



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 High School Narrative Text Skills Test

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



The contents of this lesson were developed as part of the National Center and State Collaborative by Melissa Hudson, Alicia Saunders, Angel Lee, and Diane Browder, and verified by Jean Vintinner, ELA content expert, under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the U.S. Department of Education and no assumption of endorsement by the Federal government should be made.

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This document is available in alternative formats upon request.

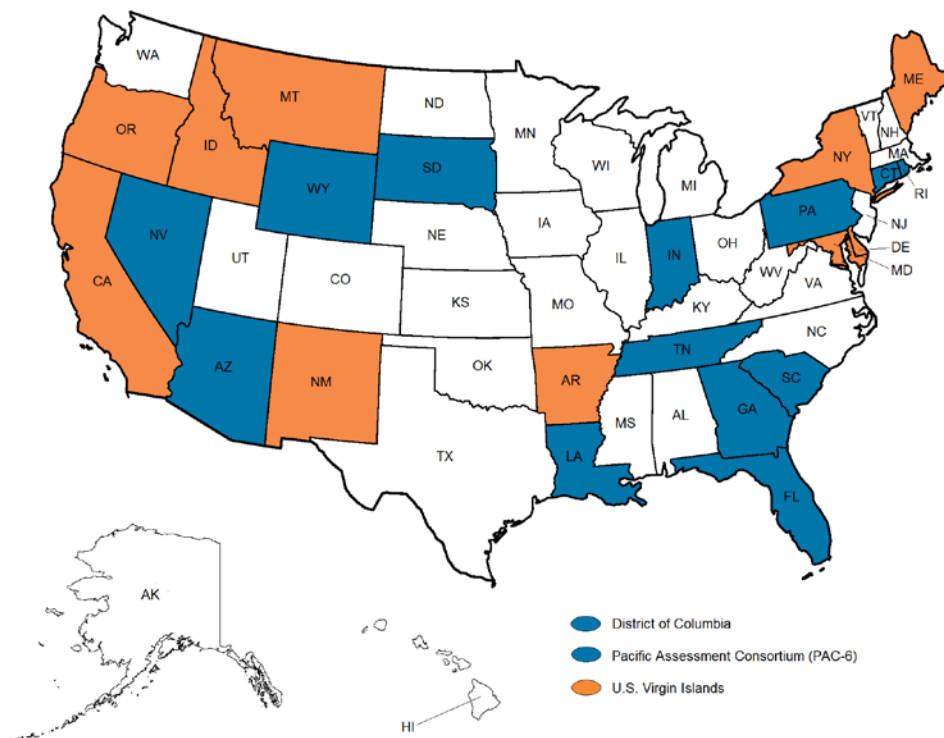


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



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LASSI: Unit 3 High School: Narrative Text Formative Assessment Cover Sheet

The High School LASSI Narrative Text Skills Test is an on demand performance assessment. The skills test should be administered prior to starting a LASSI unit to obtain a baseline score, and after a LASSI unit has been completed to obtain a posttest score. This data can be used to see student growth. Ideally, one additional administration of the skills test can be done during the midpoint of the LASSI instruction in order to monitor progress over time. This test will help student practice responding in an alternate assessment format.

Student Name: Teacher Name:	Date: Baseline Score	Date: Midpoint Score	Date: Posttest Score	*Decision
Skills Test 1	/ 3	/ 3	/ 3	2 or more independent correct, move to Skills Test 2
Skills Test 2	/ 3	/ 3	/ 3	2 or more independent correct, move to Skills Test 3
Skills Test 3	/ 3	/ 3	/ 3	

NARRATIVE TEXT SKILLS TEST 1 (Lexile 440)

“We are going to read a story about Darius. After we read, I will ask you some questions.” Keep the passage visible to student while administering the skill test.

Solving a Problem

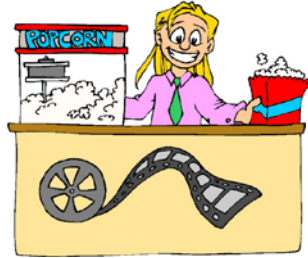
[1]School was hard sometimes for Darius. [2]He really loved his English class a lot, though. [3]Mrs. Williams was his teacher. [4]She inspired him with her great attitude. [5]She always had a warm smile. [6]Mrs. Williams was the sponsor of the Journalism Club, which met after school.

[7]Mrs. Williams encouraged Darius to join the Journalism Club. [8]“You will make a lot of new friends,” she said. [9]“We take pictures. [10]We write stories. [11]We interview people. [12]Every spring, the Journalism Club takes a trip to New York! [13]I think you will really like it.” [14]Darius decided to join the club. [15]He was really looking forward to that trip!

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

Note to Test Administrator: After reading passage and prior to asking each question, ask student, “Would you like me to read the sentences again before I ask you a question about them?” Provide a reread of entire passage or specific sentences (when specified in the directions) if student indicates “yes”.

1. Look at/touch/point to the card with a summary of the story.
(1112.RI.b1)



Darius talks to his boss and works at the movies.



Darius talked to his teacher and joined the Journalism Club.

2. What does Darius want to join? (1112.RL.d1)

Look at/touch/point to Darius' new activity.



Journalism Club



Basketball team

3. What does the word “sponsor” mean? (1112.RWL.b1)



person responsible for



electrician



If student receives 1 or fewer correct answers, stop here. If student receives 2 or more correct answers, continue to Part 2.

NARRATIVE TEXT SKILLS TEST 2 (Lexile 570)

“We are going to read a story about Darius. After we read, I will ask you some questions.” Keep the passage visible to student while administering the skill test.

Darius Joins the Club

^[1]Darius went to his first Journalism Club meeting the next week. ^[2]He sat down at a table next to two unfamiliar faces. ^[3]“Hey, I’m Kendra! ^[4]It’s nice to meet you,” said the girl. ^[5]The boy sitting next to her said, “My name is Luke. ^[6]I think you are going to like this club. ^[7]We get to do a lot of things around the school. ^[8]Our spring trip is so much fun! ^[9]You will have the time of your life!” ^[10]“Absolutely!” ^[11]Kendra added. ^[12]“I had a wonderful time in New York last year! ^[13]I can’t wait to go back!”

^[14]“All right kids, settle down.” ^[15]Mrs. Williams walked to the front of the room. ^[16]“I have some bad news. ^[17]I don’t think the spring trip is going to happen this year.” ^[18]Kendra was sad. ^[19]Luke was sad. ^[20]“I’m sorry, guys.” ^[21]Mrs. Williams continued. ^[22]“There’s just not enough money.” ^[23]Darius was disappointed. ^[24]He was really looking forward to that trip!

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

Note to Test Administrator: After reading passage and prior to asking each question, ask student, “**Would you like me to read the sentences again before I ask you a question about them?**” Provide a reread of entire passage or specific sentences (when specified in the directions) if student indicates “yes”.

Here is a summary of the story. Remember, a summary tells you what happened in the story.

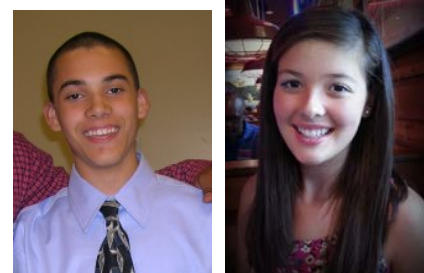
[1]Darius went to a meeting of the Journalism Club. [2]He made two new friends, Luke and Kendra. [3]Mrs. Williams told them that there was not enough money to go on a trip. [4]Darius, Luke, and Kendra were sad.

1. Which of these sentences shows why Darius, Luke, and Kendra were sad? (1112.RI.b1)

Mrs. Williams told them that there was not enough money to go on a trip.



He made two new friends, Luke and Kendra.



Darius lost the game.



2. Several students were excited about the trip to New York. The author tells us that Luke thinks the trip is fun, and Kendra told Darius that she had a great time on the trip. Why did the author tell us that Kendra and Luke were excited about the trip? (1112.RL.d1)

To show that journalism is a good job.



To show that New York is far away.



To show why Darius was looking forward to the trip.



3. What does the phrase “time of your life” mean? (1112.RWL.b1)

A new clock.



A wonderful, happy experience.



It's time to go.



If student receives 1 or fewer correct answers, stop here. If student receives 2 or more correct answers, continue to Part 2.

NARRATIVE SKILLS TEST 3 (Lexile 690)

“We are going to read a story about Darius. After we read, I will ask you some questions.” Keep the passage visible to student while administering the skill test.

Fundraising

^[1]Kendra and Luke saw Darius at lunch the next day. ^[2]They explained how disappointed they were that the trip was cancelled. ^[3]Darius had a light bulb moment. ^[4]“We can’t go to New York because the school doesn’t have enough money, right?” he asked. ^[5]Luke and Kendra nodded. ^[6]“Why can’t we find another way to come up with the money for the trip?” ^[7]“That’s a great idea!” said Kendra. ^[8]“We should have a car wash to raise money! ^[9]I will tell everybody!”

^[10]Two weeks later, Kendra, Luke, and Darius were washing cars with the rest of the Journalism Club. ^[11]Mrs. Williams was helping, too! ^[12]Darius was having so much fun with his new friends that he didn’t even mind working. ^[13]The group stopped to eat lunch. ^[14]While they were eating, Mrs. Williams counted up the money they earned. ^[15]“I have great news, kids!” she said. ^[16]“We made enough money to go to New York!” ^[17]Darius shouted in excitement. ^[18]He was really looking forward to that trip!

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

Note to Test Administrator: After reading passage and prior to asking each question, ask student, “**Would you like me to read the sentences again before I ask you a question about them?**” Provide a reread of entire passage or specific sentences (when specified in the directions) if student indicates “yes”.

Here is a summary of the story. Remember, a summary tells you what happened in the story.

[1]Darius, Kendra, and Luke talked at lunch about their problem. [2]They came up with an idea. [3]They had a car wash. [4]The car wash made enough money for the Journalism Club to go to New York!

1. Which of these sentences shows that Darius, Kendra, and Luke solved their problem? (1112.RI.b1)

They came up with an idea.



The car wash made enough money for the Journalism Club to go to New York!



They sang a song together about friendship.



2. Darius, Kendra, and Luke held a car wash to make money for their trip. The author tells us that at lunch one day, Darius thought that they could find another way to make money, and that Kendra decided that a car wash would work. Why did the author tell us about Darius and Kendra’s conversation? (1112.RL.d1)

To show that Mrs. Williams gave the kids money.



To show that lunch is the best part of the day.



To show that Darius and Kendra came up with the idea to save their trip.

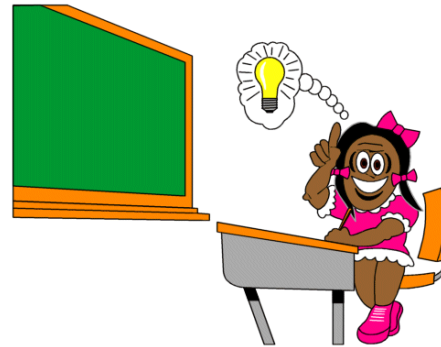


3. What does the phrase “light bulb moment” mean? (1112.RWL.b1)

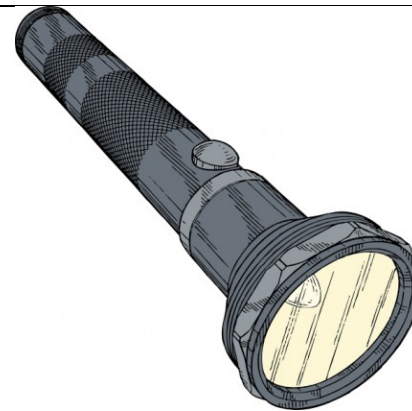
A broken light bulb.




An idea.



A flashlight.



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