



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 Elementary 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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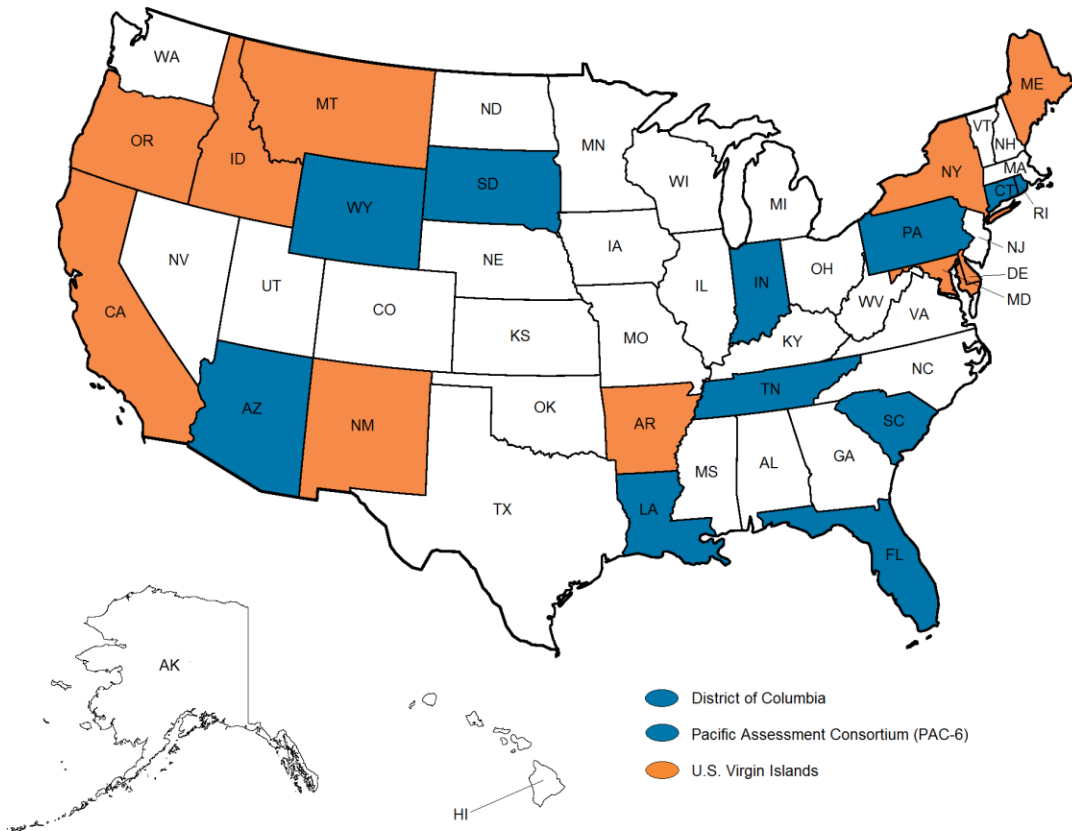


National Center and State Collaborative

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



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

Diane Browder
Melissa Hudson
Angel Lee
Alicia Saunders

May 2014

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

The Elementary 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	/ 5	/ 5	/ 5	3 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	/ 9	/ 9	/ 9	

NARRATIVE TEST SKILLS TEST 1

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

The Announcement

[1]Kiana lived in an apartment with her mom and dad. [2]She had lived in the city all her life. Her dad came home from work. [3]It was time for dinner. [4]He was excited. [5]“I have an announcement!” he said. [6]“I have a new job. [7]We are moving to the country.”

[8]Kiana ‘s mom smiled. [9]“You can help me pack,” she said. [10]“There is so much to do!” [11]Kiana was excited. [12]She wanted to help her mom. [13]She was ready. [14]Moving is an adventure!

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

Note to 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. Point to the title. (3.RI.i2)

2. Point to the picture that shows a character in the story. (3.RL.h1)

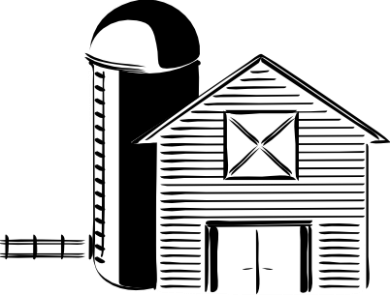


Kiana



Grandma

3. Where did Kiana live? Point to the place where Kiana lived. (3.RL.h1)

 <p data-bbox="533 740 680 781">a farm</p>	 <p data-bbox="1213 740 1339 781">a city</p>
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4. What happened at the beginning of the story? (5.RL.c2)

Kiana lived in the city.



Kiana played with her dog.



5. What does the word “announcement” mean? (5.RWL.a2)



A vacation



An important statement



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

NARRATIVE TEXT SKILLS TEST 2

We are going to read some more about Kiana. After we read, I will ask you some questions. Keep the passage visible to student while administering the skills test.

Getting Ready

^[1]Kiana and her mom began preparations for moving. ^[2]They cleaned the apartment. ^[3]They got lots of boxes. ^[4]They started packing their things.

^[5]As they packed, Kiana thought about the apartment. ^[6]She thought about her friends in the city that she would miss. ^[7]She thought about her teacher at school. ^[8]She thought about her room down the hall. ^[9]Kiana was very sad. ^[10]She started to cry.

^[11]“Kiana, what’s wrong?” her mom said. ^[12]“Don’t be sad!” ^[13]Her mom knew that moving to a brand new place was hard. ^[14]She told Kiana that she would make new friends at her new school. ^[15]She told her she would have a new teacher. ^[16]“The country is so beautiful and peaceful. ^[17]You will love it,” her mom said. ^[18]Kiana began to feel better. ^[19]“Moving is an adventure,” she thought.

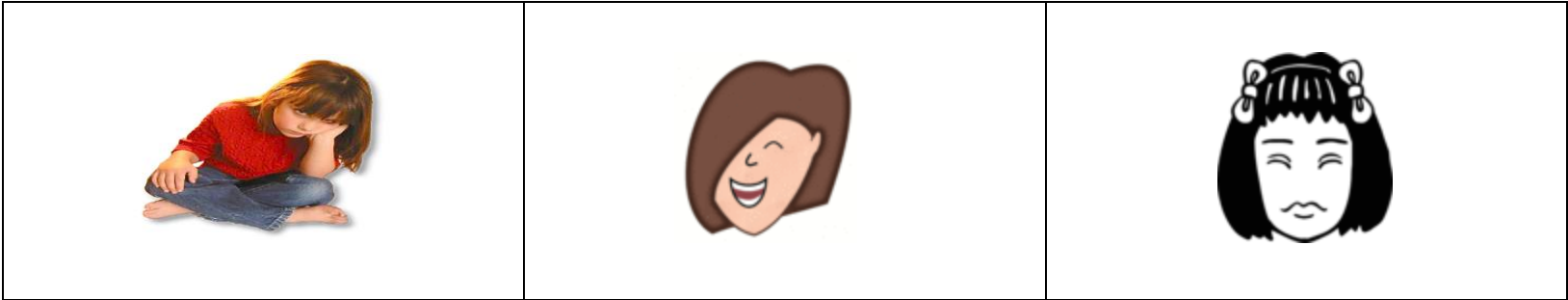
(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

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 title tell you? (3.RI.i2)

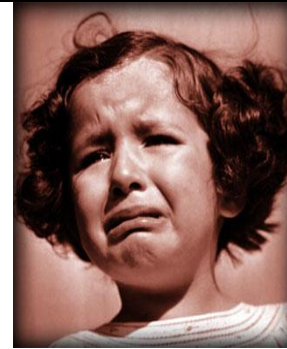
The title tells about the information
The title tells the page number
The title tells you that moving is easy

2. How does Kiana feel about moving away? (4.RL.i1)



3. Kiana is sad about moving. What information shows that Kiana is sad about moving? (3.RL.h1)

Kiana began to cry.



Kiana got lots of boxes.



Kiana cleaned the apartment.



4. You are going to select a summary that tells what happened to Kiana at the beginning, middle, and end of the story. Remember, a summary tells what happened in a story. Which of these is a summary of the story that tells what happened to Kiana at the beginning, middle, and end of the story? (5.RL.c2)

Kiana went with her mom to the farm. They played with horses. She fed them corn.



Kiana helped her mom clean and pack. She was sad about moving. Kiana's mom made her feel better.



Kiana went to the beach. She played in the water. She did not want to go home.



5. What does the word “preparations” mean in this sentence? “Kiana and her mom began preparations for moving.” (5.RWL.a2)



Getting ready



Making dinner



Making a craft



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

NARRATIVE TEXT SKILLS TEST 3

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

A Brand New Life

A New Home.

[1]Kiana and her family moved into their new house. [2]It was much bigger than the apartment. [3]That night, Kiana could not go to sleep. [4]It was very quiet in the country. [5]She was used to the noise of the city. [6]She was also very nervous to start school the next day.

[7]In the morning, Kiana’s mom woke her up and made a delicious breakfast. [8]Kiana put on her nicest clothes and fixed her hair. [9]She rehearsed what she would say to her new classmates. [10]Her mom drove her to the new school. [11]Kiana waved goodbye to her mom and walked inside.

A New School.

[12]Mrs. Barnes, Kiana’s new teacher, was waiting for her. [13]“You must be Kiana! [14]I am so glad to meet you!” [15]She introduced Kiana to the rest of the class. [16]“Children, this is Kiana. [17]She just moved here from the city. [18]Let’s make her feel welcome.” [19]Mrs. Barnes was very sweet. [20]Kiana sat down next to a friendly-looking girl in the front row. [21]“I’m Samantha, and I’m so happy you’re here. [22]We are going to be great friends!” [23]Kiana hoped so. [24]She missed the city, but her new home was very nice. [25]Kiana was happy. [26]Moving is an adventure!

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

Note to 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 do headings tell you? (CCC.3.RI.i2)

Headings tell when to stop reading.
Headings tell how many words you've read.
Headings tell you what you will read about next.

2. How does Kiana feel about going to a new school? (4.RL.i1)

 <p>Kiana is nervous</p>	 <p>Kiana is happy</p>	 <p>Kiana is excited</p>
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3. Kiana is nervous about going to a new school. What information from the story shows that Kiana is nervous? (5.RL.d1)

She missed the city, but her new home was very nice.



Kiana could not go to sleep.



She wanted to be with her friends in the city.



4. How did Kiana feel about her new home after going to school?

(5.RL.d1)



Kiana is nervous



Kiana is happy



Kiana is excited

5. Kiana is happy about her new home. What information from the story shows that Kiana is happy? (5.RL.d1)

She missed the city, but her new home was very nice.



Kiana could not go to sleep.



She wanted to be with her friends in the city.



6. What happened to Kiana at the beginning of the passage? (5.RL.c2)

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

7. What happened to Kiana in the middle of the passage? (5.RL.c2)

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

8. What happened to Kiana in the end of the passage? (5.RL.c2)

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

9. What does the word “rehearsed” mean in this sentence? (5.RWL.a2)

“She rehearsed what she would say to her new classmates.”



Giggled



Imitated



Practiced