



National Center and State Collaborative

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

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.



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.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

This document is available in alternative formats upon request.

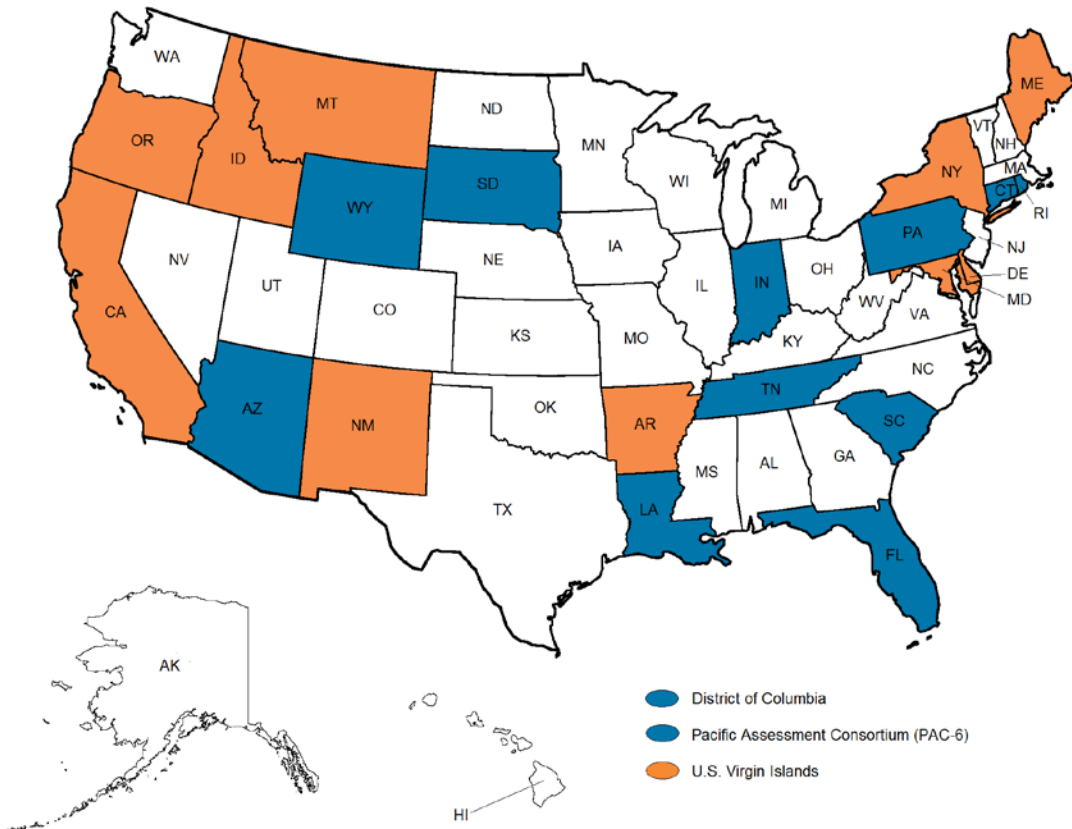


National Center and State Collaborative

NCSC is a collaborative of 13 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Indiana, Louisiana, 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.



150 Pillsbury Drive SE
207 Pattee Hall
Minneapolis, MN 55455
Phone: 612-708-6960
Fax: 612-624-0879
www.ncscpartners.org



National Center and State Collaborative

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

Diane Browder
Melissa Hudson
Angel Lee
Alicia Saunders

May 2014

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

The Middle 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	/ 6	/ 6	/ 6	4 or more independent correct, move to Skills Test 2
Skills Test 2	/ 5	/ 5	/ 5	3 or more independent correct, move to Skills Test 3
Skills Test 3	/ 7	/ 7	/ 7	

NARRATIVE TEXT SKILLS TEST 1

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

A Family Thing

^[1]Jackson had always wanted to play football. ^[2] “It’s a family thing,” his dad said. ^[3]Jackson’s older brother Trey was a football player, and Jackson idolized him. ^[4] “Football is in your blood,” Trey would say. ^[5] “It’s a family thing.”

^[6]Jackson did not look like a football player. ^[7]He was short and skinny. ^[8]He wasn’t fast and he couldn’t throw like Trey. ^[9]Those things didn’t matter; Jackson was desperate to play football. ^[10]He would do whatever it took. ^[11]After all, “it’s a family thing.”

(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 the 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 directions) if student indicates “yes”.

1. Who does Jackson idolize? (6.RL.b2)



his brother



his mom

2. Who is the story about? (6.RL.b2)



Coach



Jackson

3. What happened at the beginning of the passage? (6.RL.c3)



Jackson wanted to play football.



Jackson took a math test.

4. What happened at the end of the passage? (6.RL.c3)



Jackson decided to try out.



Jackson decided to take a break.

5. What does this passage tell you about Jackson? (6.RL.c3)



Jackson is afraid of Trey.



Jackson is going to do whatever it takes.

6. The topic is what the passage is about. Which picture shows what the topic is about? (7.RL.i2; 7.RL.j1)



Jackson wants to play football.



Jackson wants to go swimming.



If student receives 3 or fewer correct answers, stop here. If student receives 4 or more correct answers, continue to Part 2.

WORD STUDY SKILLS TEST 2

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

Tryouts

^[1]Tryouts for the football team were being held at Jackson’s school.
^[2]He knew that if he was going to be a football player like Trey, he was going to have to work very hard. ^[3]He practiced every day after school.

^[4]Trey offered to be his mentor. ^[5]He taught Jackson how to throw and kick. ^[6]He showed him different football plays. ^[7]They ran together every day. ^[8]As time passed, Jackson got stronger and faster. ^[9]With Trey’s help, he soon knew all the rules of football. ^[10] Jackson was ready for football tryouts. ^[11]Trey laughed and wished him luck. ^[12]“Don’t worry, Jackson! ^[13]It’s a family thing!”

(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 the 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 directions) if student indicates “yes”.

1. What does Jackson do to get ready for tryouts? (6.RL.b3)

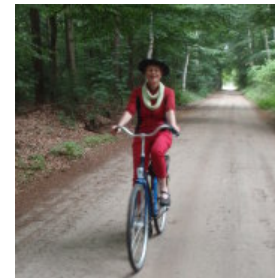
He plays football video games.



He practices with his brother.



He rides his bike.



2. Select the detail that shows how Trey mentored Jackson. Remember, details are the things that tell you about Trey and Jackson. (6.RL.b2)

Jackson practiced every day.



Trey laughed at Jackson.



He taught Jackson to throw and kick.

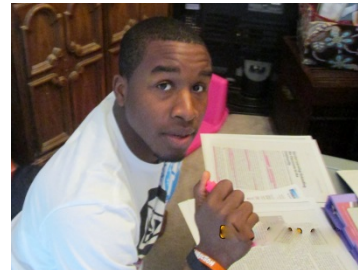


3. Which of these is a summary of the story that tells what happened to Jackson at the beginning, middle, and end of the passage? (6.RL.c3)

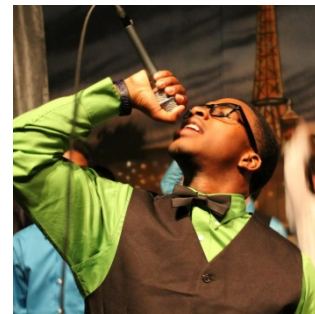
Jackson wanted to try out for the football team. His brother mentored him. He was ready for the tryout.



Jackson aced his math test. He received extra allowance. He spent it at the football game.



Jackson auditioned for the school talent show. With Trey's help he sang a song and everyone loved him.



4. In the passage, Trey is Jackson's mentor. Which sentence shows that Trey is Jackson's mentor? (7.RL.i.2)

Trey played basketball.



Trey was older than Jackson.



With Trey's help, he soon knew all the rules of football.



5. In this passage, Jackson overcomes a challenge. How did Jackson overcome his inability to play football? (7.RL.i2)

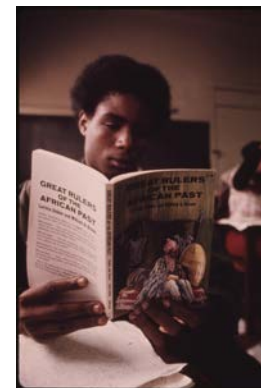
Trey became his mentor.



Jackson pays the coach.



Jackson takes a class.





If student receives 3 or fewer correct answers, stop here. If student receives 4 or more correct answers, continue to Part 3.

WORD STUDY SKILLS TEST 3

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

I Made It

^[1]On the morning of football tryouts, Trey and Jackson practiced together one last time. ^[2]Trey ran a bunch of plays with Jackson. ^[3]He was confident that Jackson would make the team. ^[4]Jackson was worried, though. ^[5]The other boys trying out were bigger and taller than he was.

^[6]Jackson walked onto the field. ^[7]He thought about what Trey had always told him, “It’s a family thing.” ^[8]He pretended like he was playing football with Trey. ^[9]He remembered all of the things Trey taught him and played the best that he could. ^[10]Soon the tryout was over. ^[11]As he walked to Trey’s car, the coach came running over. ^[12]“You did a really nice job out there,” he said. ^[13]“I can tell you’ve been practicing hard. ^[14]Welcome to the team!” ^[15]Jackson couldn’t believe it. ^[16]“I made it?” he asked. ^[17]“Of course you did,” smiled Trey. ^[18]“It’s a family thing.”

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

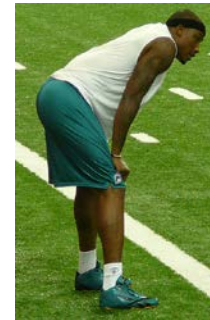
Note to Test Administrator: After reading the passage and prior to asking each question ask student, “**Would you like me to read the sentences again before I ask you a question about them?**” Provide a reread of entire passage or specific sentences (when specified in directions) if student indicates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

1. What does the coach say to show he knows Jackson has been working on his tryout? (6.RL.b2)

“It’s a family thing.”



“I can tell you’ve been practicing hard.”

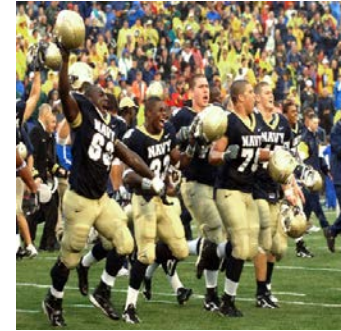


“I made it?”



2. By the time Jackson goes to tryouts, Trey is sure he will make the team. Select the details that show how Trey believes in Jackson. (6.RL.b3)

He was confident that Jackson would make the team.



Trey ran a bunch of plays with Jackson.



The other boys trying out were bigger and taller than he was.



3. What happened to Jackson at the beginning of the passage? (6.RL.c3)

Write your answer here (or tell me your answer and I will write it here).

4. What happened to Jackson in the middle of the passage? (6.RL.c3)

Write your answer here (or tell me your answer and I will write it here).

5. What happened to Jackson in the end of the passage? (6.RL.c3)

Write your answer here (or tell me your answer and I will write it here).

6. In the passage, Jackson tries really hard. Which sentence shows that Jackson tries really hard? (7.RL.i2)

Jackson mowed the lawn.



He remembered all of the things Trey taught him and played the best that he could.



Jackson couldn't believe it.



7. In this passage, Jackson overcomes a challenge. How did Jackson overcome his worries about his football tryout? (8.RL.j2)

Jackson called his mom.



He pretended he was playing football with Trey.


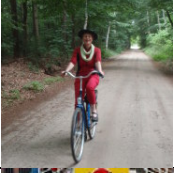







Jackson named the football after his dad.



Attribution Table: Unit 3 Middle School Skills Test

Image	Source	
	Attribute	Page URL
	By Raithesoft (Own work) [CC-BY-3.0 (http://creativecommons.org/licenses/by/3.0)], via Wikimedia Commons	http://commons.wikimedia.org/wiki/File%3AIMG_3193ret.jpg
	Attribute	Page URL
	By Marcus Quigmire from Florida, USA (Just Mom Uploaded by Princess Mérida) [CC-BY-SA-2.0 (http://creativecommons.org/licenses/by-sa/2.0)], via Wikimedia Commons	http://commons.wikimedia.org/wiki/File%3AJust_Mom_(3268623100).jpg
	Attribute	Page URL
	By Robert James Hughes (Own work) [CC-BY-SA-3.0 (http://creativecommons.org/licenses/by-sa/3.0)], via Wikimedia Commons	http://commons.wikimedia.org/wiki/File%3AFootball_Coach_Todd_Dodge.jpg
	Attribute	Page URL
	By Qbx101 (Own work) [GFDL (http://www.gnu.org/copyleft/fdl.html) or CC-BY-SA-3.0 (http://creativecommons.org/licenses/by-sa/3.0)], via Wikimedia Commons	http://commons.wikimedia.org/wiki/File%3ADavid_sleeping.jpg
	Attribute	Page URL
	By Robbie Grubbs from Houston (What????) [CC-BY-SA-2.0 (http://creativecommons.org/licenses/by-sa/2.0)], via Wikimedia Commons	http://commons.wikimedia.org/wiki/File%3AFear_has_big_eyes.jpg
	Attribute	Page URL
	By Muse Girl from Kansas, USA (DSC_4080 Uploaded by smoth_007) [CC-BY-SA-2.0 (http://creativecommons.org/licenses/by-sa/2.0)], via Wikimedia Commons	http://commons.wikimedia.org/wiki/File%3AMatt_Grevers.jpg

	<p>Attribution</p> <p>By Thiemo Schuff (Own work) [CC-BY-SA-3.0-de (http://creativecommons.org/licenses/by-sa/3.0/de/deed.en)], via Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3APlaystation_mit_Zubeh%C3%B6r.jpg</p>
	<p>Attribute</p> <p>By avda-foto [CC-BY-SA-2.0 (http://creativecommons.org/licenses/by-sa/2.0)], via Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3ABerlin_Marathon_2013_Wilson_Kipsang_Kiprotich_-_World_record.jpg</p>
	<p>Attribute</p> <p>By Quandongjam (Own work) [CC-BY-SA-3.0 (http://creativecommons.org/licenses/by-sa/3.0)], via Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3ABicycling_in_the_forest.jpg</p>
	<p>Attribute</p> <p>By Torsten Bolten, AFpix.de (Own work) [CC-BY-SA-3.0 (http://creativecommons.org/licenses/by-sa/3.0)], via Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3AAmerican_Football_Kick.jpg</p>
	<p>Attribute</p> <p>By Bjornengelhardt (Own work) [CC-BY-SA-3.0 (http://creativecommons.org/licenses/by-sa/3.0) or GFDL (http://www.gnu.org/copyleft/fdl.html)], via Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3ABasketball-RpHarbourCentre.jpg</p>
	<p>Attribute</p> <p>By Felipelbazeta (Own work) [CC-BY-SA-3.0 (http://creativecommons.org/licenses/by-sa/3.0)], via Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3AConfused_Felipe.jpg</p>

	<p>Attribute</p> <p>By Pakistanilarka (Own work) [CC-BY-SA-3.0 (http://creativecommons.org/licenses/by-sa/3.0)], via Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3AUmaisbinsajjad-friends.JPG</p>
	<p>Attribute</p> <p>By Wikiauthor99 (Own work) [CC-BY-SA-3.0 (http://creativecommons.org/licenses/by-sa/3.0)], via Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3ADoc_Witherspoon_mowing_the_lawn_in_preparation_for_Open_House_day.jpg</p>
	<p>Attribute</p> <p>Daveblack at the English language Wikipedia [GFDL (http://www.gnu.org/copyleft/fdl.html), CC-BY-SA-3.0 (http://creativecommons.org/licenses/by-sa/3.0/) or GFDL (http://www.gnu.org/copyleft/fdl.html)], from Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3AReggieBush2005.jpg</p>
	<p>Attribute</p> <p>By Photo by Cpl. Jody Lee Smith, Marine Corps Base Hawaii – Kaneohe Bay [Public domain], via Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3ABrandon_Marshall_smile.jpg</p>
	<p>Attribute</p> <p>By Tim Parkinson [CC-BY-2.0 (http://creativecommons.org/licenses/by/2.0)], via Wikimedia Commons</p>	<p>Page URL</p> <p>http://commons.wikimedia.org/wiki/File%3AMan_speaking_on_mobile_phone2.jpg</p>