussion answers (*unscripted*):

- Cities
- Roads
- Laws
- Art
- Writing
- Buildings
- Homes
- Stores



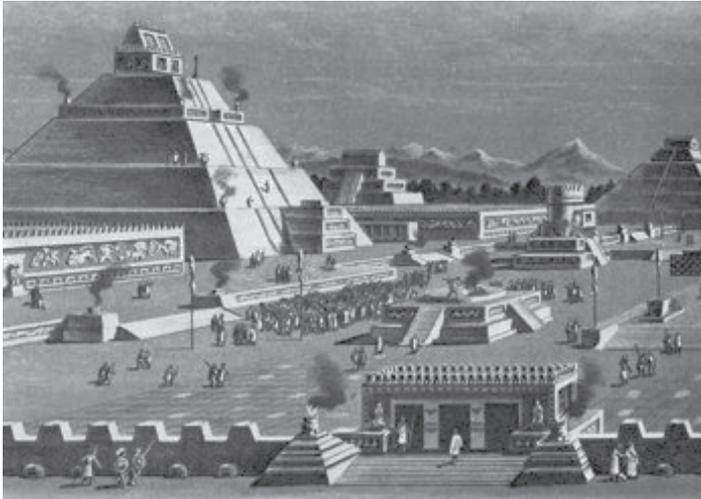
Facilitator says: “As you can gather from the image, the Aztec civilization had ancient versions of several things we have in modern civilization. They had a large city, huge buildings, building technology, roads, art, armies, and laws.”

Facilitator says: “You will learn more about the Aztec Empire in the performance task you will be completing. Remember that a civilization is a nation or group of people who have reached an advanced state of human society in which a high level of culture, science, government, technology, and industry have been reached. Also remember that the Aztec Empire is considered to be a very modern civilization for its time. You are now ready to complete your performance task. Please, leave your recorded notes and pencils behind to be collected.”



Ancillary Material

Image 1: An Aztec City



Picture Description: Image 1 is a picture of an Aztec city. There is a large triangular building. The bottom of this building is a square. There is a group of people standing in front of this building. There are some smaller buildings with drawings on the sides of them. There are walkway areas that appear to be made of bricks. There is a fence like structure with a building just inside of the fence with a few people nearby.

Credit: Interfoto/SuperStock



Grade 7 ELA Paper and Pencil Classroom Activity

Exploring the World Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario; and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

Resources Needed:

- Some method of displaying ancillary materials¹

Resources Provided (see end of document):

- Ancillary Material
 - Image 1: The Seven Natural Wonders of the World
 - Image 2: The Grand Canyon
 - Image 3: Mount Everest
 - Image 4: Paricutin Volcano Height Chart
 - Image 5: Paricutin Volcano
 - Image 6: Northern Lights
 - Image 7: The Great Barrier Reef
 - Image 8: The Harbor of Rio De Janeiro
 - Image 9: Victoria Falls

Learning Goals:

- Students will understand the context of the key ideas related to the topics:
 - The world is vast.
- Students will understand these key concepts:
 - There are many interesting places to see and explore in the world.
 - There are seven natural wonders in the world that many find interesting and choose to explore.

Exploring the World Classroom Activity

[Purpose: The facilitator's goal is to introduce students to the idea of world exploration and capture the students' interest in learning about some of the interesting things there are to see in the world. The activity will allow students to further explore the concept of the vastness of the world with its many features.]

Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, teacher-student discussion for remote locations with a single student, or small groups.

¹ Facilitators can decide whether they want to display ancillary materials using an overhead projector or computer/Smartboard, or whether they want to produce them as a handout for students.



[Divide students into groups of 3-4.]

Facilitator says: “Today, we will get ready for the Exploring the World Performance Task. The world is a big place. If you could go anywhere in the world, or discover something new, where would you go or what would you hope to discover? Discuss your ideas in your small group.” [Give students approximately two minutes to discuss their ideas.]

Facilitator says: “Stand up with your group and find another group to share your ideas with.”

[Allow students 2-3 minutes to share their ideas with another group.]

Facilitator says: “In 1997, a cable news network came up with a list of what they thought were the most amazing creations of nature. Their list includes seven natural wonders in the world.”

[The facilitator displays Figure 1: The Seven Natural Wonders of the World. Note: For students who are visually impaired, read the description of the map in Figure 1.]

Facilitator says: “This map indicates where the seven natural wonders of the world are located. What do you notice about the locations of the seven natural wonders of the world?”

[Lead the students to the understanding that the seven natural wonders are spread out, and not all located in one part of the world.] [Divide the students into groups of 3-5 students.]

Facilitator says: “I am going to give each group one photograph of a natural wonder with some information about the place. In your group, discuss why the place in the photograph is considered one of the seven natural wonders of the world.”

[The facilitator hands out Figures 2 to 9 to groups of 3-5 students (note: Figure 4 and Figure 5 should go to the same group as they are both about the Paricutin Volcano).]

[Give students approximately 7-10 minutes to discuss this in their group.]

Facilitator says: I would like one representative from each group to show their photograph to the class, read the information they were given about the place, and explain the reasons that were discussed in your group as to why this place is considered a natural wonder.”

[Lead the discussion to the learning goal that there are seven natural wonders in the world that many people find interesting and choose to explore.] [This discussion should take approximately 15 minutes.]

Facilitator says: “How do you think people felt when they discovered each of these seven natural wonders? Discuss your ideas with your group.”

[Give students 3-5 minutes to discuss their answers with the members of their small group. Ask some students to share their answers with the class.]

Facilitator says: “There are many interesting things to see and do in different parts of the world. The discussion that we had today should help prepare you for the research and writing you will be doing in the performance task.”



Ancillary Material

Image 1



Grade 7 ELA Paper and Pencil Classroom Activity 3



Picture Description: This is a map that is titled *The Seven Natural Wonders of the World*. It is a map of the world. In the bottom left hand corner of the map there is a compass rose that indicates the top of the map is north, the bottom of the map is south, the left side of the map is west, and the right side of the map is east. On the lower left side of the United States, the Grand Canyon is labeled. In Mexico, Paricutin Volcano is labeled. In South America on the east coast of Brazil, the Harbor of Rio de Janeiro is labeled. In the southern half of Africa, Victoria Falls is labeled. Near the center of Asia, Mount Everest is labeled. In the ocean off the north eastern coast of Australia, the Great Barrier Reef is labeled.



Ancillary Material

Image 2
The Grand Canyon



Picture Description: This is a picture of the Grand Canyon. It has a brown river running from the bottom left corner over to the mid-right of the photo. There are small patches of grass located along each side of the river. There are rock formations on either side of the river. The rocks are layered and the layers vary in color.

Interesting Facts about the Grand Canyon: The Grand Canyon is a long trench or canyon in the ground. It is located in the United States of America. The Grand Canyon was carved out by the Colorado River. It was formed millions of years ago and is 277 miles long. At its deepest, the Grand Canyon is over one mile deep.

Grand Canyon and Colorado River photo © REUTERS/Mario Anzuoni.



Ancillary Material

Image 3

Mount Everest



Picture Description: This is a photo of Mount Everest. In the foreground of the photo the ground looks like it is covered with gravel. The mountain in the background has white snow on it. There are rocks showing through the snow in some places on the mountain. The sky is blue.

Interesting Facts about Mount Everest: Mount Everest is the highest mountain in the world that is above sea level. The summit of Mount Everest is 29,028 feet above sea level, or about 5.5 miles high. Mount Everest is located in Asia on the border between Nepal and China. Climbing this mountain is the ultimate achievement for many mountain climbers.

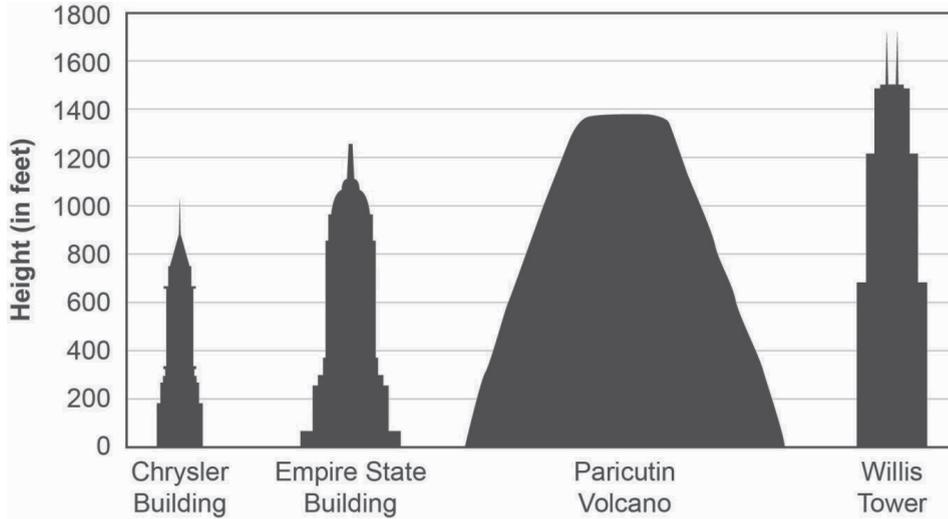
Mount Everest from Rongbuk photo, in the public domain.



Ancillary Material

Image 4

Paricutin Volcano Height Chart



Picture Description: This is a graph to show the height of the Paricutin Volcano. The graph is titled "Paricutin Volcano Height Chart." The graph has the heading "Height (feet)" up the left side of the graph. The numbers up the side of the graph are 0, 200, 400, 600, 800, 1000, 1200, 1400, 1600, 1800. From left to right are the words: Chrysler Building, Empire State Building, Paricutin Volcano, Willis Tower. The graph shows that the Chrysler Building is approximately 1000 feet tall, the Empire State Building is approximately 1300 feet tall, the Paricutin Volcano is almost 1400 feet tall, and the Willis Tower is about 1700 feet tall.



Ancillary Material

Image 5

Paricutin Volcano



Picture Description: This is a photo of the Paricutin Volcano. This photo has been taken from someplace that is higher than the volcano. The ground in the photo is all shades of brown. There are lines on the ground coming out from around the volcano where the lava has cooled and formed rock. The volcano stands in the center of the photo. The crater at the top of the volcano can be seen. The sky is blue.

Interesting Facts about Paricutin Volcano: This volcano was created very quickly. It first appeared in a farmer's corn field in 1943. Within a year it had reached a height of 1,102 feet. It now stands at a height of 1,391 feet. It has not erupted since 1952.

Paricutin Volcano photo, in the public domain.



Ancillary Material

Image 6

The Northern Lights



Picture Description: This is a photo of the Northern Lights. The photo is very dark because it is taken at night. There is an outline of a house in the foreground. Above the house, there are streaks of bright green light that spread across the sky. About half way up the photo, the streaks turn to red.

Interesting Facts about the Northern Lights: The northern lights are also called the “aurora borealis.” They can potentially be seen from anywhere in the Northern Hemisphere, but the chances of seeing them are greatly increased as you head north toward the magnetic pole. There is a similar phenomenon that occurs near the South Pole called “aurora australis.” It can be viewed from places in the Southern Hemisphere. The northern lights are bright, dancing lights that can be seen in the sky. They can be a wide range of colors, but most commonly they are green, pink, and purple. The best time to see the northern lights is in March, April, September, or October.

Northern Lights photo © REUTERS/LEHTIKUVA/Pekka Sakki.



Ancillary Material

Image 7

The Great Barrier Reef



Picture Description: This is a photo of a person snorkeling/diving at the Great Barrier Reef. The person is in the center of the photo. There are small black and yellow fish swimming around the person. In the foreground of the picture are different types and colors of coral including yellow, orange, purple, and green. The coral have different shapes similar to trees and/or flowers. There are also some small blue fish that have yellow tails swimming around the coral. The water is very clear and is a bright blue color.

Interesting Facts about the Great Barrier Reef: The Great Barrier Reef is the world's largest coral reef. It stretches for about 1400 miles. This reef is home to many different species of animals and can be seen from outer space. The length of the Great Barrier Reef is equal to the length of about 250 Mount Everests stacked on top of each other.

Great Barrier Reef, Australia photo © REUTERS/HO/Great Barrier Reef National Park Authority.



Ancillary Material

Image 8

The Harbor of Rio de Janeiro



Picture Description: This is a photo of the harbor of Rio de Janeiro. The harbor is a body of water surrounded by land except for one area where the harbor connects to the ocean. In the foreground of the photo there are many very tall buildings. The harbor water is very blue. There are several boats in the harbor that appear very small because the harbor is so big. There is a small mountain on the right side of the harbor. There are other small mountain islands that are sticking out of the ocean in the background.

Interesting Facts about the Harbor of Rio de Janeiro: The harbor of Rio de Janeiro is located in South America, in Brazil. It was created by erosion from the Atlantic Ocean. When this bay was discovered in the early 1500s, it was mistaken for the mouth of a river and was originally called "River of January."

Scenic View of Rio de Janeiro by Beatriz Posada Alonso. Used under Creative Commons license.



Ancillary Material

Image 9

Victoria Falls



Picture Description: This is a picture of Victoria Falls in Africa. In the foreground of the picture there are some tree branches with green leaves on them. Across a trench are the waterfalls. There is a big sheet of white water falling over the falls. In the background there are trees. The sky is blue with some white fluffy clouds in it.

Interesting Facts about Victoria Falls: Victoria Falls is located in Africa on the border between Zambia and Zimbabwe. It has the largest single sheet of flowing water falling from it. It isn't the tallest waterfall, and it isn't the widest waterfall, but with the height and width combined Victoria Falls has the biggest area of water falling from it.

Victoria Falls photo by John Walker, in the public domain.



Grade 8 ELA Paper and Pencil Classroom Activity

Food Waste and Food Access Classroom Activity

The Classroom Activity introduces students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed; potentially unfamiliar concepts that are associated with the scenario; and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

Resources Needed:

- Chart paper, whiteboard, or chalkboard
- Markers or chalk
- Some method of displaying ancillary materials¹

Resources Provided (see end of document):

- Ancillary Material
 - Figure 1: Fact Sheet: Food Waste and Food Access

Learning Goal:

- Students will understand the context of the key concepts related to the topic:
 - Background and causes of food waste
 - Hunger and other problems caused by limited access to food
 - Potential solutions that transfer potentially wasted food to those who have limited access to food

¹ Facilitators can decide whether they want to display ancillary materials using an overhead projector or computer/Smartboard, or whether they want to produce them as a handout for students.



Food Waste and Food Access Classroom Activity

[Purpose: The facilitator’s goal is to introduce students to the key context of food waste and access that they will need to be familiar with to successfully complete the performance task. The activity will activate students’ prior knowledge of reasons for food waste and ways to improve food access.]

Facilitator says: “The performance task that you will be completing is about food waste and food access. Before you begin the task, we will explore some basic facts about the topic.”

[Display or pass out copies of Figure 1.]

Facilitator says: (from Parts A and B of Figure 1)

“A. Food Waste

- 40 percent of food in the United States today goes uneaten—the equivalent of \$165 billion each year.
- Up to 50 percent of the 4 billion tons of food produced worldwide goes uneaten.

B. Food Access

- About one out of eight of the world’s people went hungry over the last two years. In sub-Saharan Africa, one in four people was estimated to lack adequate food.
- 14.5 percent (17.6 million) of US households lacked a secure supply of food in 2012.”

Facilitator says: “In preparation for your performance task, you will first work with a small group to gain an understanding of the topic of food waste and food access.”

[Have students form groups of three.]

Facilitator says: “Answer the following questions with your small group.”

[Write the following questions on the board, then read them aloud. *Why do you think so much food is wasted in the United States? What might be some ways to get the food that is wasted into the hands of people who need food?*]

Facilitator says: “Your answers to these questions will not be scored. You will have 4-5 minutes to complete the activity. On a piece of paper, make notes about what you and your group members discuss.”

[After approximately 4-5 minutes, have the students meet as a whole class to share their responses to the two questions. Spend 5-10 minutes having groups share out.]

Possible student responses (*unscripted*):

- food is wasted because people purchase too much
- food spoils



- there is more food in grocery stores than can be consumed
- or a variety of other answers

[Encourage students to come up with creative ideas about how to get wasted food into the hands of people who need it.]

Possible student responses (*unscripted*):

- volunteers collecting extra food from grocery stores/restaurants and delivering it to the homeless
- people growing their own food in community gardens, etc.

Note: There are no correct answers.

Facilitator says: (from Part C of Figure 1) “Some groups are working to get food to those who need it. For example, the World Food Program ships food supplies to people in areas of the world that need food. Similarly, local groups in the United States offer food through soup kitchens, food pantries, and other programs to meet the food needs of people in their own communities.”

[Write the following question on the board, then read it aloud. *How well do you think this strategy works to get enough food to the people who need it most?*]

Facilitator says: “In your small groups, discuss the following question: How well do you think this strategy works to get enough food to the people who need it most?”

[Give students 4-5 minutes to discuss their answers to this question, then meet with the whole class once again. Spend 5-10 minutes sharing as a whole group. Student responses will vary. Students should come to the understanding that hunger is a major worldwide problem, but groups are working to redistribute food and end hunger in different ways and with varying levels of success.]

Facilitator says: “In your performance task, you will learn more about food waste and food access. The discussion we had today should help prepare you for the research and writing you will be doing in the performance task.”



Ancillary Material

Figure 1

Fact Sheet: Food Waste and Food Access

A. Food Waste

- 40 percent of food in the United States today goes uneaten—the equivalent of \$165 billion each year. (National Resources Defense Council, 2012)
- Up to 50 percent of the 4 billion tons of food produced worldwide goes uneaten. (Institution of Mechanical Engineers, 2013)

B. Food Access

- About one out of eight of the world's people went hungry over the last two years. In sub-Saharan Africa, one in four people was estimated to lack adequate food. (United Nations World Food Program, 2013)
- 14.5 percent (17.6 million) of US households lacked a secure supply of food in 2012. (United States Department of Agriculture, 2012)

C. Improving Food Access

Some groups are working to get food to those who need it. For example, the World Food Program ships food supplies to people in areas of the world that need food. Similarly, local groups in the United States offer food through soup kitchens, food pantries, and other programs to meet the needs of people in their own communities.



Grade 11 ELA Paper and Pencil Classroom Activity A New Kind of News Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed; potentially unfamiliar concepts that are associated with the scenario; and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

Resources Needed:

- Chart paper, whiteboard, or a chalkboard
- Markers or chalk

Learning Goal:

- Students will understand the context of the key concepts related to the topic:
 - There are two types of news sources, traditional and non-traditional.

Students will understand the following key terms:

- **Traditional News Sources:** sometimes referred to as “old” or “mainstream” media; traditional news sources include print media, such as newspapers, and broadcast media, such as radio and television.
- **Non-traditional News Sources:** sometimes referred to as “new” media; non-traditional news sources include social media (websites and applications used for social networking), as well as news sources that can be found on the internet.
- **Media:** the main means of mass communication (especially television, radio, newspapers, and the Internet) regarded collectively.
- **Social Media:** websites and applications used for social networking; the use of dedicated websites and applications to communicate informally with other users or to find people with similar interests to oneself.
- **Blogs:** personal websites or web pages on which an individual records opinions on a regular basis.
- **Blogosphere:** blogs, or personal websites and web pages on which an individual records opinions on a regular basis, and personal websites on the Internet are referred to collectively as the blogosphere.
- **Citizen Reporters:** reporters that work outside of the mainstream media. Citizen reporters may not have professional training as journalists, but still operate under the same ethical guidelines as “traditional” journalists.



Note: Definitions are provided here for the convenience of the facilitator. Students are expected to understand these key terms in the context of the task, not memorize the definitions.

A New Kind of News Classroom Activity

[**Purpose:** The facilitator’s goal is to introduce students to the key terms and concepts they will need to be familiar with to successfully complete the performance task.]

[Before students enter the classroom, write the following questions on the board: *If a major news event happened in the world, how would you access the news? For example, would you read a newspaper, or would you get the news from the Internet?*]

Facilitator says: “Today, in preparation for your performance task, we are going to have a discussion about different ways news is distributed. To start, take three minutes to answer the question written on the board.”

[Read the question out loud.]

Facilitator says: “Write down your answer as well as an explanation of why you would choose this method for accessing the news.”

[After three minutes, elicit responses from the class. Correct responses might include:

1. Traditional news sources: print media (newspapers) and broadcast news (radio and television)
2. Non-traditional news sources: smartphones, Facebook, Twitter, Vine, Pinterest, Instagram, and blogs

Write students’ answers on the board or on chart paper, placing traditional news sources on the left and non-traditional news sources on the right, but **do not** add the headings “traditional news sources” and “non-traditional news sources” yet. Any of the correct responses listed above that are not provided by the students should be written on the board or on chart paper as well.]

Facilitator says: “The news sources listed on the board can be divided into two different categories. Who knows what those two categories are?”

[Elicit responses from students. Correct responses are traditional, or mainstream news sources, and digital, or non-traditional news sources. Write *Traditional* above the traditional news sources and *Non-traditional* above the non-traditional news sources.]

Facilitator says: “Media is our main means of mass communication. Television, radio, newspapers, and the Internet are all types of media. Traditional news sources are print media, such as newspapers, and broadcast media, such as radio and television. Non-traditional or digital news sources are things like social media and Internet sources. Social media is the websites and applications used for social networking, which is the use of dedicated websites and applications to communicate informally with other users, or to find people with similar interests. Sometimes people refer to traditional news sources as ‘old’ or ‘mainstream’ media, and non-traditional news sources as ‘new’ media.”

Facilitator says: “What are some of the key similarities and differences between traditional and non-traditional news sources?”

[Note: The following section can be modified to accommodate various teacher-student interaction types such as teacher-led discussion with the entire class, teacher-student discussion for remote locations with a single student, or small groups.]



Allow students to discuss the answer for 3-4 minutes with the students around them; then elicit responses from the class as a whole. Correct responses might include that traditional news sources are older than non-traditional news sources; traditional news sources do not rely on the Internet as heavily as non-traditional news sources; traditional news sources rely more heavily on professional journalists than do non-traditional news sources.]

Facilitator says: “Two of the biggest differences between traditional and non-traditional news sources are that non-traditional news sources rely more heavily on the Internet and social media, and that non-traditional news sources publish more stories by citizen reporters and citizen photojournalists.”

[Underline the following words from the class list generated earlier: *Facebook, Twitter, Vine, Pinterest, Instagram.*]

Facilitator says: “All of the words I underlined are types of social media. Social media are websites and applications used for social networking. How might each of the social media sources be used to share news stories?”

[Allow students to discuss the answer for 3-4 minutes with the students around them; then elicit responses from the class as a whole. Correct responses might include:

1. Facebook-You can “like” a news organization on Facebook, and they will post news stories on your News Feed, a list of stories posted by people and organizations you follow on Facebook.
2. Twitter-Journalists can post microblogs known as “tweets”—messages limited to 140 characters or less—for people to read.
3. Vine-Journalists can post short video clips for people to view.
4. Pinterest-Journalists can post images of news events for people to view.
5. Instagram-Journalists can post images of news events for people to view.]

[Underline the word *blogs* from the list on the board or chart paper that was generated earlier. If blogs were not mentioned, please add this word now and underline it.]

Facilitator says: “Blogs are personal websites or web pages on which an individual records opinions on a regular basis. Blogs and personal websites on the Internet are referred to collectively as the ‘blogosphere.’ Blogs and social media are often used by citizen reporters to share news stories. What is a citizen reporter?”

[Elicit student responses. Correct responses might include: reporters that work outside of mainstream media; reporters that may not have professional training as journalists, but still operate under the same ethical guidelines as “traditional” journalists.]

Facilitator says: “You will learn more about the different ways news is distributed in the performance task you will complete. You are now ready to complete your performance task.”

