



National Center and State Collaborative

NCSC AA-AAS

Directions for Test Administration English Language Arts- Reading Grade 11 Sample Items

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Purpose

The Directions for Test Administration (DTA) provide the test administrator (TA) of the NCSC AA-AAS specific instructions for administration of a particular test. Each DTA provides the exact wording of the items to be used by the TA.

Directions

1. **Know and follow all directions for test administration** provided in this Directions for Test Administration (DTA).
2. Read the directions, passages, items, and answer option text **exactly as written** using a consistent rate of reading and tone of voice.
3. Alternative Text, describing a graphic or associated with response options, is bracketed and written in italics. Two types of Alternative Text are provided in the DTA:
 - a. Alternative Text for students who are blind or have a visual impairment that requires that graphics be described. (e.g., [*For students with visual impairment, read “This is a picture of a girl standing in the snow.”*])
 - b. Additional Alternative Text includes standardized descriptive statements for tables, charts, graphs, timelines that is to be read aloud to ALL students. (e.g., [*For all students, read “This is a picture of a book titled ‘My Favorite Pet.’*”])

Guidelines

1. “Cueing” must be deliberately avoided. Cueing might include **voice, rate of reading, or body language that would suggest a preference or indicate a correct response**. TA must use a consistent voice, rate of reading, and body language during oral presentation. This is difficult to do well and must be practiced as part of standardizing the administration of a standardized test.
2. Passages, alternative text, selected-response items, and answer options may be read again if the student requests.
3. To reread a passage or part of a passage online, TA will need to push the “Previous” button to return to the passage.
4. For two-part or three-part items, student should not be allowed to return to the preceding item or change response based on the information provided in the previous part of the item.
5. The TA may **encourage** the student to respond (e.g., “only one more to go,” “just five minutes until a break,” “keep working,” “I like the way you are listening and following directions”) but not confirm the correctness or incorrectness of the student’s response.

Selected-response Items

Selected-response items are presented to students in a standard format. Every item is presented in the following order:

- Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
- Item question
- Answer options are lettered and presented in stacked formation.



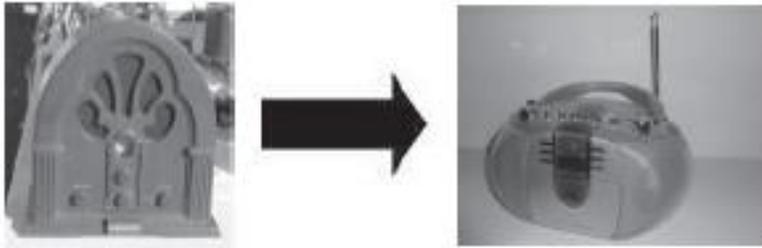
Students independently select a response from the options. Being mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.), TAs may enter responses on behalf of the student. Ensure that Augmentative and Alternative Communication (AAC) and assistive technology (AT) used routinely for instruction are available to support the student in communicating responses.

Directions

We are going to read informational text about the invention of the radio and television. After we read, you will be asked questions about details that support a conclusion.

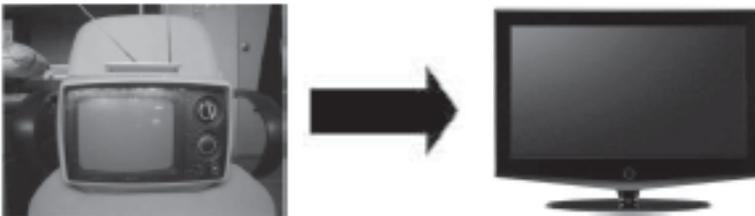
The Impact of Radio and Television

There were two important inventions in the 20th century, radio and television. These two inventions changed people's daily lives.



Radio

The first radio transmitted the human voice in 1900. The radio was originally invented to send messages. Americans used radios for the first time to listen to music, news, and entertainment programs. By the 1930s, more than half of American homes had a radio. For the first time, people could hear breaking news from around the world while in their homes.



Television

Television was even more popular than the radio. It was invented in 1926. It allowed people to watch moving pictures in their own homes. At first, television shows were broadcast using black and white pictures. In 1953, television shows became available in color. By 1978, almost every family in America had at least one television in their home. Now people could see live images from around the world.



The invention of radio and television has had a great impact on our daily lives. Today, radios and televisions are widely used at home and in classrooms. Think how different your life would be without radios or televisions.

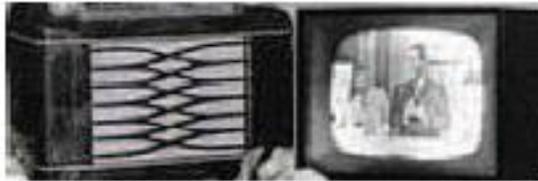
Would you like to read the text again before you are asked a question?

Sample Item 1

This is a two-part item.

From reading the text you can conclude that radio changed people's daily lives. Which detail supports that radio changed people's daily lives?

Point to and read each answer option.



A. There were two important inventions in the 20th century.



B. Television was more popular than the radio.



C. Americans used radio for the first time to listen to music.

Would you like to read the text again before you answer the question?

Sample Item 2

What is another detail that supports that radio changed people's daily lives?

Point to and read each answer option.



A. The radio was invented to send messages.



B. Every family in America had at least one television.



C. People could hear breaking news from around the world.

Would you like to read this part again before you answer the question?

Sample Item 3

Reference passage part

We just read about the impact of radio and television. We are going to read part of the text again. After we read, you will be asked a question about the author's point of view.

Read passage part



The invention of radio and television has had a great impact on our daily lives. Today, radios and televisions are widely used at home and in classrooms. Think how different your life would be without radios or televisions.

People can have different points of view. Remember, an author's point of view is how the author thinks about the subject.

What is the author's point of view about radio and television?

Point to and read each answer option.



A. Radio and television have little use.



B. Radio and television are found in the workplace.



C. Radio and television have changed people's lives.

Would you like to read this part again before you answer the question?