



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 High 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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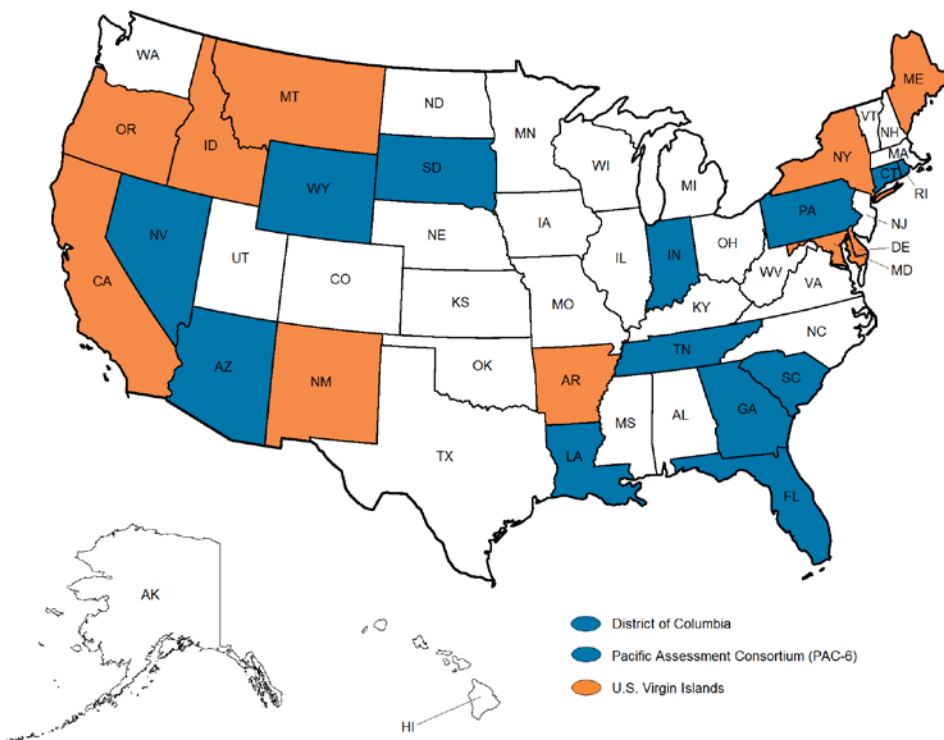


National Center and State Collaborative

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 High School: Vocabulary and Acquisition Formative Assessment Cover Sheet

The High 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	/ 2	/ 2	/ 2	1 or more independent correct, move to Skills Test 2
Skills Test 2	/ 2	/ 2	/ 2	1 or more independent correct, move to Skills Test 3
Skills Test 3	/ 2	/ 2	/ 2	

VOCABULARY AND ACQUISITION SKILLS TEST 1

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



Her Greatest Responsibility

^[1]Naya had always dreamed of owning a horse farm. ^[2]She loved horses since she was a little girl. ^[3]She saved her allowance for riding lessons. ^[4]She spent her Saturdays at the riding stable. ^[5]Even though Naya wanted to make money for her work, she fed the horses and cleaned their stalls with no compensation.



^[6]Naya’s favorite horse was a Paint named Star. ^[7]Star was beautiful and strong. ^[8]He was sweet and friendly. ^[9]Naya loved to ride Star after school when she had finished her homework. ^[10]She brought him treats. ^[11]She told him her secrets. ^[12]Star was her best friend and her greatest responsibility.

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.RL.b1)

<p>Naya loves horses and takes care of a horse named Star.</p> 	<p>Naya has a dog named Buster who does tricks.</p> 
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2. The word “compensation” is in the story. Listen for what the word “compensation” means. Even though Naya wanted to make money for her work, she fed the horses and cleaned their stalls with no “compensation.” What does compensation mean? (1112.RWL.b1)

<p>Music</p> 	<p>Payment</p> 
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If student receives 1 or fewer correct answers, stop here. If student receives 2 correct answers, continue to Part 2.

VOCABULARY AND ACQUISITION SKILLS TEST 2

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

Taking Care of Star

^[1]Naya came to the stable to ride Star and noticed that he wasn't feeling well. ^[2]He was coughing just like a person! ^[3]He didn't want to run or play. ^[4]Naya was very worried, so she called the local veterinarian, Dr. Cook. ^[5]He came out to the stable to check on Star. ^[6]He brought his equipment and examined Star.

^[7]“I think ol' Star here has the flu!” ^[8]Dr. Cook told Naya. ^[9]She didn't know that horses could get the flu. ^[10]“I've got some medicine. ^[11]Let him rest. ^[12]He will be fit as a fiddle in a week or so.” ^[13]Naya was so grateful to Dr. Cook. ^[14]Star was her best friend and greatest responsibility.

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]Naya came to the stable to ride Star. [2]He was coughing just like a person! [3]She called Dr. Cook. [4]He examined Star. [5]Naya was very grateful to Dr. Cook.

1. Which of these sentences shows that Star was sick? (1112.RL.b1)

Naya came to the stable to ride Star.






He was coughing just like a person!



He was grazing in the pasture .



2. The phrase “fit as a fiddle” is in the story. Listen for what the phrase “fit as a fiddle” means. “He will be fit as a fiddle in a week or so.” What does fit as a fiddle mean? (1112.RWL.b1)

Healthy.	
Musical.	
Sick.	



If student receives 1 or fewer correct answers, stop here. If student receives 2 correct answers, continue to Part 3.

VOCABULARY AND ACQUISITION SKILLS TEST 3

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

Naya the Veterinarian

^[1]Within a week, Star was feeling better. ^[2]After watching Dr. Cook with Star, Naya wondered if she should be a veterinarian. ^[3]She loved animals and wanted to help them when they were hurt or injured. ^[4]She thought it might be the perfect job for her.

^[5]Naya called Dr. Cook to ask for advice. ^[6]“I think that’s a wonderful idea, Naya!” he said. ^[7]He told her that she would need to get a move on and apply to veterinary school. ^[8]He told her to study very hard. ^[9]She would need to love animals and also be able to care for them appropriately. ^[10]She told him that would be no problem. ^[11]“After all, “she said, “Star is my best friend and my greatest responsibility.”

(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]Star was feeling better. [2]Naya watched Dr. Cook take care of Star. [3]Veterinarians take care of animals. [4]Naya thought it might be the perfect job for her. [5]Dr. Cook agreed.

1. Which one of these sentences shows that Naya wants to become a veterinarian? (1112.RL.b1)

Star was feeling better.



Naya had always dreamed of being a teacher.



She thought it might be the perfect job for her.



2. The phrase “get a move on” is in the story. Listen for what the phrase “get a move on” means. “He told her that she would need to get a move on and apply to veterinary school.” What does get a move on mean? (1112.RWL.b1)

Buy a car.



Hurry up.



Ride a horse.

