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Alternate ACCESS Form 100

Test Specifications

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## Overview

The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in Grades 1–12 who are classified as English language learners (ELLs) and who have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs.

The test is based on Alternate Model Performance Indicators (AMPIs) and Alternate English Language Proficiency (ELP) levels, which allow ELLs with significant cognitive disabilities to access the test tasks and demonstrate their proficiency in English.

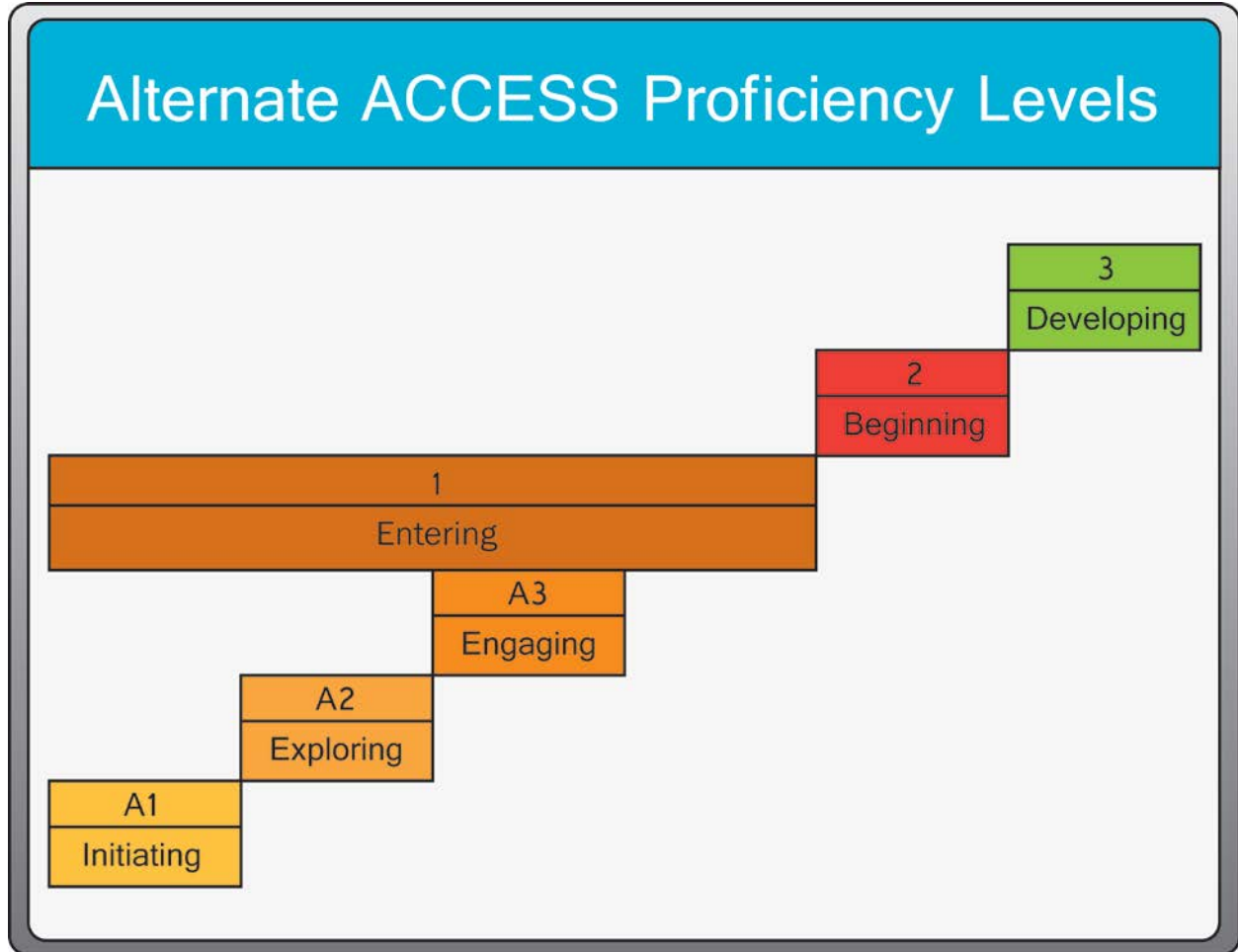
Alternate ACCESS for ELLs provides students with additional opportunities to demonstrate their language proficiency. Such features of the test include simplified language, repetition of questions, heavy reliance on graphics rather than on text, larger size of testing materials and graphics, and availability of cues and supplemental questions.

During the test administration individualized instructional supports, which are practices that are used by teachers in everyday classroom instruction to meet individual student needs, may be used.

<b>Alternate ACCESS for ELLs</b>	
Grade-level Clusters	1-2, 3-5, 6-8, 9-12
Language Domains	Listening, Reading, Speaking and Writing
Task Format	Selected Response (Listening and Reading) and Constructed Response (Speaking and Writing)
Standards	Social and Instructional Language (SIL) Language of Language Arts (LoLA) Language of Mathematics (LoMA) Language of Science (LoSC)
ELP levels	A1-A3 and 1-3
Task based on	Alternate Model Performance Indicators
Administration	Individual
Scoring	TA scores all sections

The Alternate English Language Proficiency levels for Alternate ACCESS for ELLs were designed to expand upon Level 1—Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities and to give students a chance to demonstrate progress within Level 1. The additional proficiency levels for the Alternate ACCESS for ELLs are A1—Initiating, A2—Exploring, and A3—Engaging. These levels represent quartiles of Level 1—Entering. The Alternate ACCESS for ELLs assessment also contains items that target ELP levels 2—Beginning, and 3—Developing.

The figure illustrates how the additional levels fit within existing WIDA Consortium ELP levels.



Performance Definitions correspond to the proficiency levels that appear the figure above. These definitions provide a global overview of the language acquisition process. They serve as a summary and synthesis of the model performance indicators (MPIs) and the alternate model performance indicators (AMPIs) for each language proficiency level. These definitions were formed using three criteria or descriptors. They are based on ELL students' increasing comprehension and production in these areas:

**Linguistic complexity**—the amount and quality of speech or writing for a given situation;

**Vocabulary usage**—the specificity of words or phrases for a given context; and

**Language control**—the comprehensibility of the communication based on the amount and type of errors.

The Alternate ACCESS for ELLs script contains the following unique features:

- Scripted cues and repetitions
- Repetition and auxiliary questions that provide additional opportunities for students to demonstrate their proficiency in the Speaking Section
- Modeling of tasks in the Writing Section

### **Listening and Reading Sections**

The Listening and the Reading Sections provide students with multiple opportunities to demonstrate what they can do.

A task consists of Cue A, B and C. Cue A is designed to provide the initial prompt to the student and then ask a question. Cue B is designed to simplify the language of the input for the student. Instead of saying complete sentences, the Cue directs the Test Administrator to refine the input to a single word. The question is worded the same as it was presented in the initial task. Cue C is designed to engage the student in simple recall. At first the answer is given to the student and then the simplified input is provided and the same question asked again. It is recall because the student should be able to use recall to remember the answer that was provided at the beginning of the cue.

First, the Test Administrator administers CUE A (initial prompt and question of the task). If the student does not respond, the test administrator must repeat CUE A again, as indicated in the *Test Administrator's Script*. If the student answers incorrectly or does not respond to CUE A, the test administrator will read CUE B. CUE B simplifies the initial prompt and asks the question again. If the student responds incorrectly, or does not respond at all after the test administrator reads CUE B, the test administrator will administer CUE C. This cue provides the answer to the question, restates the prompt, and asks the question again.

### **Speaking Section**

A task consists of Question 1, 2 and 3. Question 1 directs the student to look at the picture in the *Test Booklet* and asks the student to tell the test administrator about what they see. If the student approaches or does not respond to Question 1, the test administrator will read Question 2. Question 2 asks the student to respond to a similar prompt about the same object in the picture or refines the previous prompt in Question 1. If the student approaches or does not respond to Question 2, the test administrator will read Question 3. The student is prompted to respond to a new object or sound within the same picture.

In the Speaking Section the student is given up to three opportunities to respond. This provides students with multiple opportunities to demonstrate their oral proficiency in English. For each task the test administrator reads Question 1 and prompts the student to respond. If the student does not score **Meets**, the test administrator must repeat the task again. If the student still does not score **Meets** after the repetition, the test administrator must ask Question 2, which simplifies the prompt and in some tasks models the expected response. If the student still does not score **Meets**, Question 2 must be repeated, and if the student does not score **Meets** after that, the test administrator must administer Question 3. The additional questions can also be repeated to the students once.

### **Writing Section**

A task consists of two parts. The first part requires the student to focus on the picture presented in the SRB and then directs the test administrator to model the task for the student. The second part requires the student to replicate what the test administrator has modeled for the student. For example, in Task 1 the test administrator will circle the picture provided in the SRB and then will ask the student to circle a copy of the same image in the SRB. The only exception is the final task in the Writing section where the student is prompted to produce a sentence.

In Parts A and B of the Writing Section, the script is designed for the test administrator to model each task for the student. This provides students the opportunity to observe the test administrator perform the task before trying it. For example, in the first task of the Writing Section, the *Test Administrator's Script* will guide the test administrator to draw a circle around an image before asking the student to do the same.

### **Test Materials**

There are 3 test materials: the Test Booklet, Student Response Booklet, and the Test Administration Script.

The Test Booklet has large, color illustrations designed on a landscape orientation and on legal sized paper.

The Test Booklet is placed in front of the student to look at while the test administrator reads from the Test Script. After the student responds to the tasks presented by the test administrator, they record the student's response in the Student Response Booklet.

The Student Response Booklet is on letter size paper and portrait orientation. It is organized per domain as they appear in the Test Script: Listening, Reading, Speaking and Writing. There is a scoring sheet for each domain. Additionally, the Writing section includes theme graphics and tasks; each task has a picture and a space where the students can write.

The test administrator records the student's response and then it will be sent to Metritech to be machine scored.

The scoring sheet for each domain has clearly labeled columns that correspond to the instructions provided in the Test Script. The formatting of the scoring sheets for Listening and Reading are the same. The scoring sheet for Speaking replaces the key with an expect box and Incorrect with Approaches. The Writing scoring sheet is placed after the section The Student Response Booklet will provide 6 labeled bubbles to fill in.

The Test Administration Script will be created on letter size paper and portrait orientation. The script is designed to guide the Test Administrator through the different tasks and cues that are built into the script.

The following sections will separate the test into the four domains as they appear in the Test Administrator's Script: Listening, Reading, Speaking and Writing. Within each domain we will talk about the format and item specifications.

### **Listening Section Format**

There are four Standards on the Listening section: Social and Instructional Language, Language of Mathematics, Language of Science and the Language of Language Arts. Within each grade cluster there is a range of tasks written to each Standard.

Range of Standards across grade clusters

Standards	Range
Social and Instructional Language (SIL)	2 Tasks
Language of Mathematics (LoMA)	2-3 Tasks
Language of Language Arts (LoLA)	1-2 Tasks
Language of Science (LoSC)	2-3 Tasks

The Listening section is comprised of 9 discrete tasks that are aligned to Alternate Model Performance Indicators (AMPI).

1-2

Task	Standards	AMPI Level	Description
Task 1	SI	A1	Attends to oral instructions regarding symbols, objects, or people associated with school.
Task 2	MA	A2	Identify geometric shapes or numbers by similar attributes.
Task 3	SC	A2	Sort pictures or objects based on the common physical attributes.
Task 4	LA	A3	Identify characters, places, or objects from visuals and oral labels in illustrated pattern or predictable books.
Task 5	SI	A3	Categorize pictures of symbols, objects, or people associated with classrooms or school areas, personnel or activities from oral statements.
Task 6	SI	1	Identify symbols, objects or people associated with classrooms or school areas, personnel or activities from pictures and oral statements.
Task 7	MA	1	Identify two- or three- dimensional shapes depicted in illustrations described orally.
Task 8	MA	2	Match attributes of two- or three- dimensional shapes described orally to objects.
Task 9	SC	2	Match objects according to chemical or physical properties from pictures and oral descriptions.

## 3-5

Task	Standards	AMPI Level	Description
Task 1	MA	A1	Attends to oral explanations of illustrated mathematic concepts.
Task 2	SC	A2	Match pictures of specific items related to weather patterns and natural forces.
Task 3	LA	A2	Identify main characters, familiar objects, and places in an orally presented story.
Task 4	LA	A3	Match story elements/characters with key oral descriptor words.
Task 5	MA	A3	Identify characteristics of illustrated mathematics concepts given oral directives
Task 6	MA	1	Mark position/location of numbers or illustrated objects from oral commands.
Task 7	SI	1	Follow one-step oral commands supported visually or modeled.
Task 8	SI	2	Follow two step oral commands supported visually or modeled.
Task 9	SC	2	Distinguish among examples of states of matter from oral statements and visual support.

## 6-8

Task	Standards	AMPI Level	Description
Task 1	LA	A1	Attend to oral poem
Task 2	MA	A2	Match quantity of objects given oral directives
Task 3	SC	A2	Match pictures of scientific tools or instruments from oral statements
Task 4	SC	A3	Identify pictures of scientific tools or instruments from oral statements
Task 5	MA	A3	Identify quantity of objects based on oral statements
Task 6	LA	1	Identify illustrated rhyming words in recited excerpts from poems
Task 7	SI	1	Identify needed resources or supplies for activities from pictures and oral statements.
Task 8	SI	2	Match needed resources or supplies with types of activities from pictures and oral statements
Task 9	SC	2	Classify scientific tools or instruments with pictures and labels from oral directions

## 9-12

Task	Standards	AMPI Level	Description
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Task 1	SI	A1	Attend to/acknowledge oral statements about classroom routines or instructions
Task 2	SI	A2	Match pictures of general classroom routines or instructions with oral statements
Task 3	MA	A2	Match oral cues to numbers or symbols using visuals
Task 4	MA	A3	Label mathematical graphs or diagrams following oral cues
Task 5	SI	A3	Imitate simple classroom routine after teacher provides oral instruction supported by model
Task 6	SC	1	Distinguish between scientific instruments and distracter pictures based on oral directions
Task 7	LA	1	Distinguish between sources of information and distracter pictures based on oral directions
Task 8	LA	2	Select sources of information based on oral descriptions
Task 9	SC	2	Distinguish between scientific instruments based on oral directions

\*some of these AMPIs have been transformed (need to identify which ones)

### AMPIs and Tasks

#### **Task 1**

Task 1 is written to AMPI A1. This task requires the student to “attend”. The task is written to direct the student to look at pictures of objects that the Test Administrator points to in the Test Booklet. The Test Administrator can cut up the pictures in the Test Booklet and place them at greater distances apart if necessary. If they have a color printer, they might choose to copy the Test Booklet pages and cut up the copied pictures from the Test Booklet.

#### **Tasks 2 and 3**

Tasks 2 and 3 are written to AMPI A2. This task requires the student to match or identify pictures of same objects provided in the Test Booklet.

#### **Tasks 4 and 5**

Tasks 4 and 5 are written to AMPI A3. This task requires the student to match or identify pictures of similar objects provided in the Test Booklet.

#### **Tasks 6 and 7**

Tasks 6 and 7 are written to MPI 1. The student listens to the Test Administrator say the TASK and the looks at the Test Booklet. There is no written text in the Test Booklet. These tasks are

designed as a MPI 1 item on ACCESS so the only support that the student receives is in Cue A and Cue B.

### **Tasks 8 and 9**

Tasks 8 and 9 are written to MPI 2. The student listens to the Test Administrator say the TASK and the looks at the Test Booklet. There is no written text in the Test Booklet. These tasks are designed as a MPI 2 item on ACCESS so the only support that the student receives is in Cue A and Cue B.

### **Reading Section Format**

There are four Standards on the Reading section: Social and Instructional Language, Language of Mathematics, Language of Science and the Language of Language Arts. Within each grade cluster there is a range of tasks written to each Standard.

Range of Standards across grade clusters

Standards	Range
Social and Instructional Language (SIL)	2-3 Tasks
Language of Mathematics (LoMA)	1-2 Tasks
Language of Language Arts (LoLA)	1-3 Tasks
Language of Science (LoSC)	2-3 Tasks

The Reading section is comprised of 9 discrete tasks that are aligned to Alternate Model Performance Indicators (AMPI).

Task	Standard	Level	Description
1	Social & Instructional Language	A1	Attends to the names of labeled classroom objects presented by the teacher.
2	Language of Math	A2	Match 2d and 3d shapes.
3	Language of Science	A2	Match identical labeled pictures or photographs of living organisms.
4	Language of Science	A3	Match labeled pictures of living organisms according to life stage.
5	Social & Instructional Language	A3	Associate initial letter sounds of illustrated classroom objects with printed words.
6	Language of Math	P1	Match quantity words to labeled pictures of varying quantities of objects.
7	Language of Language Arts	P1	Match single words related to objects or places with illustrations in fiction books.
8	Social & Instructional Language	P2	Identify illustrated phrases reflective of classroom objects or activities.
9	Language of Science	P2	Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers.

3-5

Task	Standard	Level	Description
1	Social & Instructional Language	A1	Attends to book while teacher reads about leisure activities.
2	Social & Instructional Language	A2	Match objects related to leisure activities based on oral description and visual support.
3	Language of Language Arts	A2	Match drawings of pictures from a story with real objects.
4	Language of Language Arts	A3	Identify beginning letters of drawings or items from the story.
5	Language of Math	A3	Indicate symbols specific to individual mathematic concepts.
6	Social & Instructional Language	P1	Select general themes related to leisure activities from pictures or words or phrases.

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7	Language of Science	P1	Match labeled pictures representing earth materials with vocabulary.
8	Language of Science	P2	Sort descriptive phrases according to pictures of earth materials.
9	Language of Math	P2	Identify large whole numbers from picture or models or phrases or short sentences.

6-8

Task	Standard	Level	Description
1	Language of Science	A1	Attend to print material about cycles or processes.
2	Social & Instructional Language	A2	Match individual letters within a word in a text.
3	Language of Language Arts	A2	Identify letters in the title of an adventure book.
4	Language of Language Arts	A3	Match words from adventure book titles with words in text.
5	Social & Instructional Language	A3	Match science vocabulary words in cycles or processes.
6	Social & Instructional Language	P1	Locate words or phrases on socially related topics (e.g. parties) from visually supported information (e.g. on invitations).
7	Language of Math	P1	Match vocabulary associated with perimeter or area with graphics, symbols or figures.
8	Language of Math	P2	Identify visually supported examples of use of perimeter, area, volume or circumference in real world situations.
9	Language of Language Arts	P2	Answer WH- questions related adventures using visual support (e.g. what is the spy looking for?).

9-12

Task	Standard	Level	Description
1	Social & Instructional Language	A1	Attend to labeled pictures of school-related objects.

2	Social & Instructional Language	A2	Match labeled pictures of school objects.
3	Language of Language Arts	A2	Match labeled pictures of people with pictures of items related to their specific acts or contributions.
4	Language of Language Arts	A3	Associate people with their acts or contributions using visuals and words.
5	Language of Science	A3	Match science vocabulary words with pictures.
6	Language of Science	P1	Identify data from scientific research from tables, charts or graphs.
7	Language of Math	P1	Identify basic components of multi-dimensional shapes from visually supported words or phrases (e.g. segment, angle, side, diagonal).
8	Language of Math	P2	Pair descriptions of multi-dimensional shapes or their components with visually supported sentences (e.g. bisected, angle, isosceles/right/equilateral triangle, sphere, cylinder).
9	Language of Science	P2	Match sources of data depicted in tables, charts or graphs from scientific studies with research questions.

\*some of these AMPIs have been transformed (need to identify which ones)

## AMPI's and Tasks

### **Task 1**

Task 1 is written to AMPI A1. This task requires the student to “attend”. The task is written to direct the student to look at labeled pictures of objects that the Test Administrator points to in the Test Booklet. The Test Administrator can cut up the pictures in the Test Booklet and place them at greater distances apart if necessary. If they have a color printer, they might choose to copy the Test Booklet pages and cut up the copied pictures from the Test Booklet.

### **Tasks 2 and 3**

Tasks 2 and 3 are written to AMPI A2. This task requires the student to match or identify labeled pictures of same objects provided in the Test Booklet. In the Test Booklet there is a written question that the student reads as the teacher reads it out loud.

### **Tasks 4 and 5**

Tasks 4 and 5 are written to AMPI A3. This task requires the student to match or identify labeled pictures of similar objects provided in the Test Booklet. In the Test Booklet there is a written question that the student reads as the teacher reads it out loud.

**Tasks 6 and 7**

Tasks 6 and 7 are written to MPI 1. In the Test Booklet there is a written question that the student reads as the teacher reads it out loud. These tasks are designed as a MPI 1 item on ACCESS so the only support that the student receives is in Cue A and Cue B.

**Tasks 8 and 9**

Tasks 8 and 9 are written to MPI 2. In the Test Booklet there is a written question that the student reads as the teacher reads it out loud. These tasks are designed as a MPI 2 item on ACCESS so the only support that the student receives is in Cue A and Cue B

**Speaking Section Format**

There are two folders on a test and these folders will be labeled Part A and Part B. Part A and Part B will be divided into TASKS.

<b>PART A/</b> Thematic Folder 1	Social and Instructional Language (SIL)	TASK A1
		TASK A2
		TASK A3
<b>PART B/</b> Thematic Folder 2	Language of Science (LoSC)	TASK A1
		TASK A2
		TASK A3
		TASK 1
		TASK 2

The Speaking section is comprised of 8 tasks that are aligned to Alternate Model Performance Indicators (AMPI).

1-2 & 3-5

Task	Standard	Level	Description
1	Social & Instructional Language	A1	Vocalize to intentionally communicate about everyday objects.
2	Social & Instructional Language	A2	Repeat sound or syllable from label of everyday object.
3	Social & Instructional Language	A3	Repeat label of everyday object.

4	Language of Science	A1	Vocalize in response to weather related picture' ; NOTE due to the lack of weather related words we using blue to elicit a vocalization.
5	Language of Science	A2	Repeat sound/syllable from label of body part Note: The p1 through p5 mpi interprets the topic of 'body systems' as a broader topic of systems - we are taking this to include a bird and nest which consist of a living system.
6	Language of Science	P3	Repeat words related to weather or the environment based on the picture.
7	Language of Science	P1	Answer questions that name basic parts of systems depicted visually and modeled - we are interpreting the topic of 'systems' as 'living systems' and applying it to the example of plants.
8	Language of Science	P2	Make statements about weather or environment from pictures or photographs.

6-8 & 9-12

Task	Standard	Level	Description
1	Social & Instructional Language	A1	Vocalize in response to classroom related objects.
2	Social & Instructional Language	A2	Repeat <b>parts</b> of classroom related words supported visually by picture object or gesture.
3	Social & Instructional Language	A3	Repeat classroom related word, supported visually by a picture object or gesture.
4	Language of Science	A1	Vocalize in response to teacher request to identify a system, chain or cycle. Note: The use of 'seed' is understood to be a prompt to elicit any vocalization.
5	Language of Science	A2	Repeat names of common systems, chains or cycles. - we are conceptualizing tomato, and flower as part of a life cycle.
6	Language of Science	P3	Name systems, chains, or cycles from diagrams.
7	Language of Science	P1	Use general vocabulary associated with scientific inventions or discoveries based on illustrations.
8	Language of Science	P2	Describe scientific inventions or discoveries based on illustrations.

Task Format

**TASK 1 & 4 (A1)**

There are three questions. The first question asks the student to repeat the word they hear in the prompt. The second question simplifies the linguistic complexity to a sound, the first sound of the given word. The third question provides an additional opportunity for the student to repeat the given sound.

Expectation: The student must vocalize any sound.

**TASK 2 & 5 (A2)**

There are three questions. The first question asks the student to repeat a given sound. The second question provides an additional opportunity for the student to repeat the given sound. Question 2 also reinforces the sound. In Question 3, the student is asked to repeat a different beginning sound in case the student can say a beginning sound, but has difficulty with the sound given in Question 1 and repeated in Question 2.

Expectation: The student must repeat a provided sound.

**TASK 3 & 6 (A3)**

There are three questions. The first question asks the student to repeat a word. The word is provided and then they are asked to repeat the word. The second and third questions follow the same process and provide multiple opportunities for the student to repeat a word, if necessary.

Expectation: The student must repeat the provided word.

**TASK 7 (Level 1)**

There are three questions. The expectation of a student performing at proficiency level 1 is that they are able to produce a word. There are three opportunities provided to the student to produce a word. The student is directed to look at the illustration presented in the Test Booklet and asked if they can name certain objects in the illustration. Questions 2 and 3 are only asked if they are necessary.

Expectation: The student must produce a word.

**TASK 8 (Level 2)**

There are three questions. The expectation of a student performing at proficiency level 2 is that they are able to produce a phrase. There are three opportunities provided to the student to produce a phrase or phrases. The student is directed to look at the illustration presented in the Test Booklet and asked if they can say what is happening in the illustration. Questions 2 and 3 are only spoken if they are necessary. The example questions provided below may change due to different thematic graphics.

Expectation: The student must produce a phrase.



**Writing Section Format**

There are three thematic folders on a test and these folders will be labeled Part A, Part B and Part C. The three parts will be divided into TASKS. The TASKS are questions written to the AMPI's and are related to the folder theme.

<b>PART A/</b> Thematic Folder 1	Social and Instructional Language (SIL)	TASK A1
		TASK A2
		TASK A3
		TASK 1
<b>PART B/</b> Thematic Folder 2	Language of Mathematics/ Science (LoMA)/(LoSC)	TASK A1
		TASK A2
		TASK A3
		TASK 1
<b>PART C/</b> Thematic Folder 3	Language of Language Arts (LoLA)	TASK 1
		TASK 2

The Writing section is comprised of 10 tasks that are aligned to Alternate Model Performance Indicators (AMPI).

**1-2 & 3-5**

Task	Standard	Level	Description
1	Social & Instructional Language	A1	Circle or mark words about self. Note: We see the student being circled as about 'self.'
2	Social & Instructional Language	A2	Trace words for school procedures. Note: We are suggesting that a teacher is part of school procedures
3	Social & Instructional Language	A3	Copy labels of familiar objects using a word bank. Note: The poster on the wall is our 'word bank' and we are using the word 'rule'
4	Social & Instructional Language	P1	Trace copy or produce words about self using models and pictures. Note: See general folder notes.
5	Language of Science	A1	Color pictures of science related objects. Note: The plant is interpreted as the science related object.
6	Language of Science	A2	Trace or copy whole numbers or shapes.
7	Language of Science	A3	Trace or rewrite labels of science-related objects.
8	Language of Science	P1	Note difference or change by labeling drawings or copying words from word banks. Note: Our reasoning for creating it as an 'open-ended' item is that the theme presents the context of change in plants, and students are asked about the theme.
9	Language of Language Arts	P1	Select and copy words related to settings or characters in illustrated stories from word walls or big books

10	Language of Language Arts	P2 and P3	Describe settings or characters in illustrated stories from phrase walls or big books. Compare/contrast two characters, settings or events in illustrated stories using graphic organizers.
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6-8 & 9-12

Task	Standard	Level	Description
1	Social & Instructional Language	A1	Circle pictures of objects associated to school.
2	Social & Instructional Language	A2	Trace or write one or more letters in words associated with school objects or subjects.
3	Social & Instructional Language	A3	Copy words that label pictures of objects associated with school subjects.
4	Social & Instructional Language	P1	Make lists associated with school life from visuals and word/phrase banks.
5	Language of Science	A1	Mark images/symbols associated with forms of energy.
6	Language of Science	A2	Trace graphic representations of math equations.
7	Language of Science	A3	Copy labels or images/symbols associated with forms of energy'
8	Language of Science	P1	Match or classify forms of energy from everyday illustrated examples and models.
9	Language of Language Arts	P1	Answer questions to agree or disagree with current issues from models depicted visually or graphically.
10	Language of Language Arts	P2 and P3	React positively or negatively in editorials in models depicted visually or graphically. Give opinions in reaction to current issues in editorials from models depicted visually or graphically.

Thematic Graphics

The thematic graphic is an illustration created to match the Standard. (i.e. Social and Instructional Language, Language of Mathematics/ Science and Language of Language Arts)

The thematic graphics are created to match the Standard and the topic strand of the AMPI's. The tasks are written to align to the topic shown in the thematic graphic.

Task Format

Below is the task format and scripting for **Parts A and B** with Tasks A1, A2, A3, and 1. The student will only continue to **PART C** if they have answered at least 7 of the 8 previous tasks correctly.

**TASK A1**

Task A1 expects the student to make an intentional mark. The prompt, (i.e.)“Circle the fish” is designed to elicit the intended response and is not designed to ask the student to identify a fish. This is supported in the Student Response Booklet by providing an image of a fish for the student to circle. The image is the same image as the one in the illustration in the Test Booklet.

All tasks in the writing section have been scripted to allow the test administrator to model the task before guiding the students to try the task themselves. In Task A1, the test administrator will first draw a circle around the fish and ask the student to do the same.

There are two images of the same fish presented in the Student Response Booklet. The images are presented from left to right and the test administrator is scripted to circle the first fish. Then they guide the student to do the same with the second fish.

\*This will be scored **Correct** only if there is an intentional mark on the paper.

### **TASK A2**

Task A2 expects the student to trace the first letter of a word. The full word is presented in the Student Response Booklet but the first letter is written with dotted lines. The format is designed so that the student will trace the letter. This letter and word will be large to ensure that the student has the best opportunity to trace the letter.

All tasks in the writing section have been scripted to allow the test administrator to model the task before guiding the students to try the task themselves. In Task A2, the test administrator will first trace the letter in the word and ask the student to do the same.

There are two images of the same word presented in the Student Response Booklet. The images are presented from left to right (if possible) and the test administrator is scripted to trace the first letter of the first word or the word at the top. Then they guide the student to do the same with the first letter of the second word.

\*This will be scored **Correct** only if the entire letter has been traced.

### **TASK A3**

Task A3 expects the student to copy a word. The full word is provided to the student in the Student Response Booklet and a line guides the student to write the copied word.

All tasks in the writing section have been scripted to allow the test administrator to model the task before guiding the students to try the task themselves. The test administrator will first copy the full word and then ask the student to do the same.

There are two images of the same word presented in the Student Response Booklet. The images are presented from left to right (if possible) and the test administrator is scripted to copy the first word or the word at the top. Then they guide the student to do the same with the second word.

\*This will be scored **Correct** only if the entire word has been copied.

### **TASK 1**

Task 1 expects the student to produce a word. The prompt is a WH-question and asks the student to identify one object in the illustration. One object has been identified for them.

All tasks in the writing section have been scripted to allow the test administrator to model the task before guiding the students to try the task themselves. The test administrator will guide the student to look at the large graphic presented in the Test Booklet. Then the Test Administrator will be scripted to point out various objects in the graphic.

There are two empty lines presented in the Student Response Booklet for the Test Administrator and the student to write on. The top line is for the Test Administrator to write their scripted answer and the bottom line is for the student to write their answer.

\*This will be scored **Correct** only if the entire word is produced.

### **Part C**

Below is the task format and scripting for **Part C** with Tasks 1, 2 and 3.

*This part of the test will only be administered to those students who can answer 7 of the 8 previous questions correctly.*

### **TASK 1**

Task 1 expects the student to produce a word. The prompt is a WH-question and asks the student to identify one object in the illustration.

No tasks in Part C of the writing section have been scripted to provide modeling. The scripting instructs the student to look at the test booklet and the student response booklet. The first question asks the student to answer the question using the graphic presented in the test booklet.

### **TASK 2**

*This part of the test will only be administered to those students who can answer 7 of the 8 previous questions correctly.*

Task 2 expects the student to produce a phrase. The prompt is a WH-question and asks the student to identify an action or activity in the illustration.

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No tasks in Part C of the writing section have been scripted to provide modeling. The scripting instructs the student to look at the test booklet and the student response booklet. The first question asks the student to answer the question using the graphic presented in the test booklet.

### **TASK 3**

Task 3 asks the student to produce a sentence. The prompt is a WH-question and asks the student to tell more about the illustration.

No tasks in Part C of the writing section have been scripted to provide modeling. The scripting instructs the student to look at the test booklet and the student response booklet. The first question asks the student to answer the question using the graphic presented in the test booklet.