Alaska Department Of Education & Early Development
Assessment & Accountability Unit

Practice Test

Alternate Assessment - READING
SCORING PROTOCOL

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed:_____

ALTERNATE ASSESSMENT - READING - GENERAL INSTRUCTIONS

Reading Permissible Accommodations – Alaska Alternate Assessment

Follow the directions detailed in the Scoring Protocol for each item. Text printed in **bold** in the Scoring Protocol should be read as written to the student. Assessors may repeat the student prompt if needed.

In the Reading Assessment, Assessors may only read prompts or responses to the student if explicitly permitted in the Scoring Protocol for an item. Assessors may not read the student answer choices out loud for Tasks 1.34A, 1.34B, 1.34C, and 1.34D.

Examples of Task Accommodation (Should be familiar to student, used in instruction):

- Enlarging the letter size for a student with limited vision
- Substituting font, printing, or handwriting the student answer choices on larger cardstock in an increased font size
- Providing colored pictures or real objects from the classroom
- Allowing students to respond with a communication board or by signing
- Using the official Braille version for students who are blind or visually impaired
- Allowing the students who do not use expressive communication to point to the answer choice
- Touching each word or item as the Assessor reads the word out loud to the student

Examples of Task Modification:

- Substituting the task with letters, words, or signs not on the original protocol
- Changing the case of the letters from lower to upper or from upper to lower
- Prompting the student with wording not consistent with the original bolded script
- Providing hints
- Providing students with a smaller set of tasks
- Having students who are verbal participate in the pointing task as opposed to the naming task
- Naming the pictures (as a model) and having the student repeat what the Assessor said

Administration: Make sure the Assessor:

- Places the proper series of cards one at a time in front of the student
- Removes or masks cards already presented and places them face down to limit distractions
- Allows student to make corrections, if the student requests
- Records each student response discreetly as it is provided
- Maintains a neutral tone
- Prompts after a delay with no response

Scoring: In the grade 3/4 reading assessment, students are asked to segment words into their component sounds: “cut” is read /c/ /u/ /t/ with 1 point awarded for each correctly read phoneme / sound. If the student reads the word as a word -- /cut/ -- the Assessor should award full points.

TASK 1.34: WORD IDENTIFICATION SKILLS - ADMINISTRATION, SCORING

Directions

1.34B - Identify Letter Sounds *

Present the cards located in the student materials in the order shown in the left hand column of the scoring table. Place the cards in front of the student one at a time and say, **"Say the sound for each letter as I show you the card."** Continue presenting letters. Prompt the student after a delay with no response. Record the student's response and points in the scoring box. Mark a check (√) if the student provides a correct response. Record incorrect responses verbatim. Some letters have 2 correct responses. For example the letter /e/ has 2 correct sounds, /eh/ and /ee/ are both acceptable answers.

Points for sounding:	Correct sound	=1
	Incorrect sound	=0

*NOTE: If the student cannot identify letter sound using expressive communication (speech, sign language, or communication device), follow these directions: Randomly place all of the letters face up on the table and say, **"Point to the letter sound as I say its name."** Continue naming each letter sound in the order listed in the table below. Prompt the student after a delay with no response.

Points for pointing:	Correctly pointed to picture	=1
	Incorrectly pointed to picture	=0

1.34B - Identify Letter Sounds - Scoring

Item	Letter	Student Response	Points
1	f		/1
2	j		/1
3	k		/1
4	l		/1
5	o		/1
6	u		/1
7	v		/1
8	b		/1
9	c		/1
10	q		/1

Notes

TASK 1.56: WORD IDENTIFICATION SKILLS - ADMINISTRATION and SCORING

Directions

1.56A - Read Words *

Locate the materials in the student materials. Present the cards one at a time in the order shown in the left hand column of the scoring table. Say to the student, **"Read each word as I show you the card."** Continue presenting words. Prompt the student after a delay with no response. Record the student's points in the scoring box. Mark a check (√) if the student provides a correct response. Record incorrect responses verbatim. The student may receive partial credit for identifying any correct sound in the word. For example, if the student was presented with the word "dog" and responded with "dig" they would receive 1 point for correctly identifying the /d/ and /g/ sounds, but would not receive full credit of 2 points as they did not correctly read the whole word.

Points for reading:	Word completely correct	=2
	ANY correct sound	=1
	Incorrect	=0

* NOTE: If the student cannot identify the words using expressive communication (speech, sign language, or communication device), follow these directions: Randomly place all of the words face up on the table and say, **"Point to the word after I say it."** Continue saying words in the order listed in the scoring table. Prompt student after a delay with no response.

Points for pointing to word:	Correctly pointed to word	=2
	Incorrectly pointed to word	=0

1.56A - Read Words - Scoring

Item	Word	Student Response	Points
1	cat		/2
2	top		/2
3	help		/2
4	fast		/2
5	stoop		/2
6	jumping		/2
7	worker		/2
8	ready		/2

Notes

TASK 2.56: FORMING A GENERAL UNDERSTANDING, ANALYSIS OF CONTENT AND STRUCTURE - ADMINISTRATION

Directions

2.56A-B Read Passages

Locate the appropriate materials in the student materials. Say to the student, **"I am going to read a story aloud to you. Listen carefully to the story. When I'm finished, I will ask you some questions."** Begin with Story 1. Place the story card in front of the student so they can follow along as the story is read out loud. After reading the story, the administrator will say, **"Now I'm going to ask you some questions. Give me your best answer from what you remember about the story."** The Assessor may read each of the three answer choices to the student.

Use the scoring guide and questions provided on the following pages. Present the student with the appropriate response strip from the student materials and ask the questions in the order listed in the left hand column of the scoring table, telling the student to choose an answer from the answer strip provided. If the student is unable to remember the story, repeat the steps above and read the story a second time to the student. The response options may be read aloud to the student. The story also may be read in small sections with appropriate questions asked throughout the passage. Some students may respond verbally to the questions instead of pointing to or reading the response strips. In this case, please use the scoring guide and the scoring page to give the student the correct points. Continue in a similar manner with Story 2.

Scoring Guide

Main character: Most repeated appearance of a person (by name or as a pronoun)
Main Idea: A simple statement of what the story is about literally
Detail (inferred): A summary statement from the story
Setting: Description of where the story takes place
Theme: More abstract summary of the story developed from various (non-specific) events occurring throughout the story
Fact: Description of an object or event that appears in the story
Opinion: Description of something that is subjective from a person's point of view

Scoring: Each option is presented on a separate card and represents a word or phrase that is (a) specific and correct (given 2 points), (b) general and correct (1 point), or (c) incorrect (0 points). Task 2.56 B is scored 2 points for correct or 0 points for incorrect. Circle the correct response on the scoring table as the student responds. For students responding verbally to a question, write the response and score later if needed. Allow for oral comprehension knowledge if the student cannot read the cards (answer options may be read aloud to the student).

Note: There may be more than one correct 1 point answer than what is represented in the response strips or on the scoring protocol. The Assessor may read the three possible answer choices to the student, and the student selects from those limited choices.

TASK 2.56: FORMING A GENERAL UNDERSTANDING, ANALYSIS OF CONTENT AND STRUCTURE - ADMINISTRATION

2.56A-B Read Passages

Story 1: Lisa's Trip to Fish Camp

It was the first day of summer and Lisa was excited for this trip. She and her friend Tina were going up river to the fishing camp. Lisa's parents were already at the camp, and her grandpa was driving the boat. A few kids at school said that fishing camp was not fun. But Lisa and Tina loved it. As they rode in the boat, the two friends could feel the wind blowing their hair and the sun shining down on them. The boat was carrying supplies for the camp that grandpa had bought at the store. As the boat came around the last bend, Lisa saw the tents and her parents. The boat was almost there.

TASK 2.56: FORMING A GENERAL UNDERSTANDING, ANALYSIS OF CONTENT AND STRUCTURE - SCORING

Story 1: Lisa's Trip to Fish Camp

It was the first day of summer and Lisa was excited for this trip. She and her friend Tina were going up river to the fishing camp. Lisa's parents were already at the camp, and her grandpa was driving the boat. A few kids at school said that fishing camp was not fun. But Lisa and Tina loved it. As they rode in the boat, the two friends could feel the wind blowing their hair and the sun shinning down on them. The boat was carrying supplies for the camp that grandpa had bought at the store. As the boat came around the last bend, Lisa saw the tents and her parents. The boat was almost there.

2.56A - Read Passages: Story 1, Lisa's Trip to Fish Camp - Scoring

Question	2 point response	1 point response	0 point response
1. Show me the story.	Points to story	Points to page but not story	Any response other than 1 or 2 point responses
2. Tell/Show me the beginning of the story.	It was the first day	Points to elsewhere on the first line	Any response other than 1 or 2 point responses
3. Tell/Show me the ending of the story.	boat was almost there	Points to elsewhere on the last line	Any response other than 1 or 2 point responses
4. Who is the main character?	Lisa	a girl	Any response other than 1 or 2 point responses
5. Where was Lisa going on this trip?	fish camp	camp	Any response other than 1 or 2 point responses
6. Who drove the boat?	Grandpa	a man	Any response other than 1 or 2 point responses
7. Who is Lisa's friend?	Tina	girl	Any response other than 1 or 2 point responses
8. Tell/Show me the setting of the story.Where did the story take place?	in the boat	fish camp	Any response other than 1 or 2 point responses

2.56B - Fact/Opinion: Story 1, Lisa's Trip to Fish Camp - Scoring

Question	Correct Response	Points
1. Which sentence is a fact?	It was the first day of summer.	__/2
2. Which sentence is an opinion?	A few kids at school said that fishing camp was not fun.	__/2

TASK 1.78: WORD IDENTIFICATION SKILLS - ADMINISTRATION, SCORING

Directions

1.78B - Obtain Information *

Locate the materials in the student materials. Point to the table of contents and say, **"Here is a table of contents."** Have the student review, and then say, **"What is the title of the book?"** Continue asking questions in the order listed below through item 4. Next present the student with the class schedule. Say, **"Here is a class schedule."** Have the student review and then say, **"What class is in room 1?"** Continue asking questions in the order listed in the scoring table. Record points in the scoring box.

* NOTE: If the student cannot identify the answer options using expressive communication (speech, sign language, or communication device), follow these directions: The questions may be modified to accommodate these students so that the administrator may ask, **"Point to the title of the book."** Continue the questions in the order listed in the scoring table. Prompt the student after a delay with no response.

Points for pointing: Correctly pointed to item in student materials =1
Incorrectly pointed to item in student materials =0

1.78B - Obtain Information - Scoring				Notes
Item	**Question** (Answer)	Student Response	Points	
1	What is the title of the book? (The Search for Gold)		/1	
2	How many chapters are in this book? (5 chapters)		/1	
3	Which chapter is about Nome? (Chapter 4)		/1	
4	On what page does chapter 2 begin? (pg. 7)		/1	
5	What class is in room 1? (Math)		/1	
6	What is the room number for P. E.? (Room 3)		/1	
7	What time is Lunch? (11:05 - 12:00)		/1	

TASK 1.78: WORD IDENTIFICATION SKILLS - ADMINISTRATION, SCORING

Directions

1.78C - Read Sentences *

Locate the materials in the student materials. Place the flashcards of sentences one at a time in front of the student in the order shown in the scoring box. Say to the student, **"Read each sentence as I show you the flashcard."** Continue presenting sentences. Prompt the student after a delay with no response. Mark a check (√) if the student provides a correct response. Record incorrect responses verbatim.

Each word read correctly	= 1
Word read incorrectly	= 0
Word skipped	= 0

* NOTE: If the student cannot identify the words using expressive communication (speech, sign language, or communication device), follow these directions: Randomly place all of the sentences face up on the table and say, **"Point to the word in the correct sentence after I say it."** Continue saying words in sentences in the order listed in the scoring table. Prompt student after a delay with no response.

Points for pointing to words in sentence:		
	Pointed to correct word in sentence	=1
	Pointed to incorrect word in sentence	=0
	Word skipped	=0

1.78C - Read Sentences - Scoring								Notes
Item	Card						Points	
1	The	dog	ran	fast.			/4	
2	Please	stop	and	walk.			/4	
3	He	and	I	are	friends.		/5	
4	Will	you	help	me	read?		/5	

Student's Responses

1.

2.

3.

4.

TASK 1.910: WORD IDENTIFICATION SKILLS - ADMINISTRATION, SCORING

Directions

1.910A - Decode Words

Locate the cards in the student materials. Say to the student, **"I will show you a card with a word on it. Say ALL of the sounds in the word. Watch me and listen to me."** Show the student the example flashcard: "cut." Say to the student (sound out the word): **"This word is /c/ /u/ /t/."** Emphasize the process of sounding out by pointing to each letter and sliding your finger from one letter to the next as you sound out the word. Place the flashcards in front of the student one at a time in the order listed in the scoring table. Prompt the student after a delay with no response. Record the student's response and points in the scoring table. Mark a check (√) if the student provides a correct response. Record incorrect responses verbatim. Give full credit if the word is read correctly.

Each sound said correctly	=1
Hesitated or skipped	=0

For students who are deaf, hard of hearing, or have a significant language problem: If the student is not accessing phonics or does not have phonemic awareness within their everyday reading instruction/ repertoire, do not use this task. Mark the administration code as NA-I.

1.910A - Decode Words - Scoring				Notes
Item	Word	Student Response	Points	
1	s-a-me		/3	
2	sh-o-p		/3	
3	b-r-ea-k		/4	
4	s-i-de		/3	
5	r-a-t-es		/4	
6	f-ou-n-d		/4	
7	w-i-sh		/3	
8	t-a-n-k		/4	

Notes/Comments:

TASK 2.910: FORMING A GENERAL UNDERSTANDING, ANALYSIS OF CONTENT AND STRUCTURE - ADMINISTRATION

2.910C-D Read Passages

Locate the appropriate materials in the student materials. Say to the student, **"I am going to read a story aloud to you. Listen carefully to the story. When I'm finished, I will ask you some questions."** Begin with Story 1. Place the story card in front of the student so they can follow along as the story is read out loud. After reading the story, the administrator will say, **"Now I'm going to ask you some questions. Give me your best answer from what you remember about the story."** Read each of the three answer choices to the student.

Use the scoring guide and questions provided on the following pages. Present the student with the appropriate response strip from the student materials and ask the questions in the order listed in the left hand column of the scoring table, telling the student to choose an answer from the answer strip provided. If the student is unable to remember the story, repeat the steps above and read the story a second time to the student. The response options may be read aloud to the student. The story also may be read in small sections with appropriate questions asked throughout the passage. Some students may respond verbally to the questions instead of pointing to or reading the response strips. In this case, please use the scoring guide and the scoring page to give the student the correct points. Continue in a similar manner with Story 2.

Scoring Guide

Main character: Most repeated appearance of a person (by name or as a pronoun)
Main Idea: A simple statement of what the story is about literally
Detail (inferred): A summary statement from the story
Setting: Description of where the story takes place
Theme: More abstract summary of the story developed from various (non-specific) events occurring throughout the story
Fact: Description of an object or event that appears in the story
Opinion: Description of something that is subjective from a person's point of view

Scoring: Each option is presented on a separate card and represents a word or phrase that is (a) specific and correct (given 2 points), (b) general and correct (1 point), or (c) incorrect (0 points). Task 2.910D is scored 3 points for correct or 0 points for incorrect. Circle the correct response on the scoring table as the student responds. For students responding verbally to a question, write the response and score later if needed. Allow for oral comprehension knowledge if the student cannot read the cards (answer options may be read aloud to the student).

Note: There may be more than one correct 1 point answer than what is represented in the response strips or on the scoring protocol. The administrator must read the three possible answer choices to the student, and the student selects from those limited choices.

TASK 2.910: FORMING A GENERAL UNDERSTANDING, ANALYSIS OF CONTENT AND STRUCTURE - ADMINISTRATION

2.910C-D Read Passages

Story 1: Rob's Future

Rob is in the 12th grade and he is not sure what he should do after he graduates from high school. He talked to his parents and asked them what he should do. He also talked with one of his teachers at his high school, Mrs. Brown. She told him that going to Tanana Valley College in Fairbanks would be a good thing to do. She also said that he could study welding there and would be good at it. Rob told Mrs. Brown about the shop classes he had taken at school, and how he liked to build things. Mrs. Brown said she would help him fill out his application for college. Rob thought that would be a big help for him since he wasn't sure he knew how to fill out an application. Rob was excited about going to college. But then there was a problem, how was he going to pay for college? He knew that his parents did not have enough money to pay for college. He talked to Mrs. Brown about how to pay for college. She told him there was a scholarship he could apply for. Rob didn't know what a scholarship was. Mrs. Brown said that a scholarship was free money that students may be able to get to help them pay for college. Now Rob was excited about his future!

TASK 2.910: FORMING A GENERAL UNDERSTANDING, ANALYSIS OF CONTENT AND STRUCTURE - SCORING

2.910C - Read Passages: Story 1, Rob's Future - Scoring

Question	2 point response	1 point response	0 point response
1. Who is the main character in the story?	Rob	Boy	Any response other than 1 or 2 point responses
2. What grade did the story say Rob was in?	12th	Senior	Any response other than 1 or 2 point responses
3. What teacher did Rob speak with?	Mrs. Brown	Woman	Any response other than 1 or 2 point responses
4. Where did the story take place?	At school	at home	Any response other than 1 or 2 point responses
5. What college was mentioned in the story?	Tanana Valley Campus	Tanana	Any response other than 1 or 2 point responses
6. What was the problem that Rob had in the story?	How to pay for college	Not enough money	Any response other than 1 or 2 point responses
7. Who helped solve the problem?	Mrs. Brown	Teacher	Any response other than 1 or 2 point responses
8. What was the theme of the story?	Talking to teachers can help	You can get help with money	Any response other than 1 or 2 point responses

9. Put these parts of the story in the order they appeared in the story.	Correct Order Rob talked to his parents. He talked with Mrs. Brown at school. She said Tanana Valley Campus would be good. He could study welding there.	4 = all in correct sequence 3 = 3 in correct place 2 = 2 in correct place 1 = 1 in correct place 0 = 0 in correct place
10. Put these parts of the story in the order they appeared in the story.	Correct Order Mrs. Brown would help with the application. How would he pay for college? His parents didn't have money for college. Mrs. Brown told him about scholarships.	4 = all in correct sequence 3 = 3 in correct place 2 = 2 in correct place 1 = 1 in correct place 0 = 0 in correct place

2.910D - Fact/Opinion: Story 1, Rob's Future - Scoring

Question	Correct Response	Points
1. Which sentence is a fact?	Rob talked with Mrs. Brown at school.	___/3
2. Which sentence is an opinion?	Going to Tanana Valley would be a good thing to do.	___/3