



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 Middle School Vocabulary and Acquisition 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 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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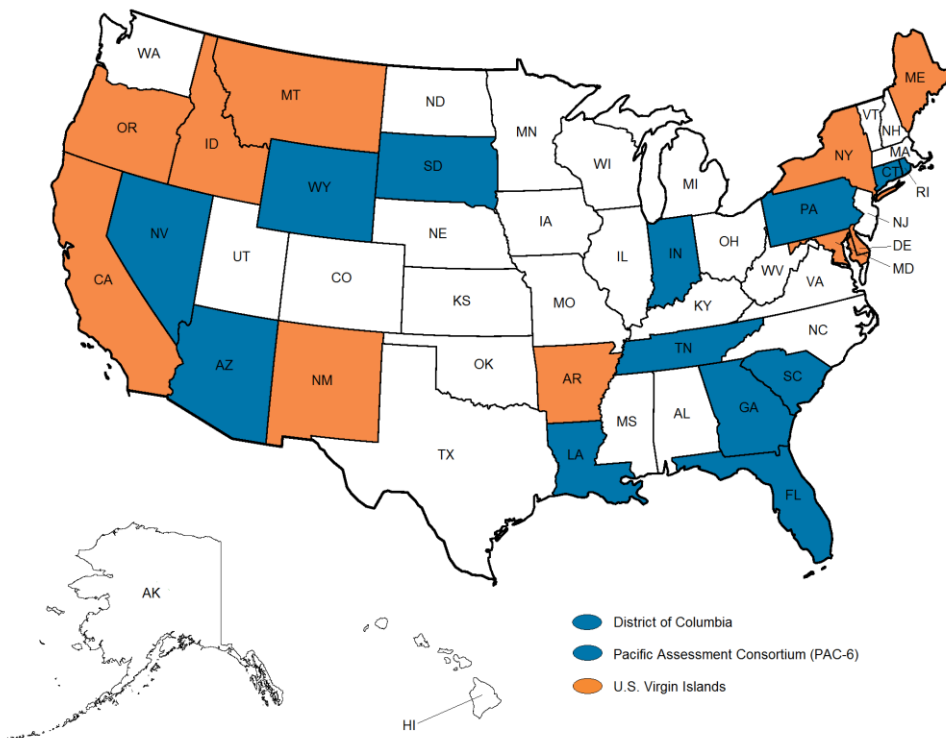


National Center and State Collaborative

NCSC is a collaborative of 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).



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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 1 Middle School: Vocabulary and Acquisition

Formative Assessment Cover Sheet

The Middle School LASSI Vocabulary and Acquisition 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	/ 9	/ 9	/ 9	5 or more independent correct, move to Skills Test 3
Skills Test 3	/ 9	/ 9	/ 9	

VOCABULARY AND ACQUISITION SKILLS TEST 1

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

Jose’s Summer Plans

[1]School was out. [2]Jose never enjoyed the summer; he loathed the idea of 3 long months at home. [3]He knew he would be bored. [4]Jose’s mom had an idea. [5]“Jose! Why don’t you go to summer camp this year? [6]You can swim and hike and play with other kids.” [7]Jose thought that was a great idea. [8]He had never gone to camp before. [9]He wanted to canoe. [10]He wanted to climb rocks. [11]He wanted to swim. [12]He wanted to make new friends. [13]Jose filled out the registration form and waited for camp to start.

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 directions) if student indicates "yes".

1. What does the word "loathed" mean? (6.RWL.c1)

To dislike



To forget



2. Where is Jose going? (6.RL.b2)

To the mall



To camp



3. Who is the story about? **(RI.j1)**

Jose



Emma



4. What does the word “registration” mean in this passage? **(7.RWL.g1)**

To run away from



To sign up for



5. What is the story about? (6.RL.b3)

Jose goes to camp.



Jose goes to the ocean.



6. What can you tell me about Jose? (6RL.b3)

Jose is cold.



Jose wants to swim.



7. What does the word “camp” mean in this passage? (6.RWL.a1)

A place for outdoor activities



To stop for the night



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

VOCABULARY AND ACQUISITION SKILLS TEST 2

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

It Gets Easier

[1]On the first day of camp, Jose met his counselor. [2]He moved into his cabin and ate lunch with the other campers. [3]After lunch, the campers went for a hike. [4]Jose had never gone for a hike before. [5]It was hot and Jose got very tired. [6]He got lost on the way back to the cabin. [7]“Hiking will get easier,” thought Jose.

[8]The next day, the campers went canoeing on the lake. [9]Jose had never been in a canoe before. [10]He lost his balance and the canoe tipped over. [11]Jose fell into the lake. He was so embarrassed. [12]“Canoeing will get easier,” thought Jose.

[13]That night, the campers gathered outside for a campfire. [14]They roasted marshmallows and hot dogs. [15]They sang songs and told scary stories. [16]When it was Jose’s turn to tell a story, his mind went blank. [17]“That’s okay,” one of the other campers said. [18]“It will get easier.”

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 directions) if student indicates “yes”.

1. Which of these sentences uses the word “counselor” correctly? (6.RWL.c1)

The counselor gave him advice.



He put his counselor in the wash.



She returned the counselor to the store.



2. What happened when Jose went canoeing? (6.RL.b3)

Jose got lost.



Jose fell into the lake.



Jose played video games.



3. Select a detail that shows what kind of camper Jose was. Remember, details are the things that tell you about Jose. (6.RL.b3)

Jose got lost.



Jose won a race.



Jose ate marshmallows.



4. What does the phrase “his mind went blank” mean in this story? (RWL.c1)

Jose had a headache.



Jose wrote a story.



Jose couldn't think of a story.



5. The theme is the message the author wants you to get from the story. One theme of the passage we just read is that things are not always easy. Which sentence shows that not everything is easy? (7.RL.j1)

He got lost on the way to the cabin.



Jose fell in a lake.



Jose won the race.



6. Jose was not very good at canoeing. Which sentence tells us that he wasn't very good?
(6.RL.b2)

The campers gathered outside for a campfire.



He got lost on the way to the cabin.



He lost his balance and the canoe tipped over.



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

VOCABULARY AND ACQUISITION SKILLS TEST 3

“We are going to read more about Jose’s fun at camp. After we read, I will ask you some questions.” Keep story visible to student while administering skills test.

Camp is Fun!

[1]Every day, Jose learned a little bit more about camp. [2]He hiked for hours and didn’t get lost. [3]He spent a lot of time canoeing, and he didn’t fall into the water. [4]He climbed rocks and pitched tents like a professional. [5]He worked like crazy. [6]“Practice makes perfect,” Jose thought.

[7]On the last night of camp, the counselors had a special ceremony for the campers. [8]They gave awards to the campers who did a really good job. [9]Jose got an award for being the “Most Improved Camper.” [10]He was so excited! [11]He felt like a celebrity. [12]“You earned it with your persistence,” said Jose’s counselor. [13]You never gave up!” [14]Jose couldn’t wait to show his mom the award. [15]He was sad to leave camp. [16]Summer Camp was fun!

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 directions) if student indicates “yes”.

1. Which one of these sentences uses the word “celebrity” correctly? (6RWL.c1)

She ate at the celebrity.



Winning the contest made him a celebrity.



He celebrity his tennis shoes for gym class.



2. What is the reason Jose's counselor gives for Jose winning the award? (6RL.b2)



He earned it with his persistence.



He was the fastest.



He was the strongest.

3. By the last night of camp, Jose has become a very good camper. Select the detail that shows how Jose has become a good camper. Remember, details are things that tell you about the characters or events in a story. **(6.RL.b3)**

Jose went to the ceremony.



Jose went canoeing.



Jose climbed rocks and pitched tents like a professional.



4. What does the phrase “he worked like crazy” mean in this passage? (6.RWL.c1)

He never worked.



He worked a lot.



He worked a little.



5. One theme of this message is that hard work pays off. Which sentence shows that Jose's hard work paid off for him? (6.RL.b3)

He got an award for being the "Most Improved Camper."



He was so excited!



He was sad to leave camp.



6. Jose worked really hard to be a better camper. Which sentence tells us that he worked hard? (8.RI.j1)

Jose felt like a sleeping.



He hiked for hours and didn't get lost.



He learned a little bit more about camp.



7. What is another sentence that tells us that he worked hard? (.8.RL.j1)



The counselors had a special ceremony for the campers.






Jose was sad to leave camp.



He spent a lot of time canoeing and didn't fall in the water.

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