

# National Center and State Collaborative (NCSC) Sample Items Overview 2015



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- The National Center and State Collaborative (NCSC) is a project led by five centers and 24 states (Tier 1 and Tier 2) including Washington D.C. and the Pacific Assessment Consortium to build an alternate assessment based on alternate achievement standards (AA-AAS) for students with significant cognitive disabilities.

This presentation will provide an overview of NCSC's sample items.

## Session Overview

- NCSC Alternate Assessment Design
- Taking a Closer Look: Item Types and the Characteristics of the various items
- Overview of NCSC Sample Items (English Language Arts and Mathematics only)
- Writing



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This session will highlight the NCSC Assessment Design including item types and characteristics and an annotated overview of the NCSC Sample items for English Language Arts and Mathematics.

## National Center and State Collaborative (NCSC) Alternate Assessment Consortium

To develop a system of assessments supported by curriculum, instruction, and professional development to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.



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- The goal of the National Center and State Collaborative (NCSC) is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

- NCSC defines a comprehensive system that will coherently address curriculum, instruction, and assessment needs in states by:

- 1) producing technically defensible formative, interim, and summative assessments;
- 2) incorporating evidence-based instruction and curriculum models; and
- 3) developing comprehensive approaches to professional development (PD).

## NCSC Alternate Assessment

- Summative Assessment
  - (March 30 through May 15, 2015)
- Math and ELA including **Writing**
  - Grades 3-8 and Grade 11



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The NCSC Alternate Assessment based on Alternate Achievement Standards is a summative assessment. The operational test is March 30 through May 15, 2015 and will assess mathematics and ELA including writing for grades 3 through 8 and grade 11.

## Assessment Design

- Online Platform (computer-based)
- Item Types are:
  - Selected response and constructed response
    - Math constructed response at various grade levels
    - Writing both selected and constructed response
- Items of varying complexity
- Scripted Directions for Test Administrators



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The NCSC Alternate Assessment Design is a computer-based assessment that will be administered through an online platform for which students will interact with items presented on the computer.

The item types are selected response where the students will choose their answer choice by selecting from 2 or 3 answer options. There are also constructed responses which are items students will be asked to perform and complete a task and the test administration will score the item using a rubric.

The mathematics sessions also have constructed responses items at various grade levels.

The reading sessions are selected response items and for the writing content, there are both selected response and constructed response items.

Specific directions are provided in the Directions for Test Administration or DTA.

Items have been developed with varying levels of complexity.

For all items, there are scripted directions that must be read and followed by all test administrators.

## NCSC Item Development and Item Complexities

- The NCSC items were developed at varying degrees of complexity that measure the same academic skill.
- In order to know more about the characteristics of the students that participate in Alternate Assessments the Learner Characteristic Inventory (LCI) was administered.
- The data from the LCI was incorporated into the development and complexities used to create each item.



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### NCSC Item Development and Item Complexities

The NCSC items were developed at varying degrees of complexity that measure the same academic skill.

In order to know more about the characteristics of the students that participate in alternate assessments, the Learner Characteristic Inventory or LCI was administered to their students by all NCSC states.

The data from the LCI was incorporated into the item development and the complexities used to create each item.

## Evidence-Centered Design

- Variable Features are written into the tasks (implemented) to support the integration of UDL:
  - Aspects of assessment tasks that can be varied in order to control difficulty or target emphasis of the knowledge, skills and abilities
  - UDL Categories: Receptive, Expressive, Language and Symbols, Cognitive, Executive, Affective
- The embedded variable features allow the assessment to measure the academic skills that all students with significant cognitive disabilities have acquired.



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### Evidence Centered-Design

Variable features are written into the tasks to support the integration of Universal Design for Learning. Variable features included aspects of the assessment tasks that can be varied in order to control difficulty or target the emphasis of the knowledge, skills and abilities.

These embedded variable features allow the assessment to measure the academic skills that all students with significant cognitive disabilities have acquired.

# Learner Characteristic Inventory



NCSC States administered the LCI which provide characteristics of the students that participate in State's Alternate Assessment

NCSC then utilized this information as part of the NCSC Assessment items.

The LCI is teacher reported, The LCI describes characteristics of their students in the areas of reading, mathematics and communication  
Data from the LCI, across the NCSC states and in the Pilots the data was very similar. Meaning teachers reported characteristics of students that participate in alternate assessments as similar from one state to another.

The categories include: age, grade, primary IDEA disability, EL status, primary language, classroom setting, communication including expressive, receptive, AAC use and engagement, vision, hearing, motor function, health issues, attendance, and reading and mathematics.

Based on the next four slides, this information was incorporated as a piece of how the items were developed.

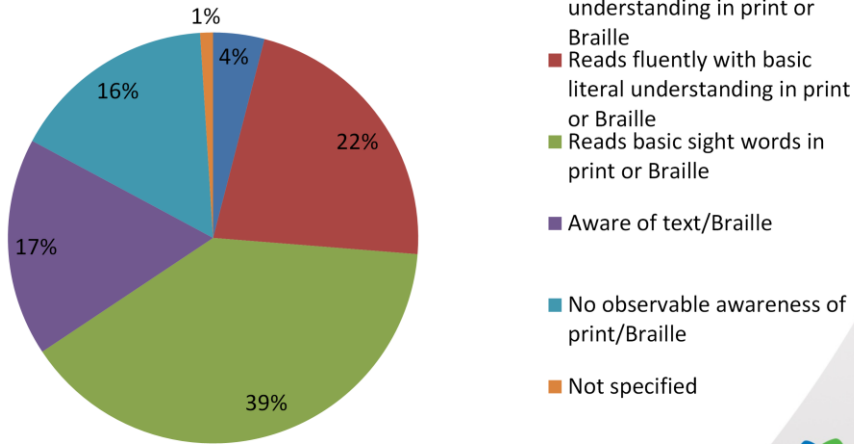
What are the characteristics of students who participate in Alternate Assessments?

Do your perceptions of this population match the data from the LCI?



## Reading (from all NCSC States)

### Reading



This is data from all NCSC States in the area of reading.

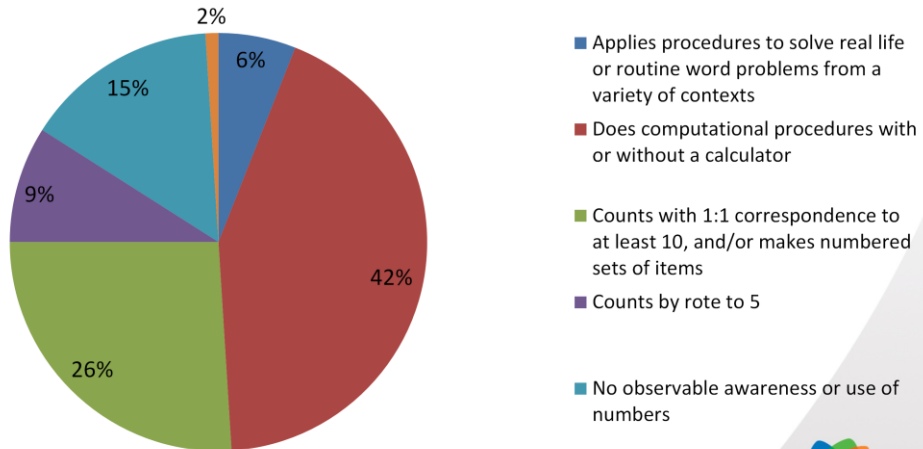
The range of characteristics are: Reads fluently with critical understanding, reads fluently with basic literal understanding, reads basic sight words in print/braille, aware of text/braille, no observable awareness of print/braille and not specified.

About 39% of students are able to read basic sight words in print or Braille. 22% of students can read fluently with basic literal understanding in print or in Braille and 4% of students are able to read fluently with critical understanding. This means that about 75% of students are able to engage with reading.

Also noteworthy, is about 16% of these students have no observable awareness of print/braille.

## Math (from All NCSC States)

### Mathematics



This is data from all NCSC States in the area of mathematics.

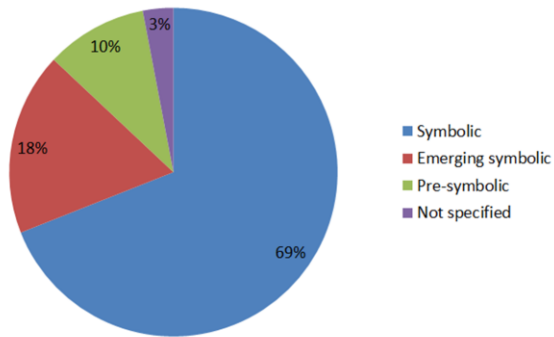
The range of characteristics are applied procedures to solve real life or routine word problems from a variety of contexts, does computational procedures with or without a calculator, counts with 1 to 1 correspondence to at least 10 and/or makes numbered sets of items, counts by rote to 5 and no observable awareness or use of numbers.

About 42% of students are able to do computational procedures with or without a calculator. And an additional 26% can count with 1 to 1 correspondence to at least 10, and/or make numbered sets of items.

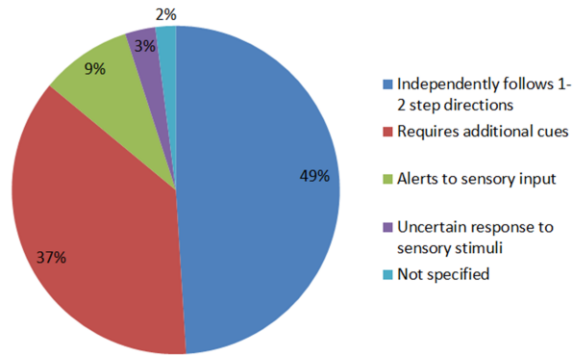
And about 15% have no observable awareness or use of numbers.

## Communication (from all NCSC Partner States)

### Expressive Communication



### Receptive Language



In the areas of Communication:

Expressive: 69% of students can expressively communicate symbolically. 18% are emerging symbolic communicators, 10% are pre-symbolic and 3% is not specified.

Receptive Communication: 49% of student independently follows 1 to 2 step directions, 37% requires additional cues, 9% alerts to sensory input, 3% have uncertain responses to sensory stimuli and 2% not specified.

## Item Complexities

- Each content standard is assessed by items written at various levels of complexity.
- For example, in mathematics, some items use only mathematical notation and other items accompany the notation with a visual model of its meaning.



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The selected sample items are not intended to demonstrate the depth and complexity of items students will see during the NCSC Operational Assessment. The sample items selected for the grade level bands highlight various complexity levels of one targeted standard and Core Content Connector. In addition, the selected sample items highlight the imbedded supports (i.e. demonstration of task, statements reminding students what the task will be about, simplified language and visual supports).

It is important to note students will not be administered all complexity levels for each standard and students will be administered items that may be at a more complex level than they typically see in their instruction.

Each content standard is assessed by items written at various levels of complexities. For example, in mathematics, some items use only mathematical notation and other items accompany the notation with visual models of its meaning.

# Mathematics (Standards)

## Grade 3

**CCSS: 3.NF.A.1** Understand a fraction  $1/b$  as the quantity formed by 1 part when  $a$  whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

**3.NO.1B3** Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths).

**EU:** Count the number of the parts selected (3 of the 4 parts; have fraction present but not required to read  $\frac{3}{4}$ ).

## Grade 6

**CCSS: 6.EE.C.9** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

**CCC: 6.ME.2a2** Solve one-step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours).

## Grade 11

**CCSS: HSS-ID.A.2** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

**CCC: H.DPS.1c1** Use descriptive stats; range, median, mode, mean, outliers/ gaps to describe data set.

**EU:** Identify the highest and lowest value in a data set given a number line and matching symbols (concept of range).



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The follow sample items are based on these Standards for grade 3, grade 6 and grade 11.

In grade 3 the item focus is on fractions or fraction parts and you will see one sample item that focuses on the essential understanding: counting the number of parts selected.

In grade 6 the item focus is on real world measurement problems involving unit rates with ratios

And in grade 11 the item focus is on descriptive stats including range, median, mode, mean, outliers/gaps to describe a data set. And you will see another item that focuses on the essential understanding: identifying the highest and lowest value in a data set given a number line and matching symbols.


# Mathematics Grade 3 Sample Item 1

Sample Math Items - Grade 3

Sample Item 1

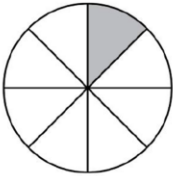
This item is about fractions.

This fraction bar is divided into 4 equal parts.



There is 1 part that is shaded. This fraction bar shows one-fourth.

This fraction circle is divided into 8 equal parts.



Statement reminding students what the item is about

Demonstration

Simplified Language



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This is a grade 3 math item.

Sample Item 1. Each test will also include the Directions for Test Administration or DTA that will provide a script and directions of what to include or point to while administering the items.

(Read entire item).

This item begins with a statement reminding the student what the item is about.

(Fractions).

Simplified language is also included.

This item has a demonstration included to walk the student through how to do the item and then the test items begins with “This fraction circle is divided into 8 equal parts.”

# Mathematics Grade 3 Sample Item 1

Sample Math Items - Grade 3

**What part of the fraction circle is shaded?**

$\frac{1}{2}$

$\frac{1}{4}$

$\frac{1}{8}$

3 Answer Options

The question is “What part of the fraction circle is shaded?”  
There are three answer options to choose from.

Note: The actual items in the test has more than the radial buttons, now there are answer tiles, so that the student can click anywhere in the answer tile to records his/her response.

## Mathematics Grade 3 Sample Item 2

Sample Math Items - Grade 3

Sample Item 2

This item is about fractions.

This rectangle is divided into 2 equal parts.

There is 1 part that is shaded.

Statement reminding students what the item is about

Simplified Language



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This is another grade 3 math item.

Sample Item 2.

(Read entire item).

This item begins with a statement reminding the student what the item is about.

(Fractions).

Simplified language is also included. Less words and graphics and also notice simplified parts.

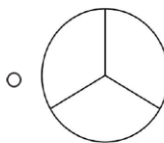
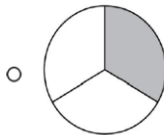
This item has a demonstration included to walk the student through how to do the item.



## Mathematics Grade 3 Sample Item 2

Sample Math Items - Grade 3

Which circle shows 1 out of 3 parts is shaded?



2 Answer Options



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The question is “What circle shows 1 out of 3 parts shaded?”

There are two answer options to choose from and include visual representations in the answer options.

This second item is a lower complexity level than the previous one.

You have now seen 2 items in Grade 3 with varying complexity levels connected to the same standard.

# Mathematics Grade 6 Sample Item 1

Sample Math Items - Grade 6

Sample Item 1

This item is about solving a problem using a ratio.

June learned 6 new vocabulary words for every chapter she read. This is a ratio of 6 to 1.

6 : 1

June learned 60 new vocabulary words.

**How many chapters did June have to read to learn 60 new vocabulary words?**

3 chapters

6 chapters

10 chapters

Statement reminding students what the item is about

Added context and language

Mathematical Notation only

3 Answer Options

This is a grade 6 math item.

Sample Item 1. Each test will also include the Directions for Test Administration or DTA that will provide a script and directions of what to include or point to while administering the items.

(Read entire item).

This item begins with a statement reminding the student what the item is about. (solving a problem using a ratio).

There is added context and language, notice the only a mathematical notation and double digit figures, straight forward presentation does not include a demonstration.

The question is “How many chapters did June have to read to learn 60 new vocabulary words?”

There are three answer options to choose from.

This is a more complex item.

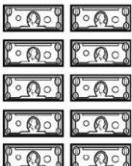

## Mathematics Grade 6 Sample Item 2

Sample Math Items - Grade 6

Sample Item 2

This item is about solving a problem using a ratio.

Connie earned \$10 for every car she washed.

 • 

10:1

This is a ratio of 10 dollars earned for 1 car washed.

Statement reminding students what the item is about

Simplified Language

Mathematical notation and visual representation

This is a grade 6 math item.

Sample Item 2. (Read entire item).

This item begins with a statement reminding the student what the item is about. (solving a problem using a ratio).

There is a demonstration walking the student through the steps to solve this type of problem.

This items also includes the mathematical notation and visual representation

## Mathematics Grade 6 Sample Item 2

Sample Math Items - Grade 6

**How many dollars did Connie  
earn by washing 3 cars?**

- \$10
- \$11
- \$30

3 Answer Options



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The question is “How many dollars did Connie earn by washing 3 cars?”

There are three answer options to choose from.

This is a lower complexity than the previous item.

## Mathematics Grade 6 Sample Item 3


Sample Math Items - Grade 6

Sample Item 3

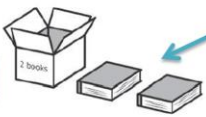
This item is about solving a problem using a ratio.

The students in Ms. Victor's class collected books.

There are three boxes.




Each box holds 2 books.



Statement reminding students what the item is about

Simplified Language

Visual Supports



This is a grade 6 math item.

Sample Item 3. (Read entire item).


This item begins with a statement reminding the student what the item is about. (solving a problem using a ratio).

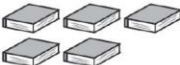
There is a demonstration walking the student through the steps to solve this type of problem and added visual supports with simplified language.

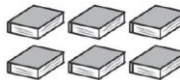
# Mathematics Grade 6 Sample Item 3

Sample Math Items - Grade 6

**How many total books did the students put in to fill the 3 boxes?**

  
3 books

  
5 books

  
6 books

Visual Supports in Answer Choices

3 Answer Options

The question is “How many total books did the students put in to fill the 3 boxes?”

There are three answer options to choose from with visual supports.

This is a lower complexity than the previous item.

You have now seen 3 items in Grade 6 with varying complexity levels connected to the same standard.

Reminder: scrolling down the remainder of page or zooming in may be necessary in order for all of the answer options to be revealed.

# Mathematics Grade 11 Sample Item 1

Sample Item 1

This item is about finding the mean of a set of data.

The mean is the average of the numbers in a set of data.

This data table shows the number of algebra problems Chris did for homework each of 4 days last week.

## Number of Algebra Problems

Day	Number of Problems
Monday	5
Tuesday	4
Wednesday	5
Thursday	6

To find the mean, add all of the values in the list and divide the sum by the number of values.

To find the mean number of problems, first add all of the values.

Statement reminding students what the item is about

Demonstration

Sample Math Items - Grade 11

$$5 + 4 + 5 + 6 = 20$$

Then divide the sum by the number of values. There are 4 values, so divide 20 by 4.

$$20 \div 4 = 5$$

The mean number of problems is 5.

This is another data table.

This data table shows the number of magazine articles Jan read each of 4 days last week.

## Number of Magazine Articles

Day	Number of Articles
Monday	4
Tuesday	2
Wednesday	4
Thursday	6

Demonstration



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This is a grade 11 math item.

Sample Item 1. (Read entire item).

This item begins with a statement reminding the student what the item is about.

(Finding the mean of a set of data).

There is a demonstration walking the student through the steps to solve this type of problem. Notice the multi-steps and single digit numbers and simple computational procedures. The question begins by providing an explanation of the data the student will use to complete the item.

## Mathematics Grade 11 Sample Item 1

**What is the mean number of articles Jan read each day last week?**

- 4 articles
- 6 articles
- 16 articles

3 Answer Options

The question is “What is the mean number of articles Jan read each day last week?”  
There are three answer options to choose from.  
This is a more complex item.

Note: We do expect that there will be some students that will be able to interact, engage and complete this item. We should see more and more students able to show what they know and can do especially when teachers utilize the NCSC instructional resources and supports.



## Mathematics Grade 11 Sample Item 2

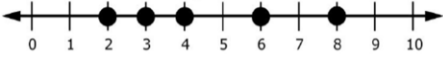
Sample Math Items - Grade 11

Sample Item 2

This item is about a number line.

This is a number line.

**Jan's Algebra Problems**



The least value is farthest to the left on the number line.


The greatest value is farthest to the right on the number line.

Jan does algebra problems. The dots on the number line show how many algebra problems Jan did in each of her math classes last week.

Statement reminding students what the item is about

Demonstration

Simplified Language



This is a grade 11 math item.

Sample Item 2. (Read entire item).

This item begins with a statement reminding the student what the item is about. (identify the highest and lowest value in a data set given a number line ).

There is a demonstration walking the student through the steps to solve this type of problem.

You have now seen two items in Grade 11 with varying complexity levels connected to the same standard.

## Mathematics Grade 11 Sample Item 2

**What is the greatest number of algebra problems Jan did in math class last week?**

- 2
- 8



2 Answer Options



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The question is “What is the greatest number of algebra problems Jan did in her math class last week?”

There are two answer options to choose from.

This is a lower complexity level item. Still notice the academic language used: greatest, farthest, right, left.

# Reading (Standards)

## Grade 4

**CCSS 4.RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**CCC 4.RL.k2** Determine the theme of a story, drama, or poem; refer to text to support answer.

**CCSS 4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCC 4.RL.i1** Refer to details and examples in a text when explaining what the text says explicitly.

## Grade 8

**CCSS 8.RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**CCC 8.RI.k4** Identify an argument or claim that the author makes

**CCSS 8.RI.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCC 8.RI.j1** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.

## Grade 11

**CCSS 11-12.RI.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCC: 112.RI.b1** Use two or more pieces of evidence to support inferences, conclusions, or summaries from text.

**CCSS 11-12.RI.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**CCC 1112.RI.d1** Determine the author's point of view or purpose in a text.

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The follow sample reading items are based on these Standards for grade 4, grade 8 and grade 11.

In grade 4 the item focus is on determining a theme of a story, drama or poem and refer to text to support answer, refer to details and examples in text when explaining what the text says explicitly and when drawing inferences from text and refer to details and examples in text when explaining what the text explicitly says

In grade 8 the item focus is on identifying argument and claim that the author makes, cite the textual evidence that most strongly supports an analysis of that the text says explicitly as well as inferences drawn from text and use two or more pieces of evidence to support inferences, conclusions or summaries of text.

And in grade 11 the item focus is on use two or more pieces of evidence to support inferences, conclusions, or summaries from text, determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text and determine author's point of view or purpose in a text.

# Graduated Text Complexity of Reading Passages



- Simple sentences
- Commonly used words
- Theme is obvious
- Clear events in order
- Predictable events
- Simple charts and tables
- Answers taken from the text

- Simple and compound sentences (i.e., and)
- Some grade level words
- Theme is clear
- Connections between ideas and events presented in order
- Charts and tables
- Answers drawn from the text

- Compound and complex sentences
- Grade level words
- Theme implied
- Connections between a range of ideas and events
- Charts and tables essential to understand text
- Answers inferred from the text



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This graphic explains characteristics of the reading passages in the sample items from the least complex to the most complex.

The least complex passages have simple sentences, commonly used words, theme is obvious clear events in order, predictable events, simple charts and tables and answers taken directly from the text.

More complex passages have simple and compound sentences, some grade level words, theme is clear, connections between ideas and events presented in order, charts and tables and answers drawn from the text.

The most complex passages have compound and complex sentences, grade level words, theme is implied, connections between a range of ideas and events, charts and tables essential to understand text and answers inferred from the text.


# English Language Arts Grade 4 Sample Item 1

Sample ELA Items - Grade 4


Directions

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


**Ben's Present**




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




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




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




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



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



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




Statement reminding students what the item is about

Simple sentences

Visual Supports

This is a grade 4 Reading item.  
Sample Item 1. (Read entire item).  
This item begins with a statement reminding the student what the item is about. (Theme).  
visual supports embedded through out the reading passage in order to support the text.  
This passage contains simple sentence and visual supports embedded through out the reading passage in order to support the text.  
This may be more text than a student is familiar with, the embedded support to read the passage again is an option.

# English Language Arts Grade 4 Sample Item 1






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

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

Re-read passage or passage part

Sample Item 1  
Remember, the theme is the message of the story.

**What is the theme of this story?**

-   
having a lot of friends
-   
showing you can take care of a pet
-   
asking your parents for something

3 Answer Options with Visual Supports

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



This is a continuation of the previous passage. At the end of the passage the student is asked if they would like the passage reread before a question is asked. A remember statement is included and defines the theme for the student in this context.

The question is “What is the theme of this story?”

There are three answer options to choose from with visual supports.

The only time a question will appear at the end of the entire passage is when the focus is about the entire passage ( i.e. main idea, summary. theme etc.)


Note: The font style and size are consistent through out all passages, however for this presentation the font size does not appear the same. And the questions do not appear to the right of the passages. The question and answer options are displayed on separate pages from the passages.

# English Language Arts Grade 4 Sample Item 2

Passage part; same passage as previous example

Sample ELA Items - Grade 4

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



Visual Supports

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




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

Simplified Language

Re-read passage or part

Sample Item 2

**What did Ben get?**

-   
a bike
-   
a dog
-   
a video game

Visual Supports in Answer Options

3 Answer Options

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

five

This is a grade 4 reading item.

Sample Item 2. (Read entire item).

This item is an example of a passage part from the same passage previously shown.

The student is directed to part of the passage to answer an item. Just this part is “read” to the student and then a question (s) immediately following the passage part.

This item begins with a statement reminding the student what the item is about. (About a boy named Ben....Listen for the present Ben gets).

The question is “What did Ben get?”

There are three answer options to choose from with visual supports. The visual supports in the answer options will not be a direct match to any of the visual supports embedded in the passages.

You have now seen 2 items in Grade 4 from the same passage connected to different standards.

Note: Sometimes the answer options are not all on the same page. Sometimes you may need to scroll down or zoom in order to reveal all answer options.


# English Language Arts Grade 8 Sample Item 1

Sample ELA Items - Grade 8

Directions

We are going to read informational text about a man named Mark Twain. He lived a long time ago and wrote books. After we read, you will be asked a question about an argument the author makes.

**The Life and Works of Mark Twain**




Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are "The Adventures of Tom Sawyer" and "Adventures of Huckleberry Finn".

Both books are set in Missouri. This is where Twain lived.

Twain first began by writing articles and drawing sketches for his brother's local newspaper. He became well known after he wrote a short humorous story.

Twain lived his life on the go. He traveled throughout the country and overseas. He gained the attention of presidents and celebrities.



Twain was fascinated by science and technology. He actually created several inventions. His love of science was reflected in his book, "A


Statement reminding students what the item is about

Compound and complex sentences

Visual Supports

Compound sentences

Visual Supports



This is a grade 8 reading item.

Sample Item 1. (Read entire item).

This item begins with a statement reminding the student what the item is about. (An argument the author makes).

Visual supports embedded through out the reading passage in order to support the text.

This passage contains compound and complex sentences and visual supports embedded through out the reading passage in order to support the text.

In this passage and in the upper grade levels, Informational Text is a major focus.

A student may need the test paused or resumed at the end of a read through of the entire passage and first question.



# English Language Arts Grade 8 Sample Item 1

Connecticut Yankee in King Arthur's Court". In this book, one of the characters is a time traveler. This type of story was one of the first of its kind.

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

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

Re-read passage or part

Sample Item 1

Remember, an author uses an argument, based on facts, to make the reader believe something.

**What argument did the author make about Mark Twain?**



Mark Twain was a famous scientist.



Mark Twain lived in Missouri.



Mark Twain was a talented author.

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

Statement reminding students what the item is about

Visual Supports in Answer Options

3 Answer Options



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This is a continuation of the previous passage. At the end of the passage the student is asked if they would like the passage reread before a question is asked. Test Administrators may need to use their professional judgment to determine if the question to reread should be presented to the student multiple times.

The question is "What argument did the author make about Mark Twain?" A remember statement is included and defines the argument for the student in this context.

There are three answer options to choose from with visual supports.

The only time a question will appear at the end of the entire passage is when the focus is about the entire passage ( i.e. main idea, summary, theme etc.)

Note: The font style and size are consistent through out all passages, however for this presentation the font size does not appear the same. And the questions do not appear to the right of the passages. The question and answer options are displayed on separate pages from the passages.


# English Language Arts Grade 8 Sample Item 2

Passage part; same passage as previous example

Sample Item 2

We read about a man named Mark Twain. We are going to read part of the text again. Then you will be asked a question about an inference.

**The Life and Works of Mark Twain**



Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are "The Adventures of Tom Sawyer" and "Adventures of Huckleberry Finn". Both books are set in Missouri. This is where Twain lived.

Twain first began by writing articles and drawing sketches for his brother's local newspaper. He became well known after he wrote a short humorous story.

Twain lived his life on the go. He traveled throughout the country and overseas. He gained the attention of presidents and celebrities.

**Mark Twain was a famous writer. Which sentence tells that Mark Twain was famous?**

- He was born in 1835.
- He wrote for his brother's newspaper.
- He became well known after he wrote a story.

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

Item about a passage part with a reminder statement

Visual Supports

Statement reminding students about what the item is about

Visual Supports in Answer Options

3 Answer Options

Simple and Compound Sentences

This item is an example of a passage part from the same passage previously shown. The student is directed to part of the passage to answer an item. Just this part is "read" to the student and then a question(s) immediately following the passage part. The question is "Which sentence tells that Mark Twain was famous?" A statement at the end of the answer options is included. This is a test taking strategy.


There are three answer options to choose from with visual supports.

# English Language Arts Grade 8 Sample Item 3


Second Question about passage and Answer Options

Sample Item 3


**What is another sentence that tells that Mark Twain was famous?**



The setting of both books is in Missouri.



He traveled throughout the country.



He gained the attention of presidents and celebrities.

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

3 Answer Options

Visual Supports in Answer Options



This item is an example of another passage part from the same passage previously shown. The second question from this passage part is “What is another sentence that tells that Mark Twain was famous?”

There are three answer options to choose from with visual supports.

You have now seen 3 items in Grade 8 from the same passage connected to different standards.

# English Language Arts Grade11

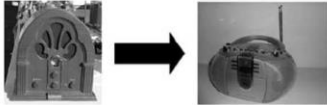
## Directions

We are going to read informational text about the invention of the radio and television. After we read, you will be asked questions about details that support a conclusion.

Statement reminding students about the what the item is about

## The Impact of Radio and Television

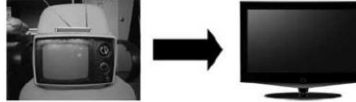
There were two important inventions in the 20th century, radio and television. These two inventions changed people's daily lives.



## Radio

The first radio transmitted the human voice in 1900. The radio was originally invented to send messages. Americans used radios for the first time to listen to music, news, and entertainment programs. By the 1930s, more than half of American homes had a radio. For the first time,

people could hear breaking news from around the world while in their homes.



Visual Supports

## Television

Television was even more popular than the radio. It was invented in 1926. It allowed people to watch moving pictures in their own homes. At first, television shows were broadcast using black and white pictures. In 1953, television shows became available in color. By 1978, almost every family in America had at least one television in their home. Now people could see live images from around the world.

Compound and complex sentences, some grade level words

The invention of radio and television has had a great impact on our daily lives. Today, radios and televisions are widely used at home and in classrooms. Think how different your life would be without radios or televisions.

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



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This is a grade 11 reading item.

Sample Item 1. (Read entire item).

This item begins with a statement reminding the student what the item is about.

(Details that support a conclusion).

Visual supports embedded through out the reading passage in order to support the text.

This passage contains compound and complex sentences and visual supports embedded through out the reading passage in order to support the text.

In this passage and in the upper grade levels, Informational Text is a major focus.

A student may need the test paused or resumed at the end of a read through of the entire passage and first question.

# English Language Arts Grade 11 Sample Items 1 and 2

**Sample Item 1**

**From reading the text you can conclude that radio changed people's daily lives. Which detail supports that radio changed people's daily lives?**

**Sample Item 2**

**What is another detail that supports that radio changed people's daily lives?**

**Statement reminding students what the item is about**

**3 Answer Options**

**Visual Supports in Answer Options**

There were two important inventions in the 20th century.

Television was more popular than the radio.

Americans used radio for the first time to listen to music.

The radio was invented to send messages.

Every family in America had at least one television.

People could hear breaking news from around the world.

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

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

**ncsc**  
National Center and State Collaborative

This passage has two questions immediately following the passage. The question is “Which detail supports that radio changed people’s daily lives?” and “What is another detail that supports that radio changed people’s daily lives?” There are three answer options to choose from with visual supports. The visual supports in the answer options will not be a direct match to any of the visual supports embedded in the passages.

# English Language Arts Grade11

## Sample Item 3

Passage part; same passage as previous example

Sample Item 3

We just read about the impact of radio and television. We are going to read part of the text again. After we read, you will be asked a question about the author's point of view.



The invention of radio and television has had a great impact on our daily lives. Today, radios and televisions are widely used at home and in classrooms. Think how different your life would be without radios or televisions.

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

Statement reminding student what the student just read and what the student will be looking for next

Item about a passage part with a reminder statement

Visual Supports in Answer Options

3 Answer Options

People can have different points of view. Remember, an author's point of view is how the author thinks about the subject.

**What is the author's point of view about radio and television?**



Radio and television have little use.



Radio and television are found in the workplace.



Radio and television have changed people's lives.

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

**SC**  
Collaborative

This item is an example of a passage part from the same passage previously shown. The student is directed to part of the passage to answer an item. At the beginning of the passage part, the student is reminded what was just read and after the passage part what the student will be looking for next. (The Author's point of view). The question includes a remember statement defining Author's Point of View in this context.

The question is "What is the author's point of view about radio and television?"

There are three answer options to choose from with visual supports.

# English Language Arts Grade 11

## Sample Item 4

Passage part; same passage as previous example

Sample Item 4

We read about radio and television. We are going to read part of the text again. The word impact is in this part. After we read, you will be asked a question about why the author uses the word impact.



The invention of radio and television has had a great impact on our daily lives. Today, radios and televisions are widely used at home and in classrooms. They are used to entertain and to learn new things. Think how different your life would be without radios or televisions.

Statement reminding student what the student just read and what the student will be looking for next

Compound and complex sentences, some grade level words

Why does the author use the word impact in this part?



to show when radio and television were invented



to show that television was more popular than the radio



to show that radio and television have changed the way people live

Visual Supports in Answer Options

3 Answer Options



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

This item is an example of a passage part from the same passage previously shown. The student is directed to part of the passage to answer an item. At the beginning of the passage part, the student is reminded what was just read and after the passage part what the student will be looking for next. (Author use of words in a passage). The question is “Why does the author use the word impact in this part?” You have now seen 4 items in Grade 11 from the same passage connected to different standards.

Note: The font style and size are consistent through out all passages, however for this presentation the font size does not appear the same. And the questions do not appear to the right of the passages. The question and answer options are displayed on separate pages from the passages.

## NCSC Findings That Informed The NCSC Item Design

- The NCSC items give all students the opportunity to show what they know across content complexity.
- The item design reflects the decision to ensure students can interact with content at varying complexity levels.



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The NCSC items give all students the opportunity to show what they know across content complexity and this item design reflects the decisions to ensure students can interact with the content at varying complexity levels.



## Assessing Writing

- Scaffolded Support
- Focus on idea development, organization and conventions
- Uploading and/or submitting final writing product



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At this time there are no sample items for writing.

Writing will be assessed the constructed responses will have scaffolded supports for students. The focus for writing is on idea development, organization and conventions.

Test administrators will support students by uploading and/or submitting the student's final writing product.

## Writing

- Selected Response Items
  - Test Writing Skills
  - Full range of complexity represented
- Writing Prompt
  - Will be generated by student using selected responses



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The writing sessions will have selected responses that will focus on writing skills and the full range of complexity will be represented.

In addition students will complete a writing prompt. This will be generated by the student using selected responses that are presented to the student.

More information will be included in the both the training modules and *Directions for Test Administration* or DTA for test administrators.

## Writing Materials

- Has reference materials (cards to support student)
  - Example: Good Writers....
  - Will be scored using a rubric (will not be scored test administrators)



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There are writing reference materials (cards to support the student). A example is the Good Writers card that reminds that students what good writers do.

The writing items will be scored using a rubric and will not be scored by test administrators.

## Writing: Uploading Evidence

- Critically important the test administrator is aware the options for submitting the writing response(s) for students
  - Upload evidence
  - Transcribing
  - Annotation

\*Additional information about these processes are in the *NCSC Test Administration Manual* and Training Modules



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Uploading evidence: it is critically important that the test administrator is aware of the options for submitting the writing response(s) for students. There is uploading evidence using scanning, or the embedded evidence capture tool, the accommodations of transcribing the student's responses and annotating the student's responses.

Additional information these processes are in the *NCSC Test Administration Manual or TAM* and training modules.

## Questions ???

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This final slide contains Connecticut's NCSC State Lead contact information. If you have any further questions, contact your state lead.