



## **Teacher Guide**

# **Directions for Test Administration**

## **English Language Arts (ELA)**

### **Grades 3–5**



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## **Purpose**

**The Directions for Test Administration (DTA) is required for administration.** The DTA provides the exact wording of the items to be used by the TA during administration, the materials needed in preparation of the test, and guidelines for how to present the items to the student.

## **Guidance on Printed Materials**

Reference Sheets include required graphics that are to be printed and presented to the student during the administration of reading selected response items. Please print the Reference Sheets prior to the administration of the items. Reading Reference Sheets and printed materials for Sample Items are included in this DTA.

## Directions

Know and follow all directions for test administration. The grey italicized text directs the TA to point to specific parts of the item. If the item includes alternative text, grey italicized text inside brackets directs the TA to read the alternative text that describes the graphic to the student.

Please see example below:

**Reading Item Example**

**Directions**

We read about volcanoes. Listen for clues that tell you what the word **vent** means.

*Read the sentence.*

When pressure builds, the molten rock can come to the surface through a **vent**.

*Point to the boldfaced word.*

What does the word **vent** mean in this sentence?

*Point to and read each answer option.*

A. An opening in a volcano

B. To tell your feelings about volcanoes

C. An opening where air can leave a house

Would you like to read this question again, yes or no?

Black text: TA reads the question to the student.

If the student answers "yes", the TA rereads the entire item again from the beginning.

Black text: TA reads item text to the student.

Grey italicized text: Directions for TA to point to the boldfaced word.

# ELA Grade 3

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# ELA Sample Items Reference Sheets

The following Reference Sheets, or their adapted equivalents, must be provided during testing as instructed in the DTA.

## **Grade 3**

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*Reference Sheet: Lantern Festival Chart (Item 3)*

*Reference Sheet: Emmy Tier 1 (Items 9–14)*

TA may print additional reference sheets, as needed.

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## **Lantern Festival Dates**

<b>Year</b>	<b>First Full Moon</b>
2017	February 11
2018	March 2
2019	February 19
2020	February 8

Lantern Festival Chart



Emmy is a girl who loves to go to the library at school.

First, Emmy walked to school wearing a backpack.

Next, Emmy sat down in the classroom.

Then Emmy went with her class to the library to get a book.

Emmy put the book in her backpack to take home later.

In the end, Emmy had a good day at school.

Emmy Tier 1



# **ELA**

## **Beginning Grade 3**

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## Directions

We are going to read an informational text and a chart about a famous festival in China.

### The Chinese Lantern Festival

*[For students with a visual impairment, read “This is a photo of a lantern festival. It shows people looking up as lanterns float above against a night sky.”]*



Many places have their own holidays. The Lantern Festival is a holiday in China. It is held during the first full moon. It is the last day of the Chinese New Year celebrations.

#### **Flying Lanterns**

People tell each other “Happy Lantern Festival!” Families go outside to look at the full moon. People send paper lanterns with candles into the sky. They wish for happiness. They wish for luck. They watch the lanterns **drift** in the sky. The lanterns are pretty. Some are shaped like balls, towers, or animals.

#### **Family Fun**

The Lantern Festival has many different events. One is to guess riddles. A riddle is a puzzle or question. People write questions on pieces of paper. Other people try to get the answers. They can win prizes if they guess right.

*[For students with a visual impairment, read “This picture shows people in the street dressed up in special costumes. It also shows people on the side of the street watching them.”]*



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The Lion Dance is another event. Dancers dress up as lions. They dance in the streets. The Lion Dance is for happiness and safety.

The Lantern Festival is old. It began 2,000 years ago! It is an important holiday for families. People might still wish each other “Happy Lantern Festival” 2,000 years from now!

We are going to read a chart about the Chinese Lantern Festival.

*[For all students, read “The name of the chart is Lantern Festival Dates. There are two columns and four rows. The first column is labeled Year. The second column is labeled First Full Moon. First row, two thousand seventeen, February eleventh. Second row, two thousand eighteen, March second. Third row, two thousand nineteen, February nineteenth. Fourth row, two thousand twenty, February eighth.”]*

### **Lantern Festival Dates**

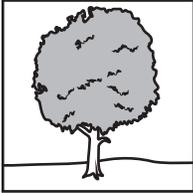
<b>Year</b>	<b>First Full Moon</b>
2017	February 11
2018	March 2
2019	February 19
2020	February 8

**Item 1**

*This is the first item of a two-part item. The student may not return to this item after responding.*

What is the main idea in this passage?

*Point to and read each answer option.*



A. The Sun helps trees to grow big and tall.



B. People can guess a riddle and win a prize.



C. The Lantern Festival is important to families.

Would you like to read this question again, yes or no?

*Be sure the student responds to this item before presenting the next.*

**Item 2**

*This is the second item of a two-part item. The student may not return to the previous item.*

The main idea in this passage is the Lantern Festival is important to families.

Which sentence helps the reader understand the main idea?

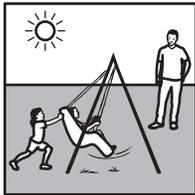
*Point to and read each answer option.*



A. Families go outside to look at the full moon.



B. Many places have their own holidays.



C. Families spend time together outside on sunny days.

Would you like to read this question again, yes or no?

**Item 3**

*Please hand student Grade 3 ELA reference sheet. Use Lantern Festival Chart.*

*Reference the chart.*

We are going to look at and read the chart again.

The main idea is an important idea in the chart.

*Point to and read the chart.*

*[For all students, read “The name of the chart is Lantern Festival Dates. There are two columns and four rows. The first column is labeled Year. The second column is labeled First Full Moon. First row, two-thousand seventeen, February eleventh. Second row, two-thousand eighteen, March second. Third row, two-thousand nineteen, February nineteenth. Fourth row, two-thousand twenty, February eighth.”]*

**Lantern Festival Dates**

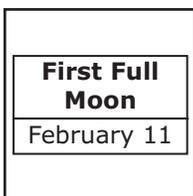
<b>Year</b>	<b>First Full Moon</b>
2017	February 11
2018	March 2
2019	February 19
2020	February 8

What is the main idea of this chart?

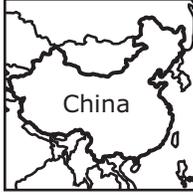
*Point to and read each answer option.*



A. who likes to swim in a pool



B. when the Lantern Festival takes place



C. where the Lantern Festival was started

Would you like to read this question again, yes or no?

#### Item 4

*Reference the passage part.*

We are going to read part of the passage again. Then you will be asked a question about the subheading.

*Read the passage part. Point to the subheading.*

#### Family Fun

The Lantern Festival has many different events. One is to guess riddles. A riddle is a puzzle or question. People write questions on pieces of paper. Other people try to get the answers. They can win prizes if they guess right.

*[For students with a visual impairment, read "This picture shows people in the street dressed up in special costumes. It also shows people on the side of the street watching them."]*



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The Lion Dance is another event. Dancers dress up as lions. They dance in the streets. The Lion Dance is for happiness and safety.

What does the subheading **Family Fun** help the reader understand?

*Point to and read each answer option.*



A. how the paper lanterns fly



B. when the bus takes kids to school



C. what families do at the Lantern Festival

Would you like to read this question again, yes or no?

**Item 5**

*Reference the passage part and the picture.*

We are going to read part of the passage and look at a picture again.

*Read the passage part and point to the picture.*

*[For students with a visual impairment, read “This picture shows people in the street dressed up in special costumes. It also shows people on the side of the street watching them.”]*



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The Lion Dance is another event. Dancers dress up as lions. They dance in the streets. The Lion Dance is for happiness and safety.

What part of the Lantern Festival does the picture show?

*Point to and read the answer choices.*

*[For students with a visual impairment, read “A. This is a picture of a big round moon shining down on the land.”]*



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- A. a full moon in the sky

*[For students with a visual impairment, read “B. This is a picture of a person who is wearing a costume.”]*



B. the Lion Dance in the street

*[For students with a visual impairment, read “C. This is a picture of two girls riding bicycles.”]*



C. two friends on a bike ride

Would you like to read this question again, yes or no?

**Item 6**

*Reference the passage part.*

We are going to read some sentences from the passage again. Listen for clues that tell you what the word **drift** means.

“People send paper lanterns with candles into the sky. They wish for happiness. They wish for luck. They watch the lanterns **drift** in the sky.”

*Point to the boldfaced word.*

What does the word **drift** mean in this sentence?

*Point to and read each answer option.*

*[For students with a visual impairment, read “A. This is a picture of a girl lying down with her head on a pillow. Her eyes are closed.”]*



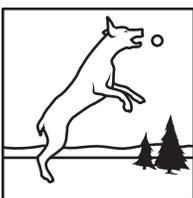
A. fall asleep

*[For students with a visual impairment, read “B. This is a picture of a girl looking at a balloon above her.”]*



B. float around

*[For students with a visual impairment, read “C. This is a picture of a dog jumping to catch a ball.”]*



C. play outside

Would you like to read this question again, yes or no?

**Item 7**

Writers put information about the same topic together.

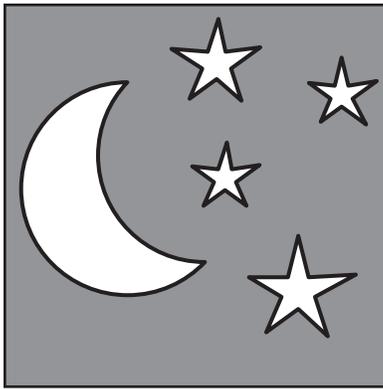
Here are three sentences about the same topic.

*Point to and read the information.*

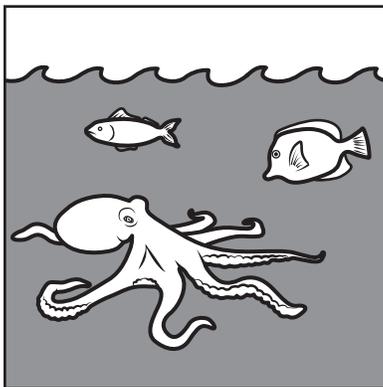
- Fish can be beautiful colors.
- Whales are very large.
- Starfish are shaped like a star.

What is the topic of these sentences?

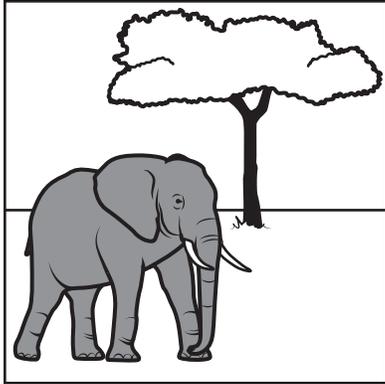
*Point to and read each answer option.*



A. things in the night sky



B. animals that live in the ocean



C. the biggest living things on Earth

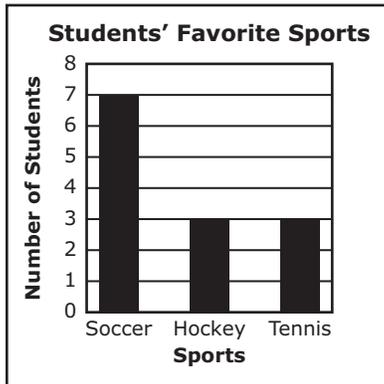
Would you like to read this question again, yes or no?

## Item 8

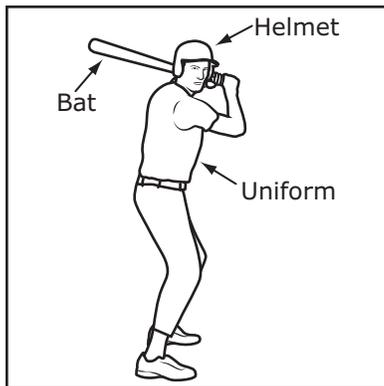
Text features help writers tell about their topic. Text features can include pictures, graphs, charts, or diagrams.

Which text feature would show the sports students like best?

*Point to and read each answer option.*



A. a bar graph of students' favorite sports



B. a diagram of a sports player



C. a photograph of a place where sports are played

Would you like to read this question again, yes or no?

**Item 9**

*This is a six-part item. Be sure the student responds to this item before presenting the second item of this six-part item.*

You are going to write a story. Your story is about a girl named Emmy. She is going to school.

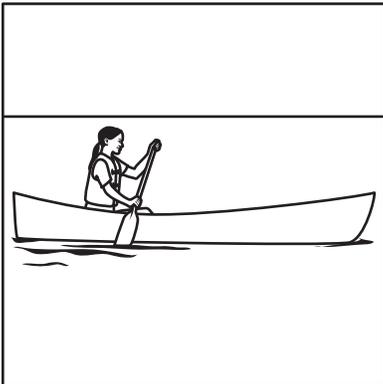
First, you will write about the character. Remember, a character is who the story is about. In this story, the character is Emmy.

Which sentence tells about the character Emmy?

*Point to and read each answer option.*



A. Emmy is a girl who loves to go to the library at school.



B. Sally is a girl who likes to paddle a boat.

Would you like to read this question again, yes or no?

**Item 10**

*This is the second item of a six-part item. The student may not return to the previous item. Be sure the student responds to this item before presenting the third item of this six-part item.*

The sentence “Emmy is a girl who loves to go to the library at school” tells about the character Emmy.

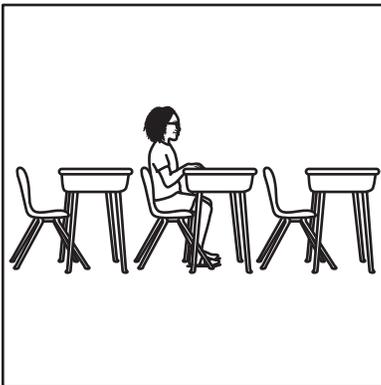
Now, you will write about the first event in your story about Emmy. Remember, events are things that happen in stories.

Which event happens first in your story?

*Point to and read each answer option.*



A. First, Emmy walked to school wearing a backpack.



B. Next, Emmy sat down in the classroom.

Would you like to read this question again, yes or no?

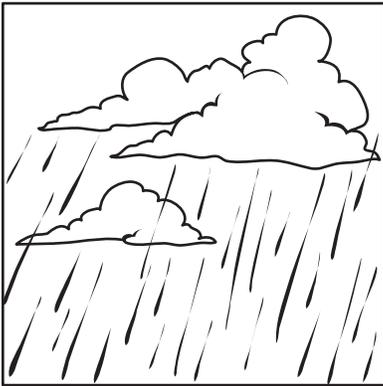
**Item 11**

*This is the third item of a six-part item. The student may not return to the previous item. Be sure the student responds to this item before presenting the fourth item of this six-part item.*

Your story begins with “First, Emmy walked to school wearing a backpack.” The next sentence is “Next, Emmy sat down in the classroom.”

Which sentence comes after “Next, Emmy sat down in the classroom” in your story?

*Point to and read each answer option.*



- A. Then rain started to fall from the dark gray clouds.



- B. Then Emmy went with her class to the library to get a book.

Would you like to read this question again, yes or no?

**Item 12**

*This is the fourth item of a six-part item. The student may not return to the previous item. Be sure the student responds to this item before presenting the fifth item of this six-part item.*

“Then Emmy went with her class to the library to get a book” comes after “Next, Emmy sat down in the classroom” in your story.

Which sentence tells what Emmy did with the book?

*Point to and read each answer option.*



A. Emmy put the book in her backpack to take home later.



B. The buses came into the parking lot.

Would you like to read this question again, yes or no?

**Item 13**

*This is the fifth item of a six-part item. The student may not return to the previous item. Be sure the student responds to this item before presenting the sixth item of this six-part item.*

“Emmy put the book in her backpack to take home later” tells what Emmy did with the book.

Which sentence is the best ending for your story?

*Point to and read each answer option.*



A. Emmy made her lunch for school.



B. Emmy had a good day at school.

Would you like to read this question again, yes or no?

## Item 14

*This is the sixth item of a six-part item. The student may not return to the previous item.*

The last sentence of your story is “Emmy had a good day at school.”

Now you will select a word or phrase to let the reader know that this is the end of your story.

Which words show that this is the end of your story?

*Point to and read each answer option.*

- A. At first
- B. In the end

Would you like to read this question again, yes or no?

*Be sure the student responds to this item before continuing.*

“In the end” tells the reader this is the end of your story.

So now the last sentence of your story is “In the end, Emmy had a good day at school.” Your story is finished. Listen while your completed story is read to you.

*Point to Grade 3 ELA Emmy Tier 1 Reference Sheet and say the following statement:*

“Emmy is a girl who loves to go to the library at school. First, Emmy walked to school wearing a backpack. Next, Emmy sat down in the classroom. Then Emmy went with her class to the library to get a book. Emmy put the book in her backpack to take home later. In the end, Emmy had a good day at school.”

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# ELA Grade 4

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# ELA Sample Items Reference Sheets

The following Reference Sheets, or their adapted equivalents, must be provided during testing as instructed in the DTA.

## **Grade 4**

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*No Reference Sheets Provided for Grade 4 Sample Items*

TA may print additional reference sheets, as needed.

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# **ELA**

## **Beginning Grade 4**

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## Directions

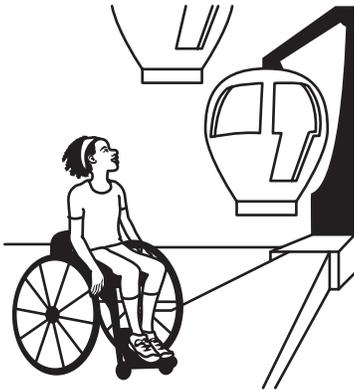
This is a story about a young girl who is eager for a new experience.

### The Fun Ride

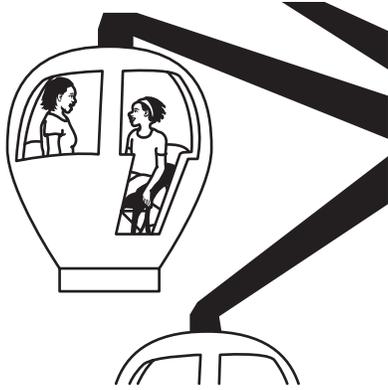


Janelle and her mom were at Fun Ride USA. It is an amusement park that was designed, or created, so people in a wheelchair could go on all of the rides. At some other amusement parks, Janelle's mom said they could only go on the boats and on the train. If Janelle asked to go on a ride, her mom always said "no." Mom was **nervous** that Janelle would be unsafe on the rides. Janelle wished her mom didn't worry so much.

This was Janelle's first trip to Fun Ride USA. She was very excited. "Mom? Are you ready?" Janelle asked. Janelle was tired of waiting. They had been in the parking lot for quite a few minutes now.



"Okay," Janelle's mom said with a nervous look on her face. They entered the park with the crowds. Janelle and her mom found the Ferris wheel. They waited for their turn. When it was time, Janelle and Mom got on the ride. The person in charge of the Ferris wheel helped Janelle and her mom onto the ride.



Everyone on the ride looked very excited. The Ferris wheel rocked as it started to move. Everyone squealed with excitement as it went around. They were going very high! Janelle felt a little scared, but she felt excited too. Janelle grabbed her mom's hand. Her mom smiled back at her. Her mom finally looked happy.

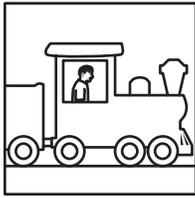
**Item 1**

*This is the first item of a two-part item. The student may not return to this item after responding.*

The theme is the message of the story.

What is the theme of this story?

*Point to and read each answer option.*



A. Train rides are fun.



B. Parks often have benches to sit on.



C. People can feel excited and anxious about trying new things.

Would you like to read this question again, yes or no?

*Be sure the student responds to this item before presenting the next.*

## Item 2

*This is the second item of a two-part item. The student may not return to the previous item.*

The theme of this story is that people can feel excited and anxious about trying new things.

Which sentence shows that people can feel excited and anxious about trying new things?

*Point to and read each answer option.*



- A. Janelle and her mom went to an amusement park.



- B. Janelle and her mom packed lunch in a cooler.



- C. Janelle could not wait to go, but her mom was worried.

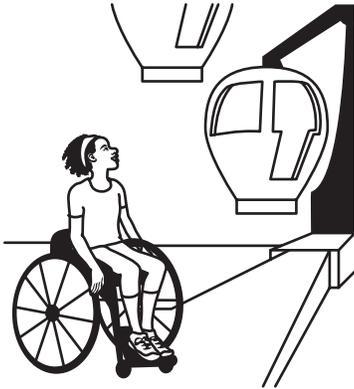
Would you like to read this question again, yes or no?

**Item 3**

*Reference the passage part.*

We are going to read part of the story again.

*Read the passage part.*



“Okay,” Janelle’s mom said with a nervous look on her face. They entered the park with the crowds. Janelle and her mom found the Ferris wheel. They waited for their turn. When it was time, Janelle and Mom got on the ride. The person in charge of the Ferris wheel helped Janelle and her mom onto the ride.

Who helped Janelle onto the Ferris wheel?

*Point to and read each answer option.*



A. Janelle’s mom



B. a teacher in a classroom



C. the person in charge of the ride

Would you like to read this question again, yes or no?

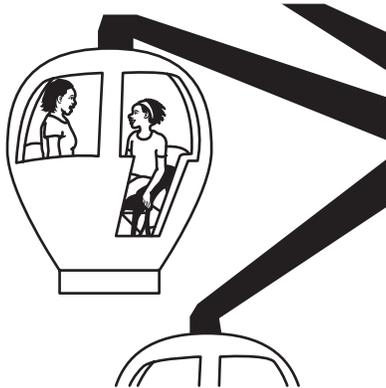
#### Item 4

*This is the first item of a two-part item. The student may not return to this item after responding.*

*Reference the passage part.*

We are going to read part of the story again.

*Read the passage part.*



Everyone on the ride looked very excited. The Ferris wheel rocked as it started to move. Everyone squealed with excitement as it went around. They were going very high! Janelle felt a little scared, but she felt excited too. Janelle grabbed her mom's hand. Her mom smiled back at her. Her mom finally looked happy.

How did Janelle's mom feel when they were riding on the Ferris wheel?

*Point to and read each answer option.*



A. tired



B. surprised



C. happy

Would you like to read this question again, yes or no?

*Be sure the student responds to this item before presenting the next.*

**Item 5**

*This is the second item of a two-part item. The student may not return to the previous item.*

In the story, Janelle’s mom felt happy when she was riding on the Ferris wheel.

Which sentence about the story shows that Janelle’s mom felt happy?

*Point to and read each answer option.*



A. Janelle and her mom listened to birds.



B. Janelle held her mom’s hand.



C. Janelle’s mom smiled at Janelle.

Would you like to read this question again, yes or no?

**Item 6**

*Reference the passage part.*

We are going to read a sentence from the story again. Listen for clues to the meaning of the word **nervous**.

*Read the passage part.*

“Mom was **nervous** that Janelle would be unsafe on the rides.”

*Point to the boldfaced word.*

What does the word **nervous** mean in this sentence?

*Point to and read each answer option.*

*[For students with a visual impairment, read “A. This is a picture of a person covering her face with her arm as she coughs.”]*



A. sick

*[For students with a visual impairment, read “B. This is a picture of a person with drooping eyes and mouth squeezing her hands together.”]*



B. worried

*[For students with a visual impairment read "C. This is a picture of a person leaning to one side with her head in her hand and her shoulders bent forward."]*



C. bored

Would you like to read this question again, yes or no?

### Item 7

Writers often use pictures to show information in a different way.

Here is some information. Listen for what this information is about.

*Point to and read the information.*

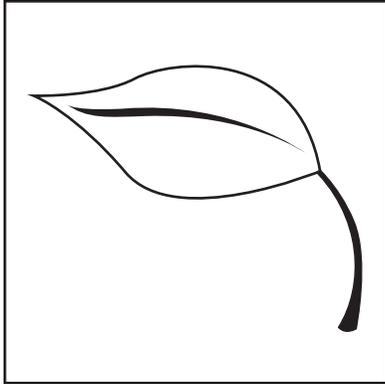
A bicycle has wheels and a seat. It has handlebars that are used to steer. It also has pedals to push that make the bicycle go.

What is the best way to show this information?

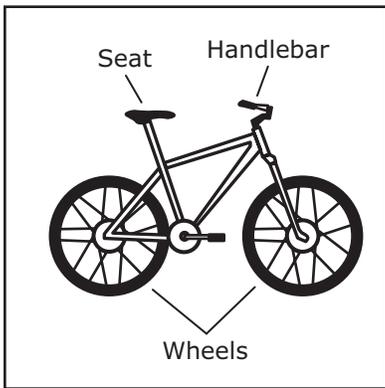
*Point to and read each answer option.*



A. a photograph of a hot-air balloon



B. a drawing of a leaf



C. a labeled diagram of a bicycle

Would you like to read this question again, yes or no?

## Item 8

Here is some information.

*Point to and read the information.*

Elephants are big animals that have four legs. They have a long trunk. There are two types of elephants. They live in different places. One type has big ears, and the other type has smaller ears.

What is the best heading for this information?

*Point to and read each answer option.*

- A. Elephant Facts
- B. Dog Facts
- C. Ear Facts

Would you like to read this question again, yes or no?

**Item 9**

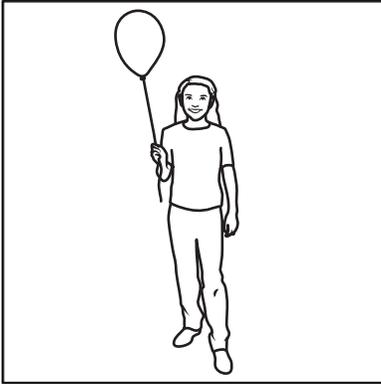
*This is a four-part item. Be sure the student responds to this item before presenting the second item of this four-part item.*

You are going to write a story. Your story is about a boy named Jim who has a problem with his dog.

First, you will write about the character. Remember, characters are the people in stories. In this story, the character is Jim.

Which sentence tells about the character Jim?

*Point to and read each answer option.*



A. Some children like to play with balloons.



B. Jim lives in a small house with his dog.

Would you like to read this question again, yes or no?

**Item 10**

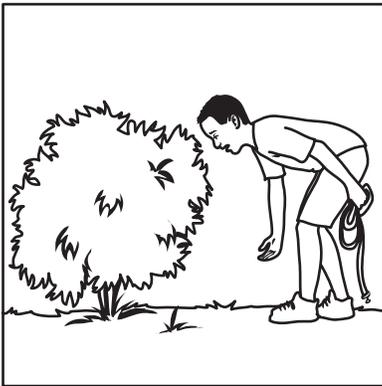
*This is the second item of a four-part item. The student may not return to the previous item. Be sure the student responds to this item before presenting the third item of this four-part item.*

Jim lives in a small house with his dog.

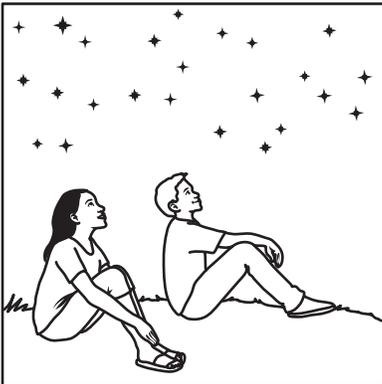
Next, you will describe the character, Jim, and his dog.

Which sentence describes Jim and his dog?

*Point to and read each answer option.*



- A. The dog needs to go for a walk, but Jim cannot find the dog!



- B. People like to sit and look at the stars at night.

Would you like to read this question again, yes or no?

**Item 11**

*This is the third item of a four-part item. The student may not return to the previous item. Be sure the student responds to this item before presenting the fourth item of this four-part item.*

The dog needs to go for a walk, but Jim cannot find the dog!

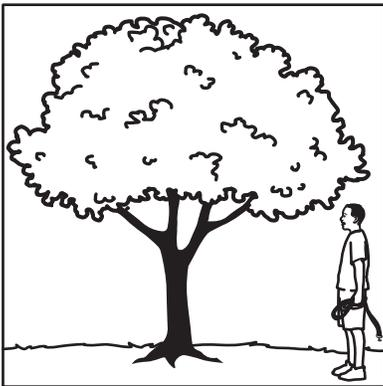
Next, you will write about an event. Remember, events are what characters do in stories. In this story, Jim does something to find his dog.

Which sentence tells what Jim does?

*Point to and read each answer option.*



A. Some people like to go to the movies.



B. Jim looks outside under a large tree.

Would you like to read this question again, yes or no?

**Item 12**

*This is the fourth item of a four-part item. The student may not return to the previous item.*

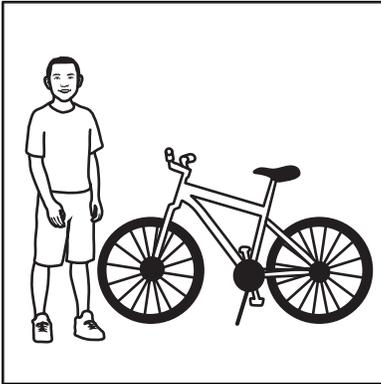
Jim looks outside under a large tree.

Let's read what you have written so far.

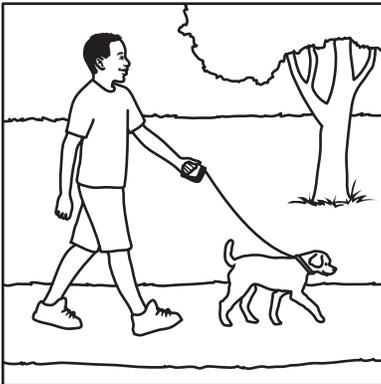
Jim lives in a small house with his dog. The dog needs to go for a walk, but Jim cannot find the dog! Jim looks outside under a large tree.

Which sentence ends the story?

*Point to and read each answer option.*



A. Some students ride a bicycle to school.



B. Finally, Jim finds his dog and they go for a walk.

Would you like to read this question again, yes or no?

# ELA Grade 5

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# ELA Sample Items Reference Sheets

The following Reference Sheets, or their adapted equivalents, must be provided during testing as instructed in the DTA.

## **Grade 5**

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*No Reference Sheets Provided for Grade 5 Sample Items*

TA may print additional reference sheets, as needed.

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# **ELA**

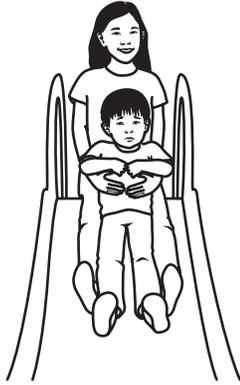
## **Beginning Grade 5**

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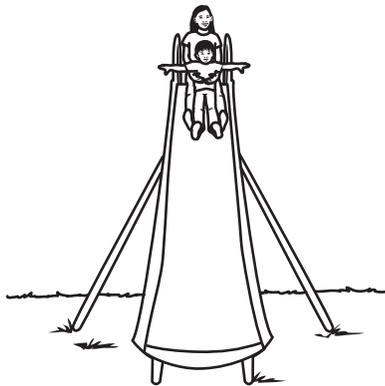
## Directions

This is a story about Jack, a young boy who wanted to go down the tall slide by himself. His dad and older sister, Samantha, helped him practice.

### Good Things Happen to Those Who Keep Trying



Jack was sitting at the top of a tall slide with his big sister, Samantha, holding onto him. Jack had been trying to go down the tall slide by himself for at least a year. At first, he was scared even when Samantha went with him. Jack would go down the slide holding onto his sister's arms as Samantha hugged him tightly.



After a while, Jack stopped holding onto Samantha. Samantha did all the holding. Jack liked to go down the slide with his arms out, like an airplane. He liked the feeling of the air on his cheeks and butterflies tickling in his stomach. Jack's heart always leapt a little when he went down the slide. He felt both safe and free.

"You can do it, Jack!" Dad exclaimed. Jack shook his head. Going down the slide alone was just too scary.



“I won’t let go, Jack. Not until you tell me to,” Samantha whispered.

Jack squeezed his eyes shut. He wanted to do this, but he was so scared. As Jack thought, he realized he had gotten braver with each **attempt** at the slide over the year. Maybe he could be a little more brave today.

“Good things happen to those who keep trying, Son.” Jack heard his dad say.

With his eyes still squeezed shut, Jack thought to himself, “I just have to try.” He was determined to do it.

When he was ready, Jack took a deep breath and signaled to his sister. He was ready. Samantha let go.



Jack sailed down the slide. He couldn’t quite get his eyes to open, but he felt his heart leaping. He did it!

He felt the hug of his dad as he came to a stop.

“You did it!” Dad yelled, jumping up and down.

“You’re so brave!” said Samantha, grinning from the top of the slide. “You want to go again?”

Jack beamed back. He sure did. Good things do happen to those who keep trying!

**Item 1**

What is the **best** summary of this story?

*Point to and read each answer option.*

- A. Jack liked to go down the tall slide with his sister, Samantha. He wanted to try to go by himself, but he was scared. Jack finally went down the slide by himself.
- B. Jack was scared to go down the tall slide by himself. Jack sat at the top of the slide because he was scared. Jack's dad said Jack should keep trying.
- C. Jack went to the playground with his sister and his dad. Jack slid down the tall slide with his sister. Jack was too afraid to go down the slide by himself.

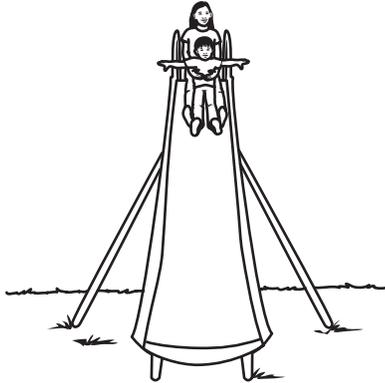
Would you like to read this question again, yes or no?

**Item 2**

*Reference the passage part.*

We are going to read part of the story again.

*Read the passage part.*



After a while, Jack stopped holding onto Samantha. Samantha did all the holding. Jack liked to go down the slide with his arms out, like an airplane. He liked the feeling of the air on his cheeks and butterflies tickling in his stomach. Jack's heart always leapt a little when he went down the slide. He felt both safe and free.

"You can do it, Jack!" Dad exclaimed. Jack shook his head. Going down the slide alone was just too scary.

How did Jack like to go down the slide at this part of the story?

*Point to and read each answer option.*

- A. on his stomach
- B. pretending to be an airplane
- C. with his legs crossed

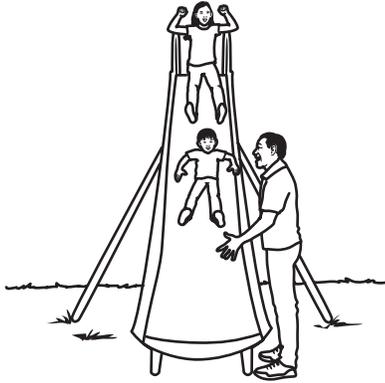
Would you like to read this question again, yes or no?

### Item 3

*Reference the passage part.*

We are going to read part of the story again.

*Read the passage part.*



Jack sailed down the slide. He couldn't quite get his eyes to open, but he felt his heart leaping. He did it!

He felt the hug of his dad as he came to a stop.

"You did it!" Dad yelled, jumping up and down.

"You're so brave!" said Samantha, grinning from the top of the slide. "You want to go again?"

Jack beamed back. He sure did. Good things do happen to those who keep trying!

What did Dad and Samantha **both** do after Jack went down the slide by himself?

*Point to and read each answer option.*

- A. Dad and Samantha nodded their heads.
- B. Dad and Samantha cheered for Jack.
- C. Dad nodded his head and Samantha cheered for Jack.

Would you like to read this question again, yes or no?

**Item 4**

*Reference the passage part.*

We are going to read part of the story again.

*Read the passage part.*



Jack sailed down the slide. He couldn't quite get his eyes to open, but he felt his heart leaping. He did it!

He felt the hug of his dad as he came to a stop.

"You did it!" Dad yelled, jumping up and down.

"You're so brave!" said Samantha, grinning from the top of the slide. "You want to go again?"

Jack beamed back. He sure did. Good things do happen to those who keep trying!

Which sentence compares how **both** Jack and Dad felt after Jack went down the slide by himself?

*Point to and read each answer option.*

- A. Jack felt scared, and Dad felt excited.
- B. Jack felt proud, and Dad felt excited.
- C. Jack felt brave, and Dad felt nervous.

Would you like to read this question again, yes or no?

**Item 5**

*Reference the passage part.*

We are going to read part of the story again. Listen for clues that tell what the word **attempt** means.

*Read the passage part.*

“As Jack thought, he realized he had gotten braver with each **attempt** at the slide over the year. Maybe he could be a little more brave today.”

*Point to the boldfaced word.*

What does the word **attempt** mean in this sentence?

*Point to and read each answer option.*

- A. try
- B. stop
- C. doubt

Would you like to read this question again, yes or no?

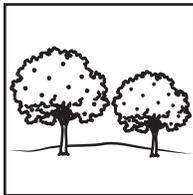
**Item 6**

Which fact is about painting?

*Point to and read each answer option.*



A. Some artists use paints.



B. Apples grow on trees.

Would you like to read this question again, yes or no?

**Item 7**

Clarissa is preparing to put things away at her house. Here is Clarissa's list.

*Point to and read the list.*

fork

soap

pan

towel

plate

toothbrush

What is the best way for Clarissa to organize her list of things to put away at her house?

*Point to and read each answer option.*

- A. in order from what happens first to what happens last
- B. into groups to show which room each item belongs in
- C. into groups of what to throw out and what to keep

Would you like to read this question again, yes or no?

**Item 8**

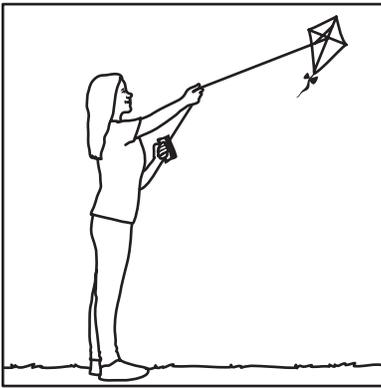
*This is a four-part item. Be sure the student responds to this item before presenting the second item of this four-part item.*

You are going to write a story. Your story is about a boy named Carlos and his sister.

First, you will write about the character. Remember, characters are the people in stories. In this story, one of the characters is Carlos.

Which sentence tells about the character, Carlos, and about the story?

*Point to and read each answer option.*



A. Kites are fun to fly when it is windy.



B. Carlos wants to help his sister learn how to ride her bike.

Would you like to read this question again, yes or no?

**Item 9**

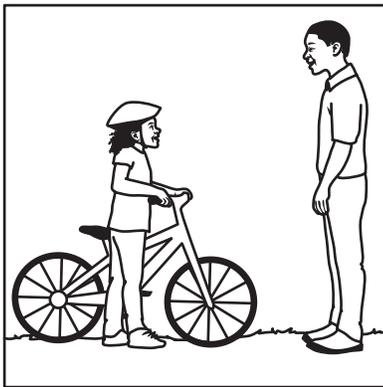
*This is the second item of a four-part item. The student may not return to the previous item. Be sure the student responds to this item before presenting the third item of this four-part item.*

Carlos wants to help his sister learn how to ride her bike.

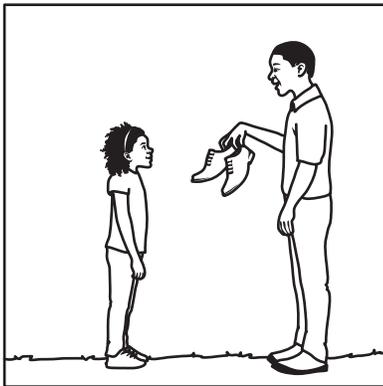
In the story, Carlos talks to his sister.

What would Carlos say to his sister, and what would his sister say to Carlos?

*Point to and read each answer option.*



- A. Carlos asked his sister, "Would you like me to teach you to ride your bike?"  
His sister said, "Yes! I would love your help!"



- B. Carlos said to his sister, "I need to buy a new pair of shoes."  
His sister said, "Okay."

Would you like to read this question again, yes or no?

**Item 10**

*This is the third item of a four-part item. The student may not return to the previous item. Be sure the student responds to this item before presenting the fourth item of this four-part item.*

Carlos asked his sister, “Would you like me to teach you to ride your bike?”

His sister said, “Yes! I would love your help!”

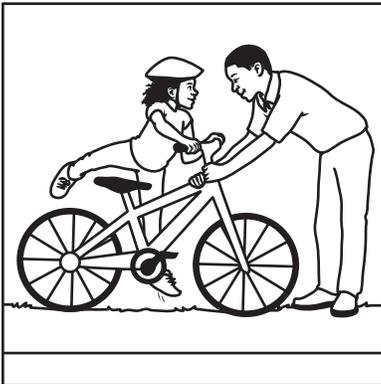
In the story, Carlos helps his sister get on her bike.

Which sentence best helps you imagine or picture what Carlos did?

*Point to and read each answer option.*



A. He pulled a shiny new wagon.



B. Carlos carefully held the bike while his sister hopped on the seat.

Would you like to read this question again, yes or no?

**Item 11**

*This is the fourth item of a four-part item. The student may not return to the previous item.*

Let's read the story so far.

Carlos wants to help his sister learn how to ride her bike.

Carlos asked his sister, "Would you like me to teach you to ride your bike?"

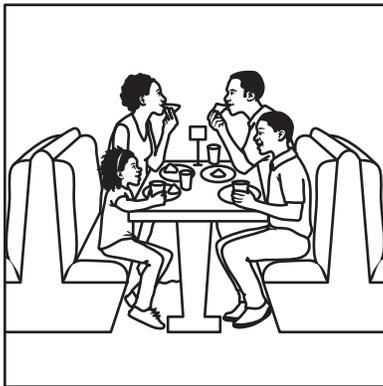
His sister said, "Yes! I would love your help!"

Carlos carefully held the bike while his sister hopped on the seat.

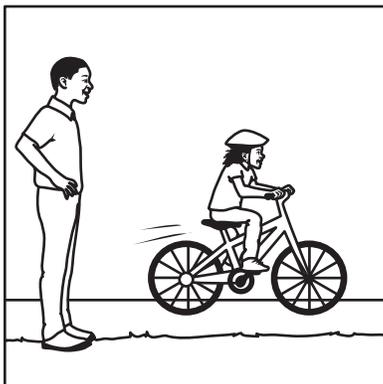
Now, you will choose the end to the story.

Which ending fits this story?

*Point to and read each answer option.*



A. Carlos and his sister ate dinner at a restaurant with their parents.



B. With Carlos's help, his sister was able to ride her bike.

Would you like to read this question again, yes or no?

*Be sure the student responds to this item before continuing.*

With Carlos's help, his sister was able to ride her bike.

Now your story is finished. I will read your completed story to you.

Carlos wants to help his sister learn how to ride her bike. Carlos asked his sister, "Would you like me to teach you to ride your bike?"

His sister said, "Yes! I would love your help!"

Carlos carefully held the bike while his sister hopped on the seat. With Carlos's help, his sister was able to ride her bike.



