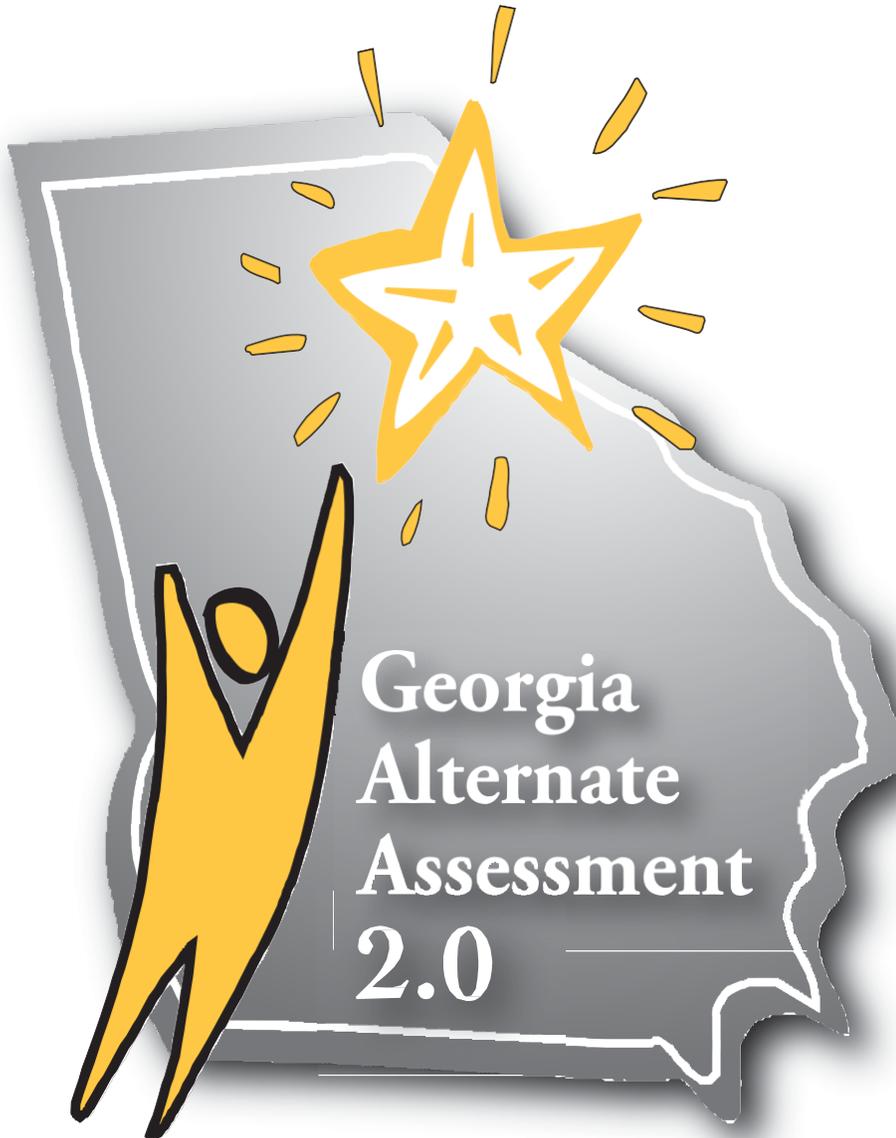


English Language Arts Sample Tasks Test Examiner Booklet



Guidelines for Administering the GAA 2.0

The Georgia Alternate Assessment ensures that students with significant cognitive disabilities are given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the grade-level general education standards.

These guidelines include a brief description of important assessment features that you may utilize when presenting GAA 2.0 assessment tasks to a student.

Prior to administering this assessment, Test Examiners must also review the Test Administration Manual (TAM) for comprehensive and detailed assessment and administration information.

Key Terms

- **Test Examiner Booklet:** this provides a standardized script for Test Examiners to follow when administering an assessment task. The information in the Test Examiner Booklet is designed for the Test Examiner only, and should not be seen by the student.
- **SAY/DO:** these statements are instructions for the Test Examiner to follow.

SAY:

statements are in bold and provide the exact text that will be read aloud by the Test Examiner.

DO:

statements provide instructions for what the Test Examiner needs to do during the administration.



symbols provide instructions for the Test Examiner to present the next page in the Student Booklet.

- **Scaffolding:** this is support that is embedded in each task to increase a student's ability to access various levels of complexity within a task. If the student does not respond as indicated in the Test Examiner Booklet or does not provide a response at all, additional scaffolding will be provided. All scaffolding instructions are included in this booklet and offer the student an additional opportunity to demonstrate what they know and can do.
- **Student Booklet:** this contains student facing assessment materials that include passages, graphics, and answer choices. The Student Booklet only contains the text and graphics that the student needs to answer the question. It does not contain the Test Examiner's directions and administration information.

- **Answer Options:** these are labeled with A, B, or C. The answer options in the Student Booklet correspond with answer options that are provided in the Test Examiner Booklet. The Test Examiner should present answer options to the student in the same order they are presented in the Test Examiner Booklet.
- **Stopping Rule:** for students who do not have an observable response mode, the stopping rule provides a standardized procedure for Test Examiners to stop testing. The procedure for implementing the stopping rule is outlined in the Test Administration Manual (TAM).

Using the Test Examiner Booklet to Administer a Task

All tasks must be administered sequentially within a content area, and the scripted "SAY" and "DO" statements must be followed exactly.

The Test Examiner Booklet is designed to directly correspond to the Student Booklet. The text and graphics are presented in the same order in each book, allowing the Test Administrator to simply turn the pages of the Student Booklet as the corresponding text and graphics are presented. Test Examiners may also remove the pages from the Student Booklet to use during the assessment.

The parts of the Student Booklet are listed below. Information is provided to explain more about each part of the Student Booklet.

- **Scenario/Passage**

Present and read the scenario or passage to the student.

Examiner Option: The Student Booklet pages associated with the **scenario** or **passage** can be removed from the Student Booklet and left on the student's work surface for reference during Part A, Part B, and Part C of the corresponding task.

Examiner Guidance: Within the English Language Arts (ELA) test, there may be two tasks written to the same passage. The Test Examiner should be sure to read the passage when administering each individual task.

After all parts of the task are administered, remove the scenario or passage from the work surface entirely.

- **Parts A, B, and C**

In the Test Examiner Booklet, any time there is a directive for the Test Examiner to point to something, particularly when administering the scaffolding, the corresponding graphic or text is to be presented to the student by turning the pages in the Student Booklet.

Examiner Option: The Test Examiner may also remove pages along the perforated edges from the Student Booklet to be laid out to view along with the answer options, as needed.

Examiner Guidance: All pages from the Student Booklet that correspond with a given task part (A, B, C) must be removed from the student's work surface before presenting the next part. For example, Student Booklet pages for Part A should be removed before introducing Part B.

Answer options should only be cut apart if there is a disability-based need to do so and the answer options must be shown to students in the order in which they appear (A, B, C) in the Test Examiner Booklet and in the Student Booklet. If answer options are cut from the Student Test Booklet, ensure that the answer option letters (A, B, C) and the identifier remain with each choice for accuracy in recording student responses and to closely track all materials for return.

- **Graphics and Illustrations**

Examiners may read text that appears in graphics and illustrations from top to bottom, left to right.

- **Student Response**

Students may answer questions with any mode of communication. However, they should use the same response mode that they use in the classroom for this assessment. During test administration, the Test Examiner will record the student's responses on the Student Response Document. Once the assessment is complete, the Test Examiner will transcribe the student responses into the online assessment system.

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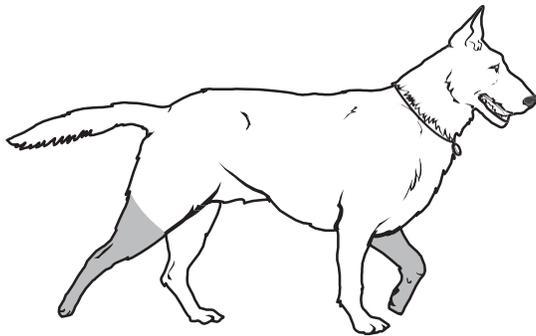
Scenario: The Cat Walk

SAY: We are going to read a text. The title of the text is “The Cat Walk.”

DO: Point to the picture of the dog walking. Point to each shaded leg.

SAY: The picture shows a dog with the back right leg and the front left leg shaded. The shaded legs are off the ground.

Most four-legged animals, such as dogs, walk the same way. They move the front leg on one side. At the same time, they move the back leg on the other side.

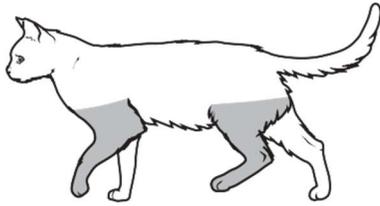


SAY: Cats are special animals. One thing that makes a cat different is the way it walks. The next time you see a cat, watch the way it walks.

DO: Point to the picture of the cat walking. Point to each shaded leg.

SAY: The picture shows a cat with the left legs shaded. The shaded legs are off the ground.

A cat moves both legs on one side at the same time. First, the cat moves both left legs. Then, the cat moves both right legs.

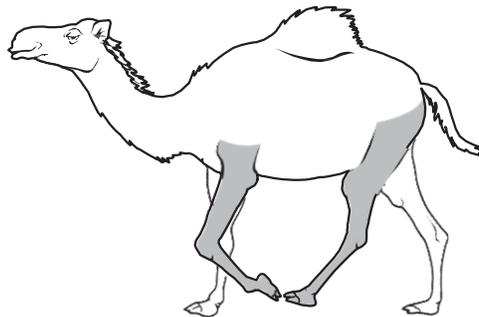
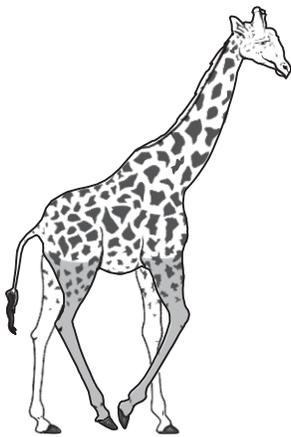


SAY: The way cats walk is very special.

DO: *Point to the pictures of the giraffe and the camel as you mention them. Point to each shaded leg.*

SAY: The picture shows a giraffe with the right legs shaded and a camel with the left legs shaded. The shaded legs are off the ground.

Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

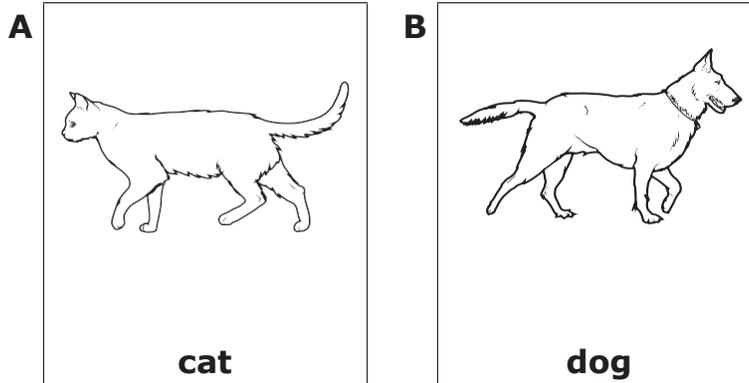


Part A. Low complexity/High support

SAY: Which animal is this text **MOSTLY** about?

DO: Point to the answer options as you read them.

SAY: Cat. Dog.



If the student responds to Part A by selecting answer option A, record the student's response and present **Part B**.

If the student responds to Part A by selecting answer option B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

SAY: Several animals are talked about in this text. The text **MOSTLY** tells about one animal being special.

Which animal is this text **MOSTLY** about?

DO: Point to the answer options as you read them.

SAY: Cat. Dog.

Record the student's response and then present **Part B**.

If the student does not respond, record "no response" and then present **Part B**.

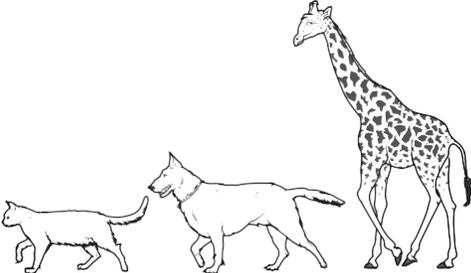
Part B. Medium complexity/Medium support

SAY: What is the main idea of this text?

DO: Point to the answer options as you read them.

SAY: There are many different kinds of animals. Cats have a special way of walking. Cats are better than dogs.

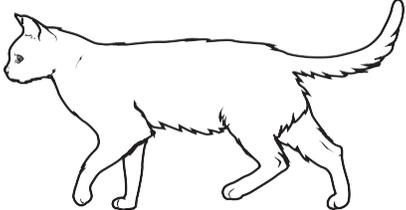
A



There are many different kinds of animals.

This option shows a line drawing of three animals: a small cat on the left, a medium dog in the middle, and a tall giraffe on the right. Below the illustration is the text "There are many different kinds of animals."

B



Cats have a special way of walking.

This option shows a line drawing of a cat walking. Below the illustration is the text "Cats have a special way of walking."

C



Cats are better than dogs.

This option shows a line drawing of a person kneeling on one knee and petting a dog that is sitting on the floor. Below the illustration is the text "Cats are better than dogs."

*If the student responds to Part B by selecting answer option B, record the student's response and present **Part C**.*

If the student responds to Part B by selecting answer option A or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option C, and then ask the question again.

DO: Cover the answer option selected by the student OR answer option C if the student did not respond.

SAY: **What is the main idea of this text?**

DO: Point to the remaining answer options as you read them.

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

Part C. High complexity/Low support

SAY: A main idea in the text is that cats are different from most other animals in a very special way.

Which sentence from the text BEST supports this idea?

DO: Point to the answer options as you read them.

SAY: At the same time, they move the back leg on the other side. The next time you see a cat, watch the way it walks. Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

A

At the same time, they move the back leg on the other side.

B

The next time you see a cat, watch the way it walks.

C

Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

If the student responds to Part C by selecting answer option C, record the student's response and present **the next task**.

If the student responds to Part C by selecting answer option A or B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: The main idea of a text is supported by details. A supporting detail could be a fact that tells more about the main idea.

The main idea in this text is that cats are different from most other animals in a very special way.

Which sentence from the text **BEST** supports this idea?

DO: Point to the answer options as you read them.

SAY: At the same time, they move the back leg on the other side. The next time you see a cat, watch the way it walks. Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

Record the student's response and then present **the next task**.

If the student does not respond, record "no response" and then present **the next task**.

Scenario: Going Crabbing

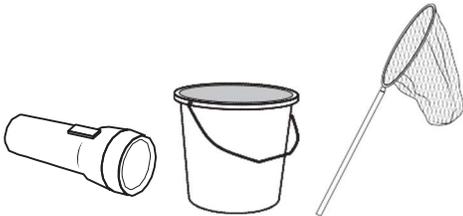
SAY: We are going to read a story. The title of the story is “Going Crabbing.”

DO: Point to the pictures as you read the story.

SAY: Sammy and his family visited the beach last summer. Sammy enjoyed playing in the waves. He had fun building sand castles, too.



SAY: But Sammy’s favorite activity happened one night. Just as it was getting dark, Sammy and his dad gathered a flashlight, a bucket, and a net. They walked out onto the beach.

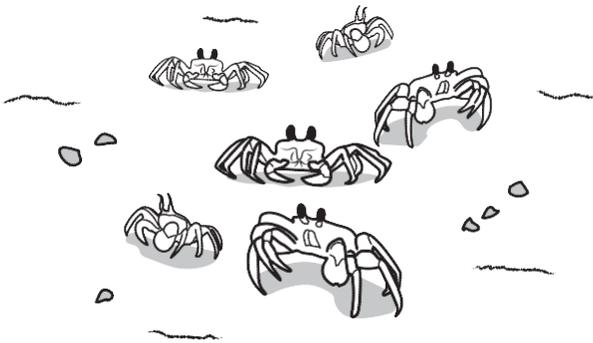


SAY: Sammy shined the flashlight on the sand. He saw crabs moving in all directions. He used the net to scoop up one of the crabs. Then he found more.



SAY:

Sammy put each crab into the bucket. At the end of the night, he counted 32 crabs. He held a few and took some pictures. Then he turned the bucket over and smiled as all the crabs raced away.

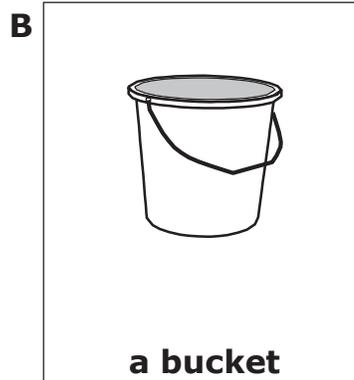
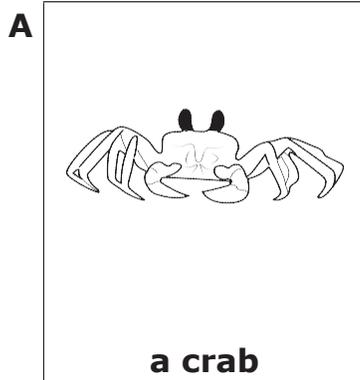


Part A. Low complexity/High support

SAY: What does Sammy find on the beach?

DO: Point to the answer options as you read them.

SAY: A crab. A bucket.



If the student responds to Part A by selecting answer option A, record the student's response and present **Part B**.

If the student responds to Part A by selecting answer option B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

SAY: Let's read these sentences again.

DO: Point to these sentences in paragraphs 2 and 3 of the story as you read them.

SAY: They walked out onto the beach.

Sammy shined the flashlight on the sand. He saw crabs moving in all directions.

What does Sammy find on the beach?

DO: Point to the answer options as you read them.

SAY: A crab. A bucket.

Record the student's response and then present **Part B**.

If the student does not respond, record "no response" and then present **Part B**.

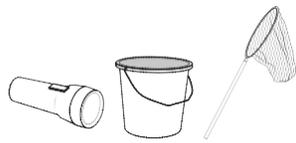
Part B. Moderate complexity/Moderate support

SAY: Which tells events from the beginning and the end of the story?

DO: Point to the answer options as you read them.

SAY: Sammy gathers supplies/Sammy shines the flashlight. Sammy sees crabs moving/Sammy builds a sandcastle. Sammy visits the beach/Sammy lets the crabs go.

A



Sammy gathers supplies.



Sammy shines the flashlight.

B

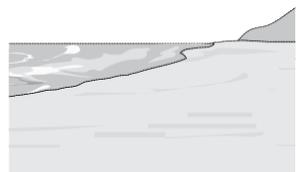


Sammy sees crabs moving.



Sammy builds a sandcastle.

C



Sammy visits the beach.



Sammy lets the crabs go.

*If the student responds to Part B by selecting answer option C, record the student's response and present **Part C**.*

If the student responds to Part B by selecting answer option A or B, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option B, and then ask the question again.

DO: Cover the answer option selected by the student OR answer option B if the student did not respond.

SAY: **Which tells events from the beginning and the end of the story?**

DO: Point to the remaining answer options as you read them.

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

Part C. High complexity/Low support

SAY: What is the theme of the story?

DO: Point to the answer options as you read them.

SAY: It is fun to play in the waves on the beach. People can enjoy exploring the beach. Crabs are speedy animals.

A



It is fun to play in the waves on the beach.

B



People can enjoy exploring the beach.

C



Crabs are speedy animals.

If the student responds to Part C by selecting answer option B, record the student's response and present **the next task**.

If the student responds to Part C by selecting answer option A or C, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: **Think about the big idea of the story. The theme is the big idea that tells about the whole story.**

What is the theme of the story?

DO: *Point to the answer options as you read them.*

SAY: **It is fun to play in the waves on the beach. People can enjoy exploring the beach. Crabs are speedy animals.**

Record the student's response and then present **the next task**.

If the student does not respond, record "no response" and then present **the next task**.

Scenario: Using Context Clues

SAY: You can use context from a sentence or paragraph to help you determine the meaning of a word you don't know.

Part A. Low complexity/High support

SAY: Let's read this sentence.

DO: Point to the sentence as you read it.

SAY: The truck *hauled*, or carried, furniture from factories.

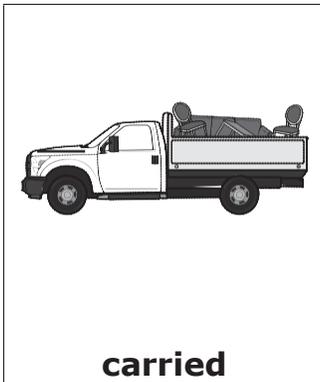
Which word in the sentence tells what *hauled* means?



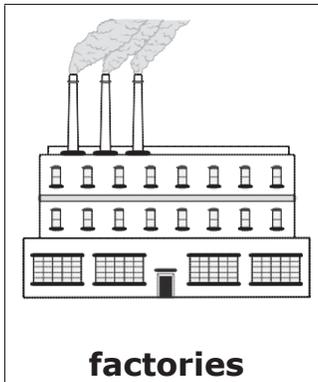
DO: Point to the answer options as you read them.

SAY: Carried. Factories.

A



B



If the student responds to Part A by selecting answer option A, record the student's response and present **Part B**.

If the student responds to Part A by selecting answer option B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

SAY: Let's read this sentence again.

DO: Point to the sentence as you read it.

SAY: **The truck *hauled*, or carried, furniture from factories.**

***Hauled* is something that you can do to furniture. Is *carried* something you can do to furniture, or is *factories* something you can do to furniture?**

Which word in the sentence tells what *hauled* means?

DO: Point to the answer options as you read them.

SAY: **Carried. Factories.**

Record the student's response and then present **Part B**.

If the student does not respond, record "no response" and then present **Part B**.

Part B. Moderate complexity/Moderate support

SAY: Let's read this paragraph.

DO: Point to the paragraph as you read it.

SAY:

It used to take a long time to travel across the United States. In the past, it could take many weeks. A person can now fly across the United States in about six hours. Airplanes have made *improvements* in how people travel. Getting to different places is now easier for people.

Which words in this paragraph provide a clue about what the word *improvements* means?



DO: Point to the answer options as you read them.

SAY: A long time. Getting to different places. Now easier.

A**a long time****B****getting to different places****C****now easier**

*If the student responds to Part B by selecting answer option C, record the student's response and present **Part C**.*

If the student responds to Part B by selecting answer option A or B, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option B, and then ask the question again.

DO: Cover the answer option selected by the student OR answer option B if the student did not respond.

SAY: Let's read this paragraph again.

DO: Point to the paragraph as you read it.

SAY: **It used to take a long time to travel across the United States. In the past, it could take many weeks. A person can now fly across the United States in about six hours. Airplanes have made *improvements* in how people travel. Getting to different places is now easier for people.**

Which words in this paragraph provide a clue about what the word *improvements* means?

DO: Point to the remaining answer options as you read them.

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

Part C. High complexity/Low support

SAY: Let's read the paragraph.

DO: Point to the paragraph as you read it.

SAY: **Airplanes are helpful to both businesses and people. Businesses use airplanes to send things around the world. People use airplanes for *transportation* needs, too.**

What does the word *transportation* mean as it is used in these sentences?



DO: Point to the answer options as you read them.

SAY: **A way to make new things. A way to move from place to place. A way to learn about airplanes.**

A

a way to make new things

B

a way to move from place to place

C

a way to learn about airplanes

*If the student responds to Part C by selecting answer option B, record the student's response and present **the next task**.*

If the student responds to Part C by selecting answer option A or C, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: There are now many airplanes that fly around the country. Think about how this has helped people and businesses.

Let's read the paragraph again.

DO: Point to the paragraph as you read it.

SAY: Airplanes are helpful to both businesses and people. Businesses use airplanes to send things around the world. People use airplanes for *transportation* needs, too.

What does the word *transportation* mean as it is used in these sentences?

DO: Point to the answer options as you read them.

SAY: A way to make new things. A way to move from place to place. A way to learn about airplanes.

Record the student's response and then present **the next task**.

If the student does not respond, record "no response" and then present **the next task**.

Scenario: Solar Energy

DO: *If you read "Solar Energy" in the previous task,*

SAY: **We read a text called "Solar Energy." Let's read it again.**

DO: *If you did NOT read "Solar Energy" in the previous task,*

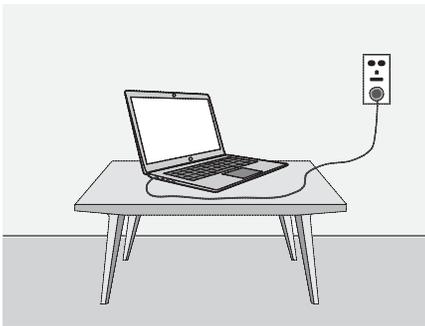
SAY: **We are going to read a text. The title of the text is "Solar Energy."**

DO: *Point to the pictures as you read the text.*

SAY: **After we read, you will write a report about solar energy.**

DO: *Point to the pictures as you read the text.*

SAY: **People use electricity to provide power for many things. Without electricity, our homes would be dark. There would be many things we wouldn't be able to use. We would not be able to turn on the lights or the computer. The washing machine would not work, and neither would the refrigerator. Our need for electricity grows every day.**

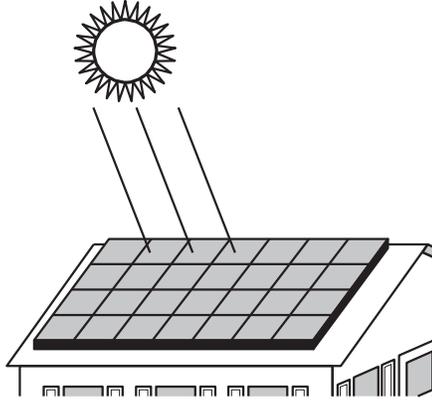


SAY: **But how can we produce more electricity? One way is by using solar energy. Solar energy is energy that comes from the sun. Scientists have found ways to turn the sun's energy into electricity.**

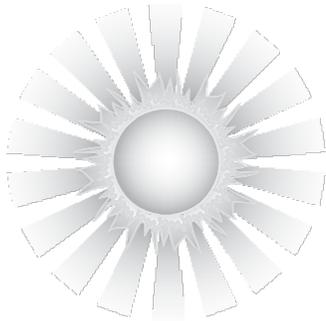


SAY:

One way people use solar energy is by putting solar panels on their roof. The solar panels turn sunlight into electricity. Then the people who live in the house can use that electricity to keep their house comfortable.

**SAY:**

The best thing about solar energy is that we will not run out of it. That is because the sun is the source of solar energy. It is why solar energy is called a “sustainable” energy source. Sustainable means that we can keep using it 10 years from now, and 100 years from now. We will never use it all up.



Part A. Low complexity/High support

SAY: Now you are going to write a report about solar energy. Here is some information to use to develop your report.

DO: Point to the sentences as you read them.

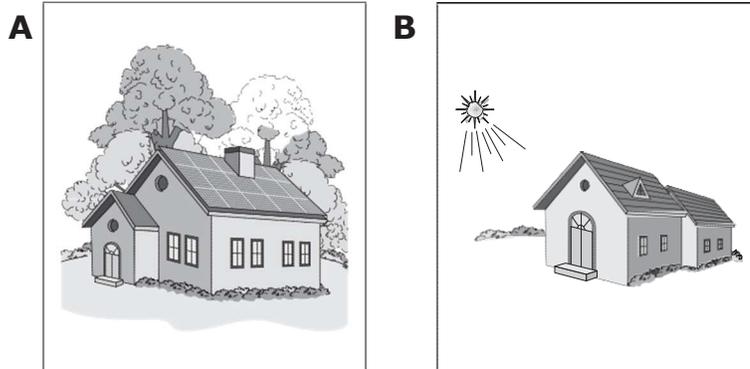
SAY: Some places get more sun than other places. Those places are best for solar panels.



SAY: Which is the BEST picture to illustrate information about good places for solar panels?

DO: Point to the answer options as you read the statements.

SAY: A picture of a home surrounded by trees. A picture of a home with open space around it.



If the student responds to Part A by selecting answer option B, record the student's response and present **Part B**.

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

SAY: Remember, the picture should help the reader understand the information in your report. You want to use a picture that shows a place that is a good choice for solar panels.

Let's read these sentences again.

DO: Point to the sentences as you read them.

SAY: **Some places get more sun than other places. Those places are best for solar panels.**

Which would be the **BEST** picture to illustrate information about good places for solar panels?

DO: Point to the answer options as you read the statements.

SAY: **A picture of a home surrounded by trees. A picture of a home with open space around it.**

Record the student's response and then present **Part B**.

If the student does not respond, record "no response" and then present **Part B**.

Part B. Moderate complexity/Moderate support

SAY: Your report is about using solar energy to make electricity. Here is a sentence to use in the introduction to your report.

DO: Point to the sentence as you read it.

SAY: Solar energy is a good source of electricity because blank.

Which phrase is the BEST choice to complete this sentence?



DO: Point to the answer options as you read them.

SAY: The sun will last for a long time. The sun is getting bigger every day. The sun can only be seen during the day.

A

the sun will last for a long time

B

the sun is getting bigger every day

C

the sun can only be seen during the day

*If the student responds to Part B by selecting answer option A, record the student's response and present **Part C**.*

If the student responds to Part B by selecting answer option B or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option B, and then ask the question again.

DO: Cover the answer option selected by the student OR answer option B if the student did not respond.

SAY: Remember, your report is about using solar energy to make electricity. Here is a sentence to use in the introduction to your report.

DO: Point to the sentence as you read it.

SAY: Solar energy is a good source of electricity because blank.

Which phrase is the BEST choice to complete this sentence?

DO: Point to the remaining answer options as you read them.

Record the student's response and then present **Part C**.

If the student does not respond, record "no response" and then present **Part C**.

Part C. High complexity/Low support

SAY: Here is a paragraph you wrote about why people use solar panels.

DO: Point to the paragraph as you read it.

SAY: People have different reasons for using solar panels on their homes. One reason for using solar panels is to save money on electric bills. Blank. These are the two main reasons why most people would use solar panels.

Which sentence can fill the blank in the paragraph to help connect the ideas?



DO: Point to the answer options as you read them.

SAY: Another reason is that it helps our planet. But solar energy helps protect the planet. Then people do things that are good for our planet.

A

Another reason is that it helps our planet.

B

But solar energy helps protect the planet.

C

Then people do things that are good for our planet.

*If the student responds to Part C by selecting answer option A, record the student's response and then present **the next task**.*

If the student responds to Part C by selecting answer option B or C, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: Think about words you could use to help connect the ideas in your paragraph.

Let's read your paragraph again.

DO: Point to the paragraph as you read it.

SAY: People have different reasons for using solar panels on their homes. One reason for using solar panels is to save money on electric bills. Blank. These are the two main reasons why most people would use solar panels.

Which sentence can fill the blank in the paragraph to help connect the ideas?

DO: Point to the answer options as you read them.

SAY: Another reason is that it helps our planet. But solar energy helps protect the planet. Then people do things that are good for our planet.

Record the student's response and then present **the next task**.

If the student does not respond, record "no response" and then present **the next task**.

Scenario: Using Context Clues

SAY: Sometimes there are clues in sentences. These clues can help a reader figure out what an unknown word means in a sentence.

Part A. Low complexity/High support

SAY: Let's read the sentences.

DO: Point to the sentences as you read them.

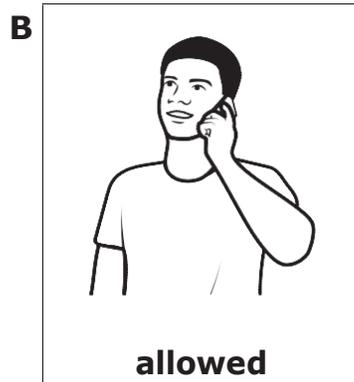
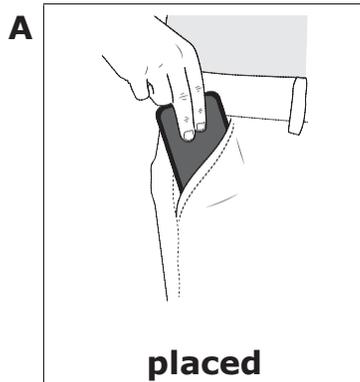
SAY: As I entered the movie theater, I placed my phone in my pocket. Although cell phone use is not *permitted* inside the theater, people are allowed to use phones in the lobby.

Which word in these sentences means the same as *permitted*?



DO: Point to the answer options as you read them.

SAY: Placed. Allowed.



*If the student responds to Part A by selecting answer option B, record the student's response and present **Part B**.*

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

SAY: Let's read the sentences again. Listen for a word in the second sentence that is used in place of *permitted* and means the same thing.

DO: Point to the sentences as you read them.

SAY: As I entered the movie theater, I placed my phone in my pocket. Although cell phone use is not *permitted* inside the theater, people are allowed to use phones in the lobby.

Which word in these sentences means the same as *permitted*?

DO: Point to the answer options as you read them.

SAY: Placed. Allowed.

Record the student's response and then present **Part B**.

If the student does not respond, record "no response" and then present **Part B**.

Part B. Moderate complexity/Moderate support

DO: *Point to the picture as you read the sign.*

SAY: **The sign says, “Beware of poison ivy.”**



SAY: **Let’s read the sentences.**

DO: *Point to the sentences as you read them.*

SAY: **The tour guide warned us against touching any plants we did not recognize. She said there was some poison ivy along the trail. We were glad to be *alerted* to this problem.**

Which word in the sentences provides the BEST clue about the meaning of the word *alerted*?



DO: *Point to the answer options as you read them.*

SAY: **Warned. Trail. Glad.**

A	B	C
warned	trail	glad

If the student responds to Part B by selecting answer option A, record the student's response and present **Part C**.

If the student responds to Part B by selecting answer option B or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option B, and then ask the question again.

DO: Cover the answer option selected by the student OR answer option B if the student did not respond.

SAY: Let's read these sentences again.

DO: Point to the sentences as you read them.

SAY: **The tour guide warned us against touching any plants we did not recognize. She said there was some poison ivy along the trail. We were glad to be *alerted* to this problem.**

DO: Point to the picture as you read the sign.

SAY: Which word in the sentences provides the BEST clue about the meaning of the word *alerted*?

DO: Point to the remaining answer options as you read them.

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

Part C. High complexity/Low support

SAY: Let's read the sentence.

DO: Point to the sentence as you read it.

SAY: The carpenter lifted the heavy board, and by gently pressing, she *nudged* it into place.

What is the meaning of the word *nudged*?



DO: Point to the answer options as you read them.

SAY: Measured. Carried. Pushed.

A	B	C
measured	carried	pushed

If the student responds to Part C by selecting answer option C, record the student's response and present **the next task**.

If the student responds to Part C by selecting answer option A or B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: Remember that clues in the sentence can help you understand an unknown word. The clues here are “gently pressing” and “into place.”

Let’s read the sentence again.

DO: Point to the sentence as you read it.

SAY: The carpenter lifted the heavy board, and by gently pressing, she *nudged* it into place.

What is the meaning of the word *nudged*?

DO: Point to the answer options as you read them.

SAY: Measured. Carried. Pushed.

Record the student’s response and then present **the next task**.

If the student does not respond, record “no response” and then present **the next task**.

Scenario: Visiting Cumberland Island

SAY: We are going to read a story. The title of the story is “Visiting Cumberland Island.”

DO: Point to the pictures as you read the story.

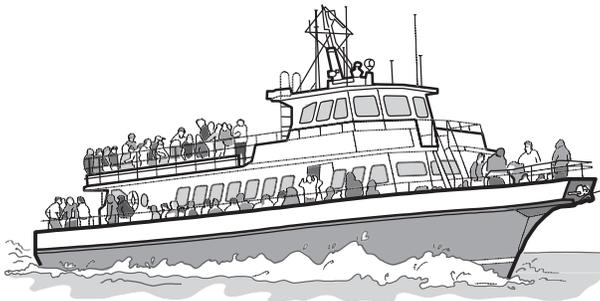
SAY: Maya is excited because Aunt Kay is taking her to visit Cumberland Island.

Cumberland Island is a beautiful piece of land surrounded by water. It is a national park, so the land is protected. Wild animals can roam or move freely. People can visit but not live there.



SAY: “How will we get to Cumberland Island?” Maya asks her aunt. “Will we drive?”

“No,” Aunt Kay says, “there is no bridge to the island. We will take a boat called a ferry.”



SAY:

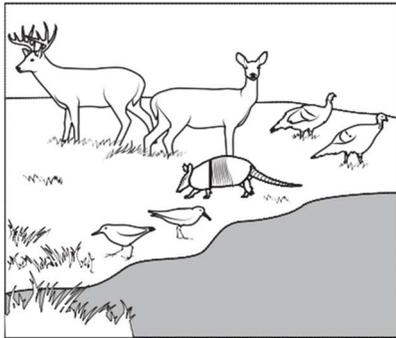
They board the ferry and head toward the island. Maya and Aunt Kay stand together at the railing and gaze out at the waves.

**SAY:**

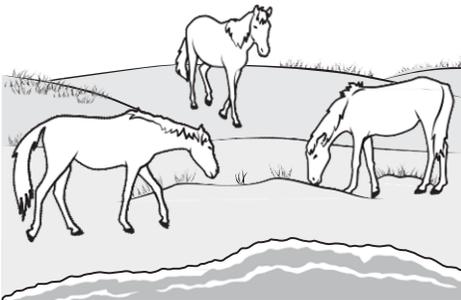
“What will we see?” Maya asks, because she knows that Aunt Kay has been there many times.

“Near the water, there will be beautiful birds. Cumberland Island is an important habitat for shorebirds.

“There are also plenty of wild turkeys, white-tailed deer, and armadillos.

**SAY:**

“If we are lucky, we might see wild horses.”

**SAY:**

“Wild horses!” Maya shouts. “Oh, I can’t wait! I know this day is going to be a grand adventure.”



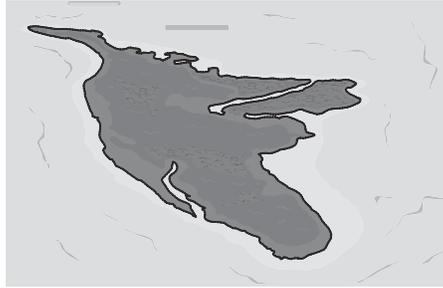
Part A. Low complexity/High support

SAY: Where are Maya and her aunt going?

DO: Point to the answer options as you read them.

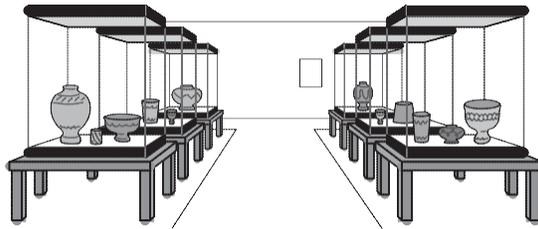
SAY: To an island. To a museum.

A



to an island

B



to a museum

*If the student responds to Part A by selecting answer option A, record the student's response and then present **Part B**.*

If the student responds to Part A by selecting answer option B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

SAY: Let's read the beginning of the story again.

DO: Point to these sentences in paragraphs 1 and 2 of the story as you read them.

SAY: **Maya is excited because Aunt Kay is taking her to visit Cumberland Island.**

Cumberland Island is a beautiful piece of land surrounded by water.

Where are Maya and her aunt going?

DO: Point to the answer options as you read them.

SAY: **To an island. To a museum.**

*Record the student's response, and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

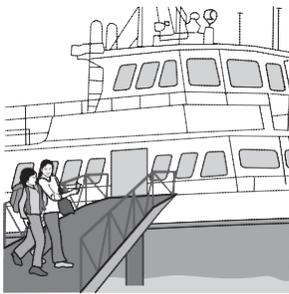
Part B. Moderate complexity/Moderate support

SAY: You are writing a summary of the story. Which sentence belongs **LAST** in the summary?

DO: *Point to the answer options as you read them.*

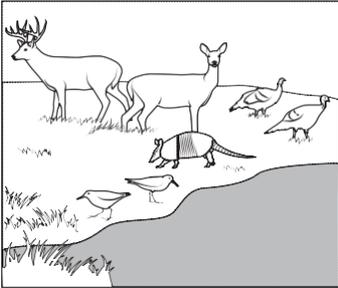
SAY: **Maya and Aunt Kay board the ferry. Aunt Kay tells Maya about the animals on the island. Maya asks Aunt Kay how they will get to the island.**

A



Maya and Aunt Kay board the ferry.

B



Aunt Kay tells Maya about the animals on the island.

C



Maya asks Aunt Kay how they will get to the island.

If the student responds to Part B by selecting answer option B, record the student's response and present **Part C**.

If the student responds to Part B by selecting answer option A or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option C, and then ask the question again.

DO: Cover the answer option selected by the student OR answer option C if the student did not respond.

SAY: **You are writing a summary of the story. Which sentence belongs LAST in the summary?**

DO: Point to the remaining answer options as you read them.

Record the student's response, and then present **Part C**.

If the student does not respond, record "no response" and then present **Part C**.

Part C. High complexity/Low support

SAY: A central idea of the text is that Cumberland Island has interesting animals. Which sentence from the story BEST supports this central idea?

DO: Point to the answer options as you read them.

SAY: It is a national park, so the land is protected. Maya and Aunt Kay stand together at the railing and gaze out at the waves. "There are also plenty of wild turkeys, white-tailed deer, and armadillos."

A

It is a national park, so the land is protected.

B

Maya and Aunt Kay stand together at the railing and gaze out at the waves.

C

"There are also plenty of wild turkeys, white-tailed deer, and armadillos."

If the student responds to Part C by selecting answer option C, record the student's response and present **the next task**.

If the student responds to Part C by selecting answer option A or B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: In part of the story, Aunt May describes what Maya might see on the island.

A central idea of the text is that Cumberland Island has interesting animals. Which sentence from the story BEST supports this central idea?

DO: Point to the answer options as you read them.

SAY: It is a national park, so the land is protected. Maya and Aunt Kay stand together at the railing and gaze out at the waves. "There are also plenty of wild turkeys, white-tailed deer, and armadillos."

Record the student's response, and then present **the next task**.

If the student does not respond, record "no response" and then present **the next task**.



You have reached the end of the sample tasks.

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