

TRAINING

TR

ALTERNATE ACCESS for ELLs™

Form TR

Test Administrator's Script

This is **not**
secure testing
material.
Duplication for
training
purposes only


WIDA®
CONSORTIUM

Version 1

IF FOUND, PLEASE RETURN TO:

**WIDA
1025 West Johnson Street,
MD #23
Madison, WI 53706-1706
(866) 276-7735**

The Alternate ACCESS for ELLs was initially developed by a team led by Craig A. Albers, Ph.D., at the University of Wisconsin-Madison in collaboration with the District of Columbia Office of the State Superintendent of Education (OSSE) on behalf of the WIDA Consortium. Funds for this assessment development were made available through a 2007 U.S. Department of Education Enhanced Assessment Grant award to OSSE and the WIDA Consortium.

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TR Listening Section

Make sure test materials are set up and ready for test administration.

Now you are going to answer some listening questions. I will say something, and then you will show me the answer that goes with what I say. It is important that you do the best you can.

Do you have any questions before we begin?

Answer any remaining questions.

O.K., now let's begin. Turn to PAGE 5 IN TEST BOOKLET.

TASK 1

CUE A

Sweep across HAT, COAT, MITTEN. **Look at these pictures.**

Point to HAT. **This is a hat.**

Point to COAT. **This is a coat.**

Point to MITTEN. **This is a mitten.**

Sweep across HAT, COAT, MITTEN. **Look at these pictures.** PAUSE.

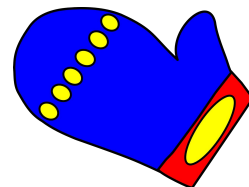
*Reminder: Task 1 is to "attend."

If correct, go to **MOVING ON** box.

If no response, repeat **CUE A**.

After repeat, if no response, go to **CUE B**.

1



TASK 1

CUE B

Sweep across HAT, COAT, MITTEN. **Look at these pictures.**

Point to HAT. **Hat.**

Point to COAT. **Coat.**

Point to MITTEN. **Mitten.**

Sweep across HAT, COAT, MITTEN. **Look at these pictures.** PAUSE.

If correct, go to **MOVING ON** box.

If no response, go to **CUE C**.

CUE C

Sweep across HAT, COAT, MITTEN. **Look at these pictures.**

Point to HAT. **Hat.**

Point to COAT. **Coat.**

Point to MITTEN. **Mitten.**

Sweep across HAT, COAT, MITTEN. **Look at these pictures.** PAUSE.

Go to **MOVING ON** box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 2**.

Good. Let's turn the page and keep going.

TASK 2

CUE A

Point to DIME AT TOP. **A dime is worth ten cents.**

Point to PENNY. **Penny.**

Point to DIME. **Dime.**

Point to QUARTER. **Quarter.**

Sweep across PENNY, DIME, QUARTER. **Which of these is a dime? PAUSE.**

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

2



TASK 2

CUE B

Point to DIME AT TOP. **Dime.**

Point to PENNY. **Penny.**

Point to DIME. **Dime.**

Point to QUARTER. **Quarter.**

Sweep across PENNY, DIME, QUARTER. **Which one is the dime?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Point to DIME AT TOP. **Dime.**

Point to BOTH DIMES. **Both of these coins are a dime.**

Point to PENNY. **Penny.**

Point to DIME. **Dime.**

Point to QUARTER. **Quarter.**

Sweep across PENNY, DIME, QUARTER. **Show me the dime.** PAUSE.

Go to **MOVING ON** box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 3**.

Good. Let's turn the page and keep going.

TASK 3

CUE A

Point to DUCK AT TOP. **Ducks can swim in the water.**

Point to PIDGEON. **Pidgeon.**

Point to TURKEY. **Turkey.**

Point to DUCK. **Duck.**

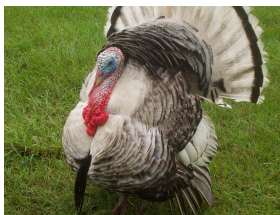
Sweep across PIDGEON, TURKEY, DUCK. **Which one is a duck?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

3



TASK 3

CUE B

Point to DUCK AT TOP. **This is a duck.**
Point to PIDGEON. **Pidgeon.**
Point to TURKEY. **Turkey.**
Point to DUCK. **Duck.**

Sweep across PIDGEON, TURKEY, DUCK. **Which one is a duck?** PAUSE.

If correct, go to **MOVING ON** box.
If incorrect or no response, go to **CUE C**.

CUE C

Point to DUCK AT TOP. **Duck.**

Point to BOTH DUCKS. **Both of these birds are ducks.**

Point to PIDGEON. **Pidgeon.**
Point to TURKEY. **Turkey.**
Point to DUCK. **Duck.**

Sweep across PIDGEON, TURKEY, DUCK. **Show me a duck.** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 4**.
Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

TASK 4

CUE A

Jules adds the dice.

Point to FIVE. **Jules adds five.**

Point to SIX. **Jules adds six.**

Point to SEVEN. **Jules adds seven.**

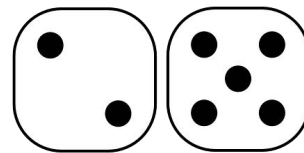
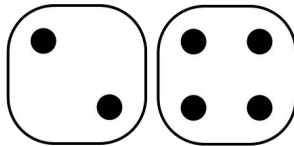
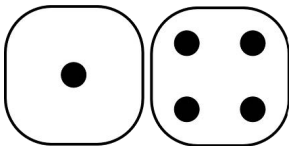
Sweep across FIVE, SIX, SEVEN. **Which dice add up to six?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

4



TASK 4

CUE B

Jules adds the dice.

Point to SIX. **Two plus four equals six.**

Point to FIVE. **Five.**

Point to SIX. **Six.**

Point to SEVEN. **Seven.**

Sweep across FIVE, SIX, SEVEN. **Which picture shows six?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Jules adds the dice.

Point to SIX. **This is six.**

Point to FIVE. **Five.**

Point to SIX. **Six.**

Point to SEVEN. **Seven.**

Sweep across FIVE, SIX, SEVEN. **Show me six.** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 5**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

TASK 5

CUE A

Kim gets ready for school in the morning.

Point to EAT BREAKFAST AT TOP. **First, he eats breakfast.**

Point to PACK BAG AT TOP. **Then, he packs his bag.**

Point to SHOES ON AT TOP. **After that, he puts on his shoes.**

Sweep across EAT BREAKFAST, PACK BAG, SHOES ON.

Which picture shows Kim eating breakfast? PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

5



TASK 5

CUE B

Point to Sweep across EAT BREAKFAST, PACK BAG, SHOES ON AT TOP.

Kim gets ready for school in the morning.

Point to EAT BREAKFAST. **Eat breakfast.**

Point to PACK BAG. **Pack bag.**

Point to SHOES ON. **Shoes on.**

Sweep across EAT BREAKFAST, PACK BAG, SHOES ON. **Which picture shows Kim eating breakfast?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Point to EAT BREAKFAST AT TOP. **Eat breakfast.**

Point to both EAT BREAKFAST. **Both of these pictures show Kim eating breakfast.**

Point to EAT BREAKFAST. **Eat breakfast.**

Point to PACK BAG. **Pack bag.**

Point to SHOES ON. **Shoes on.**

Sweep across EAT BREAKFAST, PACK BAG, SHOES ON. **Show me eat breakfast.** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 6**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

TASK 6

CUE A

Sweep across DUCKLINGS, KITTENS, PIGLETS. **Listen as I read and look for the picture that shows what this poem is about.**

**Eggs make ducks
And ducks make eggs
So ducklings can quack quack!
The chicks go peep
Emerged from sleep,
Resurfacing out back.**

Sweep across DUCKLINGS, KITTENS, PIGLETS. **Which picture shows what this poem is about? PAUSE.**

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

6



TASK 6

CUE B

Sweep across DUCKLINGS, KITTENS, PIGLETS. **Listen as I read and look for the picture that shows what this poem is about.**

**Eggs make ducks
And ducks make eggs
So ducklings can quack quack!
The chicks go peep
Emerged from sleep,
Resurfacing out back.**

Point to DUCKLINGS. **Ducklings.**

Point to KITTENS. **Kittens.**

Point to PIGLETS. **Piglets.**

Sweep across DUCKLINGS, KITTENS, PIGLETS. **Which picture shows what this poem is about? PAUSE.**

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Point to DUCKLINGS. **These are ducklings.**

Sweep across DUCKLINGS, KITTENS, PIGLETS. **Listen as I read and look for the picture that shows what this poem is about.**

**Eggs make ducks
And ducks make eggs
So ducklings can quack quack!
The chicks go peep
Emerged from sleep,
Resurfacing out back.**

Point to DUCKLINGS. **Ducklings.**

Point to KITTENS. **Kittens.**

Point to PIGLETS. **Piglets.**

Sweep across DUCKLINGS, KITTENS, PIGLETS. **Show me ducklings. PAUSE.**

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 7**.
Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

TASK 7

CUE A

Point to ROAD SIGN AT TOP. **This sign has four sides.**

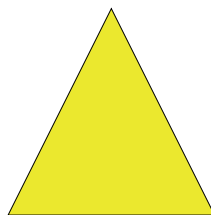
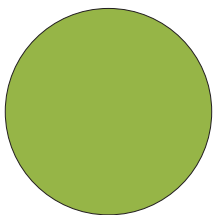
Sweep across CIRCLE, TRIANGLE, SQUARE. **Which shape has four sides?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

7



TASK 7

CUE B

Point to ROAD SIGN AT TOP. **This road sign has four sides.**

Point to CIRCLE. **Circle.**

Point to TRIANGLE. **Triangle.**

Point to SQUARE. **Square.**

Sweep across CIRCLE, TRIANGLE, SQUARE. **Which shape has four sides?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Point to ROAD SIGN AT TOP. **This road sign has four sides.**

Point to SQUARE. **This square has four sides.**

Point to CIRCLE. **Circle.**

Point to TRIANGLE. **Triangle.**

Point to SQUARE. **Square.**

Sweep across CIRCLE, TRIANGLE, SQUARE. **Show me the shape with four sides.** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 8**.
Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

TASK 8

CUE A

Sweep across COLORED PENCILS, GLUE STICK, SCISSORS. **These are tools students use in art class.**

Colored pencils are used to draw on paper. A glue stick is used to join pieces of paper. A pair of scissors is used to cut paper.

Sweep across COLORED PENCILS, GLUE STICK, SCISSORS. **What would students use to make smaller pieces of paper?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

8



TASK 8

CUE B

Sweep across COLORED PENCILS, GLUE STICK, SCISSORS. **These are tools students use in art class.**

Colored pencils are used to draw on paper. A glue stick is used to join pieces of paper. A pair of scissors is used to cut paper.

Point to COLORED PENCILS. **Colored pencils.**

Point to GLUE STICK. **Glue stick.**

Point to SCISSORS. **Scissors.**

Sweep across COLORED PENCILS, GLUE STICK, SCISSORS. **What would students use to make smaller pieces of paper?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Sweep across COLORED PENCILS, GLUE STICK, SCISSORS. **These are tools students use in art class.**

Colored pencils are used to draw on paper. A glue stick is used to join pieces of paper. A pair of scissors is used to cut paper.

Point to SCISSORS. **Students would use the scissors to make smaller pieces of paper.**

Point to COLORED PENCILS. **Colored pencils.**

Point to GLUE STICK. **Glue stick.**

Point to SCISSORS. **Scissors.**

Sweep across COLORED PENCILS, GLUE STICK, SCISSORS. **Show me what students use to make smaller pieces of paper.** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 9**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

TASK 9

CUE A

As I read the story, I am going to stop and think about what I am reading and about what is happening in the story. Since this book is fiction I know that there will be characters (people and animals), a setting (when and where the story takes place), a conflict (something that happens to the characters), and a solution (the way the characters solve their problem). I am going to pay attention to these story elements because they will be the key details in a fiction text.

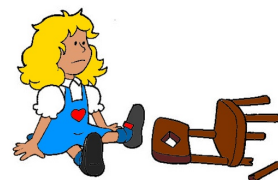
Sweep across CHARACTERS, SETTING, CONFLICT. **Which of these is a setting?** PAUSE.

If correct, go to **FINISH LISTENING SECTION** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

9



TASK 9

CUE B

As I read the story, I am going to stop and think about what I am reading and about what is happening in the story. Since this book is fiction I know that there will be **characters (people and animals)**, a **setting (when and where the story takes place)**, a **conflict (something that happens to the characters)**, and a **solution (the way the characters solve their problem)**. I am going to pay attention to these story elements because they will be the key details in a fiction text.

Point to CHARACTER. **Character.**

Point to SETTING. **Setting.**

Point to CONFLICT. **Conflict.**

Sweep across CHARACTERS, SETTING, CONFLICT. **Which of these is a setting?** PAUSE.

If correct, go to **FINISH LISTENING SECTION** box.

If incorrect or no response, go to **CUE C**.

CUE C

As I read the story, I am going to stop and think about what I am reading and about what is happening in the story. Since this book is fiction I know that there will be **characters (people and animals)**, a **setting (when and where the story takes place)**, a **problem (something that happens to the characters)**, and a **solution (the way the characters solve their problem)**. I am going to pay attention to these story elements because they will be the key details in a fiction text.

Point to SETTING. **The setting is where the story takes place.**

Point to CHARACTER. **Character.**

Point to SETTING. **Setting.**

Point to CONFLICT. **Conflict.**

Sweep across CHARACTERS, SETTING, CONFLICT. **Show me the setting.** PAUSE.

Go to **FINISH LISTENING SECTION** box.

FINISH LISTENING SECTION



Record student's score in Student Response Booklet. **Good job. We are finished.**

1–2 Reading Section

Make sure test materials are set up and ready for test administration.

Now you are going to answer some reading questions. I will say something, and then you will show me the answer that goes with what I say. It is important that you do the best you can.

Do you have any questions before we begin?

Answer any remaining questions.

O.K., now let's begin. Turn to PAGE 25 IN TEST BOOKLET.

TASK 1

CUE A

Sweep across PAPER, PLASTIC, REUSEABLE. **Look at these pictures.**

Point to PAPER. **This is a paper grocery bag.**

Point to PLASTIC. **This is a plastic grocery bag.**

Point to REUSEABLE. **This is a reusable grocery bag.**

Sweep across PAPER, PLASTIC, REUSEABLE. **Look at these pictures.** PAUSE

*Reminder: Task 1 is to “attend.”

If correct, go to **MOVING ON** box.

If no response, repeat **CUE A**.

After repeat, if no response, go to **CUE B**.

1



paper grocery bag



plastic grocery bag



reusable grocery bag

TASK 1

CUE B

Sweep across PAPER, PLASTIC, REUSEABLE. **Look at these pictures.**

Point to PAPER. **Paper grocery bag.**

Point to PLASTIC. **Plastic grocery bag.**

Point to REUSEABLE. **Reuseable grocery bag.**

Sweep across PAPER, PLASTIC, REUSEABLE. **Look at these pictures.** PAUSE.

If correct, go to **MOVING ON** box.

If no response, go to **CUE C**.

CUE C

Sweep across PAPER, PLASTIC, REUSEABLE. **Look at these pictures.**

Point to PAPER. **Paper.**

Point to PLASTIC. **Plastic.**

Point to REUSEABLE. **Reuseable.**

Sweep across PAPER, PLASTIC, REUSEABLE. **Look at these pictures.** PAUSE.

Go to **MOVING ON** box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 2**.

Good. Let's turn the page and keep going.

TASK 2

CUE A

Point to WORD "SUN." **This is the word "sun."**

Point to LETTER "S" IN WORD "SUN." **"Sun" begins with the letter "s."**

Point to QUESTION. **Which is the letter "s"?**

Sweep across LETTERS N, S, U. **Which is the letter "s"?** PAUSE.

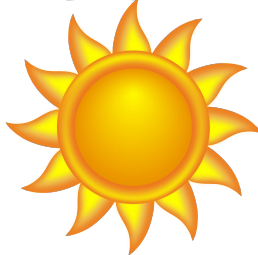
If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

2

sun



Which is the letter s?

n

s

u

TASK 2

CUE B

Point to WORD "SUN." **Sun.**

Point to LETTER "S" IN WORD "SUN." **"Sun" begins with the letter "s."**

Point to QUESTION. **Which is the letter "s"?**

Point to LETTER N. **N.**

Point to LETTER S. **S.**

Point to LETTER U. **U.**

Sweep across LETTERS N, S, U. **Which is the letter "s"?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Point to WORD "SUN." **Sun.**

Point to LETTER "S" IN WORD "SUN." **"Sun" begins with the letter "s."**

Point to QUESTION. **Which is the letter "s"?**

Point to BOTH LETTER S. **These are both the letter "s."**

Point to LETTER N. **N.**

Point to LETTER S. **S.**

Point to LETTER U. **U.**

Sweep across LETTERS N, S, U. **Which is the letter "s"?** PAUSE.

Go to **MOVING ON** box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 3**.

Good. Let's turn the page and keep going.

TASK 3

CUE A

Point to WAXING CRESCENT AT TOP. **This is a waxing crescent moon.**

Point to QUESTION. **Which one is a waxing crescent moon?**

Point to FIRST QUARTER. **First quarter.**

Point to WAXING CRESCENT. **Waxing crescent.**

Point to WANING GIBBOUS. **Waning gibbous.**

Sweep across FIRST QUARTER, WAXING CRESCENT, WANING GIBBOUS.

Point to QUESTION. **Answer the question.** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

3

waxing crescent



Which one is a waxing crescent moon?



first quarter



waxing crescent



waning gibbous

TASK 3

CUE B

Point to WAXING CRESCENT AT TOP. **This is a waxing crescent moon.**
Point to QUESTION. **Which one is a waxing crescent moon?**

Point to FIRST QUARTER. **First quarter.**
Point to WAXING CRESCENT. **Waxing crescent.**
Point to WANING GIBBOUS. **Waning gibbous.**

Sweep across FIRST QUARTER, WAXING CRESCENT, WANING GIBBOUS.
Point to QUESTION. **Which one is a waxing crescent moon?** PAUSE.

If correct, go to **MOVING ON** box.
If incorrect or no response, go to **CUE C**.

CUE C

Point to WAXING CRESCENT AT TOP. **This is a waxing crescent moon.**
Point to QUESTION. **Which one is a waxing crescent moon?**

Point to BOTH WAXING CRESCENTS. **These are waxing crescent moons.**

Point to FIRST QUARTER. **First quarter.**
Point to WAXING CRESCENT. **Waxing crescent.**
Point to WANING GIBBOUS. **Waning gibbous.**

Sweep across FIRST QUARTER, WAXING CRESCENT, WANING GIBBOUS.
Point to QUESTION. **Which one is a waxing crescent moon?** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 4**.
Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

TASK 4

CUE A

Point to LETTER H. **This is the letter H.**
Point to QUESTION. **What starts with the letter H?**

Point to FIRST LETTER IN "ONES." **Ones.**
Point to FIRST LETTER IN "TENS." **Tens.**
Point to FIRST LETTER IN "HUNDREDS." **Hundreds.**

Sweep across ONES, TENS, HUNDREDS. **Answer the question.** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.
After repeat, if incorrect or no response, go to **CUE B**.

4

H

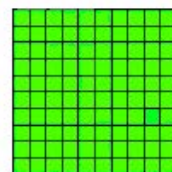
What starts with the letter H?



Ones



Tens



Hundreds

TASK 4

CUE B

Point to LETTER H. **This is the letter H.**
Point to QUESTION. **What starts with the letter H?**

Point to FIRST LETTER IN "ONES." **"O." Ones.**
Point to FIRST LETTER IN "TENS." **"T." Tens.**
Point to FIRST LETTER IN "HUNDREDS." **"H." Hundreds.**

Sweep across ONES, TENS, HUNDREDS. **What starts with the letter H?** PAUSE.

If correct, go to **MOVING ON** box.
If incorrect or no response, go to **CUE C**.

CUE C

Point to LETTER H. **This is the letter H.**
Point to QUESTION. **What starts with the letter H?**

Point to HUNDREDS. **Hundreds starts with the letter H.**

Point to FIRST LETTER IN "ONES." **"O." Ones.**
Point to FIRST LETTER IN "TENS." **"T." Tens.**
Point to FIRST LETTER IN "HUNDREDS." **"H." Hundreds.**

Sweep across ONES, TENS, HUNDREDS. **What starts with the letter H?** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 5**.
Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

TASK 5

CUE A

Point to DOOR. **This is a door. Door begins with /d/.**

Point to QUESTION. **Which one begins with the sound /d/?**

Point to PAPER. **Paper.**

Point to DESK. **Desk.**

Point to NOTEBOOK. **Notebook.**

Sweep across PAPER, DESK, NOTEBOOK. **Answer the question. PAUSE.**

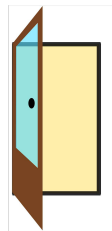
If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

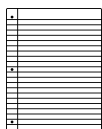
After repeat, if incorrect or no response, go to **CUE B**.

5

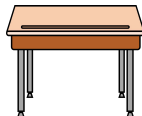
door



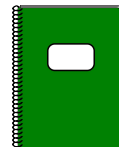
Which one begins with the sound d?



paper



desk



notebook

TASK 5

CUE B

Point to DOOR. **/d/ Door begins with /d/.**

Point to QUESTION. **Which one begins with the sound /d/?**

Point to PAPER. **/p/ Paper.**

Point to DESK. **/d/ Desk.**

Point to NOTEBOOK. **/n/ Notebook.**

Sweep across PAPER, DESK, NOTEBOOK. **Which one begins with the sound /d/? PAUSE.**

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Point to DOOR. **/d/ Door.**

Point to QUESTION. **Which one begins with the sound /d/?**

Point to DOOR and DESK. **/d/ Door. /d/ Desk. Door and desk begin with the sound /d/.**

Point to PAPER. **/p/ Paper.**

Point to DESK. **/d/ Desk.**

Point to NOTEBOOK. **/n/ Notebook.**

Sweep across PAPER, DESK, NOTEBOOK. **Which one begins with the sound /d/? PAUSE.**

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 6**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

TASK 6

CUE A

Point to WORD "SPROUT." **Read this word.** PAUSE.
Point to QUESTION. **Which picture shows this?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.
After repeat, if incorrect or no response, go to **CUE B**.

6

sprout

Which picture shows this?



TASK 6

CUE B

Point to WORD "SPROUT." **Read this word.**
Point to QUESTION. **Which picture shows this?**

Point to SPROUT. **Sprout.**
Point to FLOWER. **Flower.**
Point to PUMPKIN. **Pumpkin.**

Point to WORD "SPROUT." **Read this word.** PAUSE.
Sweep across SPROUT, FLOWER, PUMPKIN. **Which picture shows this?** PAUSE.
If correct, go to **MOVING ON** box.
If incorrect or no response, go to **CUE C**.

CUE C

Point to WORD "SPROUT." **Let's read this word together. Sprout.**
Point to QUESTION. **Which picture shows this?**

Point to SPROUT. **This picture shows a sprout.**
Point to SPROUT. **Sprout.**
Point to FLOWER. **Flower.**
Point to PUMPKIN. **Pumpkin.**

Point to WORD "SPROUT" **Read this word.** PAUSE.
Sweep across SPROUT, FLOWER, PUMPKIN. **Which picture shows this?** PAUSE.
Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 7**.
Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

TASK 7

CUE A

Point to TITLE AT TOP "LITTLE MEN." **Read the title of this book by Louisa May Alcott.**
PAUSE.

Point to QUESTION. **Which picture shows this book?** PAUSE.

If correct, go to **MOVING ON** box.

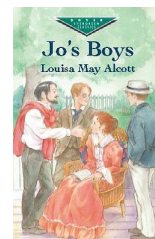
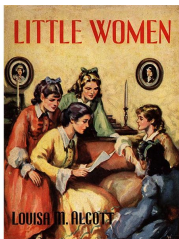
If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

7

Little Men

Which picture shows this book?



TASK 7

CUE B

Point to TITLE AT TOP "LITTLE MEN." **Read the title of this book by Louisa May Alcott.** PAUSE.

Point to QUESTION. **Which picture shows this book?** PAUSE.

Point to BOOK "LITTLE WOMEN". **Little Women.**

Point to BOOK "LITTLE MEN". **Little Men.**

Point to BOOK "JO'S BOYS". **Jo's Boys.**

Point to TITLE AT TOP "LITTLE MEN." **Read the title of this book by Louisa May Alcott.** PAUSE.

Sweep across BOOK "LITTLE WOMEN", BOOK "LITTLE MEN", BOOK "JO'S BOYS". **Which picture shows this book?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Point to TITLE AT TOP "LITTLE MEN." **Let's read the title of this book by Louisa May Alcott together. Little Men.** PAUSE.

Point to QUESTION. **Which picture shows this book?** PAUSE.

Point to BOOK "LITTLE MEN". **This book is Little Men.**

Point to BOOK "LITTLE WOMEN". **Little Women.**

Point to BOOK "LITTLE MEN". **Little Men.**

Point to BOOK "JO'S BOYS". **Jo's Boys.**

Point to TITLE AT TOP "LITTLE MEN." **Read this title.** PAUSE.

Sweep across BOOK "LITTLE WOMEN", BOOK "LITTLE MEN", BOOK "JO'S BOYS". **Which picture shows this book?** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 8**.
Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

TASK 8

CUE A

Point to SENTENCE. **Read this sentence.** PAUSE.

Point to QUESTION. **Which picture shows this?** PAUSE.

If correct, go to **MOVING ON** box.

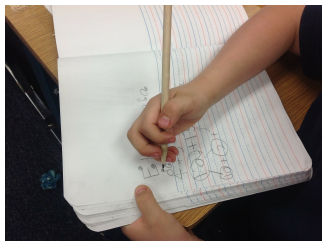
If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

8

Count to five.

Which picture shows this?



TASK 8

CUE B

Point to SENTENCE. **Read this sentence.**
Point to QUESTION. **Which picture shows this?**

Point to COUNTING. **Count to five.**
Point to WRITING. **Write in journal.**
Point to READING. **Read a book.**

Point to SENTENCE. **Read this sentence.** PAUSE.

Sweep across READING, WRITING, PAINTING. **Which picture shows this?** PAUSE.

If correct, go to **MOVING ON** box.
If incorrect or no response, go to **CUE C**.

CUE C

Point to SENTENCE. **Let's read this sentence together. Count to five.**
Point to QUESTION. **Which picture shows this?**

Point to COUNTING. **Count to five.**
Point to WRITING. **Write in journal.**
Point to READING. **Read a book.**

Point to SENTENCE. **Read this sentence.** PAUSE.

Sweep across READING, WRITING, PAINTING. **Which picture shows this?** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 9**.
Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

TASK 9

CUE A

Point to SENTENCES. **Read these sentences.** PAUSE.

Point to QUESTION. **Answer the question.** PAUSE.

If correct, go to **FINISH READING SECTION** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

9

A sphere has no edges or corners.
It can roll but not stack.

Which picture shows a sphere?



TASK 9

CUE B

Point to SENTENCES. **Read these sentences.**
Point to QUESTION. **Which picture shows a sphere?**

Point to SPHERE. **Sphere.**
Point to CUBE. **Cube.**
Point to CYLINDER. **Cylinder.**

Point to SENTENCE. **Read these sentences.** PAUSE.

Sweep across SPHERE, CUBE, CYLINDER. **Answer the question.** PAUSE.

If correct, go to **FINISH READING SECTION** box.
If incorrect or no response, go to **CUE C**.

CUE C

Point to SENTENCES. **Let's read these sentences together. A sphere has no edges or corners. It can roll but not stack.**
Point to QUESTION. **Which picture shows a sphere?**

Point to SPHERE. **This is a sphere.**

Point to SPHERE. **Sphere.**
Point to CUBE. **Cube.**
Point to CYLINDER. **Cylinder.**

Point to SENTENCE. **Read these sentences** PAUSE.

Sweep across SPHERE, CUBE, CYLINDER. **Which picture shows a sphere?** PAUSE.

Go to **FINISH READING SECTION** box.

FINISH READING SECTION



Record student's score in Student Response Booklet. **Good job. We are finished.**

1–2 Speaking Section

Make sure test materials are set up and ready for test administration.

We are going to look at some pictures and talk about them together. I will ask you questions. Some questions might be easy and others might be hard. Please try your best to answer all my questions in English.

Do you have any questions before we begin?

Answer any remaining questions.

O.K., now let's begin. Turn to PAGE 45 IN TEST BOOKLET.

PART A TASK 1

QUESTION 1

Now we are going to talk about the picture.

This is a map of a zoo.

Point to MAP. **Look at the map.**

Can you say map? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 1**.

After repeat, if approaches or no response, go to **QUESTION 2**.



PART A TASK 1

QUESTION 2

Point to MAP. **Map begins with the letter "M." "M" makes the sound /m/.**

Can you make the sound /m/? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 2**.

After repeat, if approaches or no response, go to **QUESTION 3**.

QUESTION 3

Point to MAP. **Map begins with the sound /m/.**

/m/ PAUSE. /m/ PAUSE. /m/ – map.

Make the sound /m/. PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 3**.

After repeat, go to **MOVING ON** box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 2**.

Good. Let's keep going.

PART A TASK 2

QUESTION 1

I want to visit the kangaroo.

Point to KANGAROO. Look at the kangaroo. Kangaroo begins with the sound /k/.

Can you make the sound /k/? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 1**.

After repeat, if approaches or no response, go to **QUESTION 2**.



PART A TASK 2

QUESTION 2

Point to KANGAROO. **Kangaroo begins with the sound /k/.**

/k/ PAUSE. /k/ PAUSE. /k/ – kangaroo.

Can you make the sound /k/? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 2**.

After repeat, if approaches or no response, go to **QUESTION 3**.

QUESTION 3

Point to HIPPOPOTAMUS. **Hippopotamus begins with the sound /h/.**

/h/ PAUSE. /h/ PAUSE. /h/ – hippopotamus.

Make the sound /h/. PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 3**.

After repeat, go to **MOVING ON** box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 3**.

Good. Let's keep going.

PART A TASK 3

QUESTION 1

Point to AVIARY. **This is where the birds live.**

Point to AVIARY. **I want to see a parrot.**

Can you say parrot? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 1**.

After repeat, if approaches or no response, go to **QUESTION 2**.



PART A TASK 3

QUESTION 2

Point to AVIARY. **I want to see an owl.**

Can you say owl? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 2**.

After repeat, if approaches or no response, go to **QUESTION 3**.

QUESTION 3

Point to AVIARY. **I can go here to see a bird.**

Say bird. PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 3**.

After repeat, go to **MOVING ON** box.

MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 4**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

PART B TASK 4

QUESTION 1

Now let's look at a different picture.

This picture shows different olympic games.

Point to TENNIS. **He plays tennis.**

Can you say tennis? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 1**.

After repeat, if approaches or no response, go to **QUESTION 2**.



PART B TASK 4

QUESTION 2

Point to TENNIS. **Tennis begins with the sound /t/.**

Can you make the sound /t/? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 2**.

After repeat, if approaches or no response, go to **QUESTION 3**.

QUESTION 3

Point to TENNIS. **Tennis begins with the sound /t/.**

/t/ PAUSE. **/t/** PAUSE. **/t/ – tennis.**

Make the sound /t/. PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 3**.

After repeat, go to **MOVING ON** box.

MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 5**.
Good. Let's keep going.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

PART B TASK 5

QUESTION 1

This man is playing soccer.

Point to SOCCER. **Look at the soccer player. Soccer begins with the sound /s/.**

Can you make the sound /s/? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 1**.

After repeat, if approaches or no response, go to **QUESTION 2**.



PART B TASK 5

QUESTION 2

Point to SOCCER. **Soccer begins with the sound /s/.**

/s/ PAUSE. **/s/** PAUSE. **/s/ – soccer.**

Can you make the sound /s/? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 2.**

After repeat, if approaches or no response, go to **QUESTION 3.**

QUESTION 3

Point to ANY BALL. **Ball begins with the sound /b/.**

/b/ PAUSE. **/b/** PAUSE. **/b/ – ball.**

Make the sound /b/. PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 3.**

After repeat, go to **MOVING ON** box.

MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 6.**

Good. Let's keep going.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

PART B TASK 6

QUESTION 1

Rugby players kick the ball when they are standing a circle called a scrum.

Point to RUGBY. **Look at the scrum.**

Can you say scrum? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat *QUESTION 1*.

After repeat, if approaches or no response, go to *QUESTION 2*.



PART B TASK 6

QUESTION 2

Point to RUGBY. **Rugby is played on a field called a pitch.**

Can you say pitch? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 2**.

After repeat, if approaches or no response, go to **QUESTION 3**.

QUESTION 3

Point to RUGBY. **Players pass the ball.**

Say pass. PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 3**.

After repeat, go to **MOVING ON** box.

MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 7**.
Good. Let's keep going.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

PART B TASK 7

QUESTION 1

In Volleyball players try to hit the ball over a net.

Point to BEACH VOLLEYBALL NET. **What is this?** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 1**.

After repeat, if approaches or no response, go to **QUESTION 2**.



PART B TASK 7

QUESTION 2

Players jump to block the ball.

Point to BEACH VOLLEYBALL JUMPING PLAYERS.

What are the players doing? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 2**.

After repeat, if approaches or no response, go to **QUESTION 3**.

QUESTION 3

The ball flies over that net.

Point to VOLLEYBALL OVER NET. **What is this?**

PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 3**.

After repeat, go to **MOVING ON** box.

MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 8**.

Good. Let's keep going.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

PART B TASK 8

QUESTION 1

Athletes from 206 countries participated in the 2016 Olympic games. The athletes show what they can do. They play games they love.

Point to PICTURE. **Tell me about a game you like to play.**
PAUSE.(IF NECESSARY). **Tell me more.** PAUSE.

If meets, go to **FINISH SPEAKING SECTION** box.

If approaches or no response, repeat **QUESTION 1**.
After repeat, if approaches or no response, go to **QUESTION 2**.



PART B TASK 8

QUESTION 2

Athletes from 206 countries participated in the 2016 Olympic games. The athletes show what they can do. They play games they love.

Point to ATHLETES. **What are the athletes doing?**
PAUSE.(IF NECESSARY). **Tell me more.** PAUSE.

If meets, go to **FINISH SPEAKING SECTION** box.

If approaches or no response, repeat **QUESTION 2**.
After repeat, if approaches or no response, go to **QUESTION 3**.

QUESTION 3

What is happening in the picture? PAUSE.
(IF NECESSARY). **Tell me more.** PAUSE.

Go to **FINISH SPEAKING SECTION** box.

FINISH SPEAKING SECTION



Record student's score in Student Response Booklet. **Good job. We are finished.**

1–2 Writing Section

Make sure the Student Response Booklet is open to Part A Task 1. Orient the booklet towards the student. If possible, position yourself to the left of the student so the scoring box is in front of you.

Reminder: Record the student's score at the end of each Task.

Now you are going to take a writing test. Some questions might be easy for you and others might be hard. It is important that you do the best you can.

Do you have any questions before we begin? Answer any remaining questions.

O.K., now let's begin.

PART A TASK 1

Point to PICTURE. **Look at the picture.**

Point to GIRAFFE. **This is a giraffe. The giraffe is eating leaves.**

Point to ZEBRAS. **The zebras are in the grass.**

Point to ZEBRA ON LEFT ON PAGE 9. **Look at this zebra. Let's draw a circle around this zebra.**

MODEL TASK FOR STUDENT:

Draw a circle around ZEBRA ON LEFT. **I'm drawing a circle around this zebra.**

TASK:

Point to ZEBRA ON RIGHT. **Now it's your turn.**

Use your index finger to draw a circle around ZEBRA ON RIGHT. **Draw a circle around this zebra. PAUSE.**

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Use your index finger to draw a circle around ZEBRA ON RIGHT. **Now you draw a circle around this zebra. PAUSE.**

If meets, go to **MOVING ON** box.

If approaches or no response, continue on next page:

PART A TASK 1

MODEL TASK FOR STUDENT:

Draw a circle around ZEBRA ON LEFT. **I'm drawing a circle around this zebra.**

TASK:

Point to ZEBRA ON RIGHT. **Now it's your turn.**

Use your index finger to draw a circle around ZEBRA ON RIGHT. **Draw a circle around this zebra.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Use your index finger to draw a circle around ZEBRA ON RIGHT. **Draw a circle around this zebra.** PAUSE.

Go to **MOVING ON** box.



MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 2**.
Good. Let's turn the page and keep going.

PART A TASK 2

Point to LETTER “Z” ON LEFT. **Look at the letter “Z.” Let’s trace the letter “Z.”**

MODEL TASK FOR STUDENT:

Trace the LETTER “Z” ON LEFT. **I am tracing the letter “Z.”**

TASK:

Point to LETTER “Z” ON RIGHT. **Now it’s your turn.**

Use your index finger to trace the LETTER “Z” ON RIGHT. **Trace the letter “Z.” PAUSE.**

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Use your index finger to trace the LETTER “Z” ON RIGHT. **Now you trace the letter “Z.” PAUSE.**

If meets, go to **MOVING ON** box.

If approaches or no response, continue on next page:



PART A TASK 2

MODEL TASK FOR STUDENT:

Trace the LETTER "Z" ON LEFT. **I am tracing the letter "Z."**

TASK:

Point to LETTER "Z" ON RIGHT. **Now it's your turn.**

Use your index finger to trace the LETTER "Z" ON RIGHT. **Trace the letter "Z."**

PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Use your index finger to trace the LETTER "Z" ON RIGHT. **Now you trace the letter "Z."** PAUSE.

Go to **MOVING ON** box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 3.**

Good. Let's turn the page and keep going.

PART A TASK 3

Point to WORD "SAVANNA" AT TOP. **Look at the word "savanna."**

MODEL TASK FOR STUDENT:

Point to WORD "SAVANNA" AT TOP. **I am going to copy the word "savanna."**

Copy WORD "SAVANNA" ON LINE AT TOP. **s-a-v-a-n-n-a. Savanna.**

TASK:

Point to WORD "SAVANNA" AT BOTTOM. **Now it's your turn.**

Point to LINE AT BOTTOM. **Copy the word "savanna."** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Point to LINE AT BOTTOM. **Now you copy the word "savanna."** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue on next page:



PART A TASK 3

MODEL TASK FOR STUDENT:

Point to WORD "SAVANNA" AT TOP. **I am going to copy the word "savanna."**

Copy WORD "SAVANNA" ON LINE AT TOP. **s-a-v-a-n-n-a. Savanna.**

TASK:

Point to WORD "SAVANNA" AT BOTTOM. **Now it's your turn.**

Point to LINE AT BOTTOM. **Copy the word "savanna."** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Point to LINE AT BOTTOM. **Copy the word "savanna."** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 4**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

PART A TASK 4

Point to PICTURE. **Look at the picture. We're going to write about what we see in the picture.**

Point to GIRAFFE. **Giraffe.**

MODEL TASK FOR STUDENT:

Point to BLANK LINE ON PAGE 15. **I'm going to write the word "giraffe" here.**

Write WORD "GIRAFFE" ON BLANK LINE. **g-i-r-a-f-f-e. Giraffe.**

Turn to PAGE 16 IN STUDENT RESPONSE BOOKLET.

TASK:

Now it's your turn. You're going to write a different word.

Point to PICTURE. **What else do you see in the picture?** PAUSE.

If student responds:

Point to BLANK LINES. **Now write (student response) here.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Point to BLANK LINES. **Now write what you see in the picture here.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue on next page:



PART A TASK 4

Point to TREE. **This is a tree.**

Point to TREE. **What is this?** PAUSE.

If student responds:

Point to BLANK LINES. **Now write that word here.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Point to GRASS. **This is grass.**

Point to GRASS. **What is this?** PAUSE.

If student responds:

Point to BLANK LINES. **Now write that word here.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Point to BIRD. **This is a bird.**

Point to BIRD. **What is this?** PAUSE.

If student responds:

Point to BLANK LINES. **Now write that word here.** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 5**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

PART B TASK 5

Point to PICTURE. **Look at the map.**

Point to JASON'S HOUSE, JILLIAN'S HOUSE, KIM'S HOUSE, OMAR'S HOUSE. **These are houses. They are where different students live.**

Point to OMAR'S HOUSE. **This where Omar lives.**

PAGE 19

Point to HOUSE ON THE LEFT. **Look at the house. Let's draw a circle around this house.**

MODEL TASK FOR STUDENT:

Draw a circle around OMAR'S HOUSE ON LEFT. **I'm drawing a circle around this house.**

TASK:

Point to HOUSE ON RIGHT. **Now it's your turn.**

Use your index finger to draw a circle around HOUSE ON RIGHT. **Draw a circle around this house.** PAUSE.

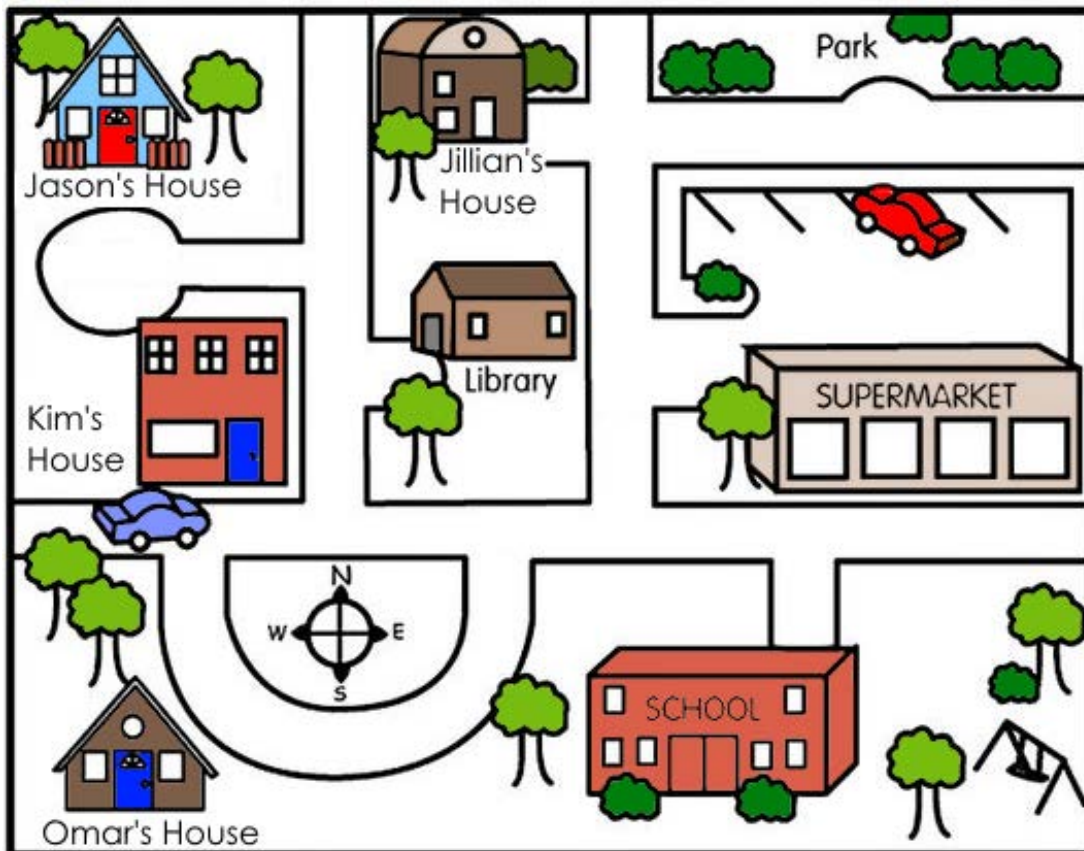
If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Use your index finger to draw a circle around HOUSE ON RIGHT. **Now you draw a circle around this house.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue on next page:



PART B TASK 5

MODEL TASK FOR STUDENT:

Draw a circle around HOUSE ON LEFT. **I'm drawing a circle around this house.**

TASK:

Point to HOUSE ON RIGHT. **Now it's your turn.**

Use your index finger to draw a circle around HOUSE ON RIGHT. **Draw a circle around this house.**

PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Use your index finger to draw a circle around HOUSE ON RIGHT. **Draw a circle around this house.**

PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 6**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

PART B TASK 6

Point to LETTER "M" ON LEFT. **The word map starts with the letter "M."** This is the letter "M."

MODEL TASK FOR STUDENT:

Trace the LETTER "M" ON LEFT. **I am tracing the letter "M."**

TASK:

Point to LETTER "M" ON RIGHT. **Now it's your turn.**

Use your index finger to trace the LETTER "M" ON RIGHT. **Trace the letter "M."**

PAUSE.

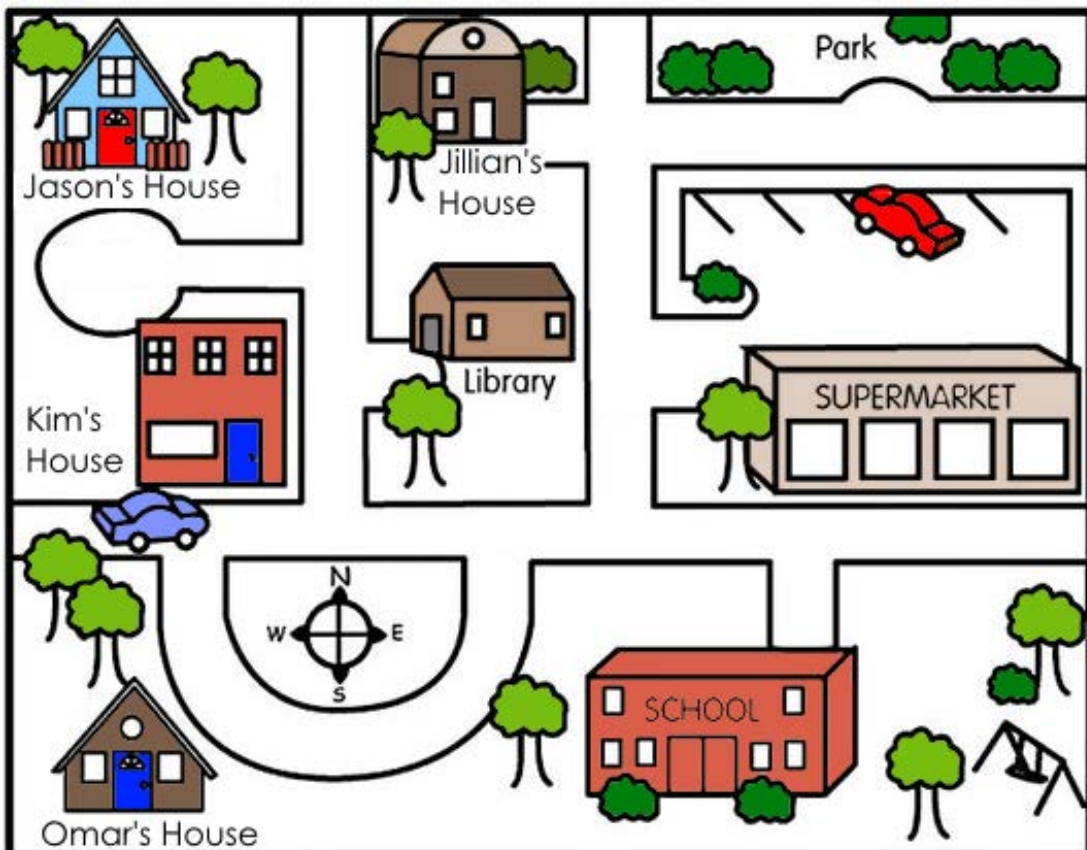
If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Use your index finger to trace the LETTER "M" ON RIGHT. **Now you trace the letter "M."** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue on next page:



PART B TASK 6

MODEL TASK FOR STUDENT:

Trace the LETTER "M" ON LEFT. **Look at this letter. I am tracing the letter "M."**

TASK:

Point to LETTER "M" ON RIGHT. **Now it's your turn.**

Use your index finger to trace the LETTER "M" ON RIGHT. **Trace the letter "M."** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Use your index finger to trace the LETTER "M" ON RIGHT. **Trace the letter "M."** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to **TASK 7**.
Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

PART B TASK 7

Point to WORD "PARK" AT TOP. **Look at this word. This is the word "park."**

MODEL TASK FOR STUDENT:

Point to WORD "PARK" AT TOP. **I am going to copy the word "park."** Copy WORD "PARK" AT TOP. **p-a-r-k. Park.**

TASK:

Point to WORD "PARK" AT BOTTOM. **Now it's your turn.**

Point to LINE AT BOTTOM. **Copy the word "park."**

PAUSE.

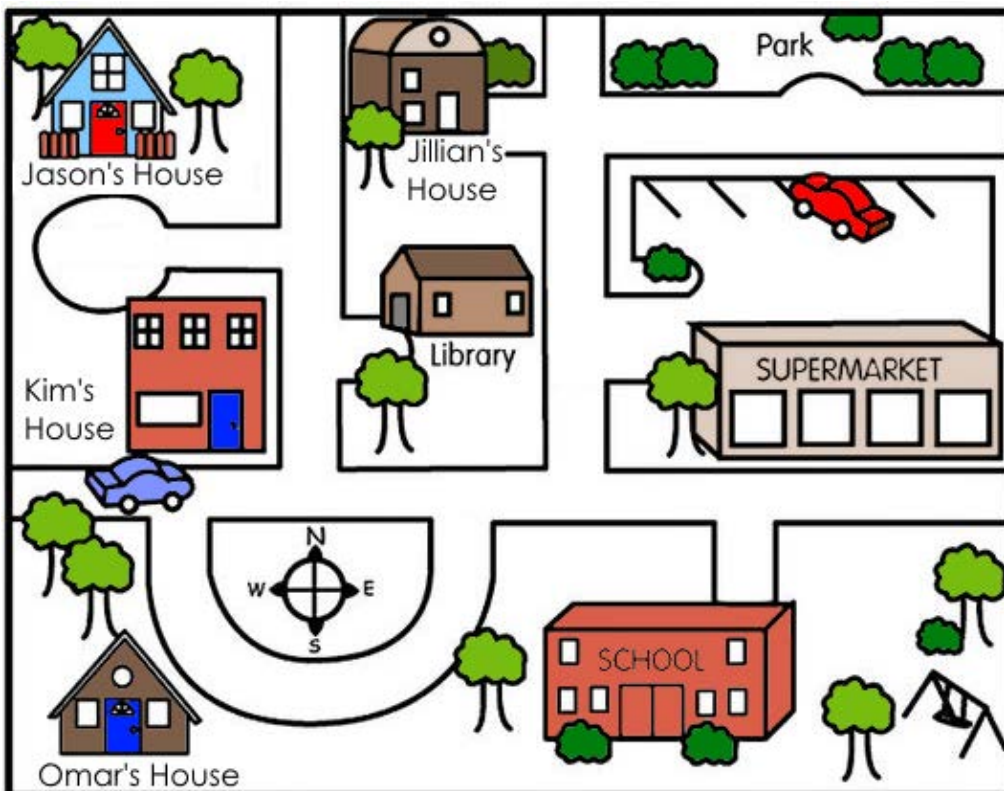
If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Point to LINE AT BOTTOM. **Now you copy the word "park."** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue on next page:



PART B TASK 7

MODEL TASK FOR STUDENT:

Point to WORD "PARK" AT TOP. **I am going to copy the word "park."**

Copy WORD "PARK" AT TOP. **p-a-r-k. Park.**

TASK:

Point to WORD "PARK" AT BOTTOM. **Now it's your turn.**

Point to LINE AT BOTTOM. **Copy the word "park."**

PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Point to LINE AT BOTTOM. **Copy the word "park"** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.

Turn the page and go to **TASK 8**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.

Record all remaining tasks Not Administered.

Good job. We are finished.

PART B TASK 8

Point to PICTURE. **Look at the picture. We're going to write about what we see in the picture.**

Point to SWING. **Swing.**

MODEL TASK FOR STUDENT:

Point to BLANK LINE ON PAGE 25. **I'm going to write the word "swing" here.**

Write WORD "SWING" ON BLANK LINE. **S-w-i-n-g. Swing.**

Turn to PAGE 26 IN STUDENT RESPONSE BOOKLET.

TASK:

Now it's your turn. You're going to write a different word.

Point to PICTURE. **What else do you see in the picture?** PAUSE.

If student responds:

Point to BLANK LINES. **Now write** (student response) **here.** PAUSE.

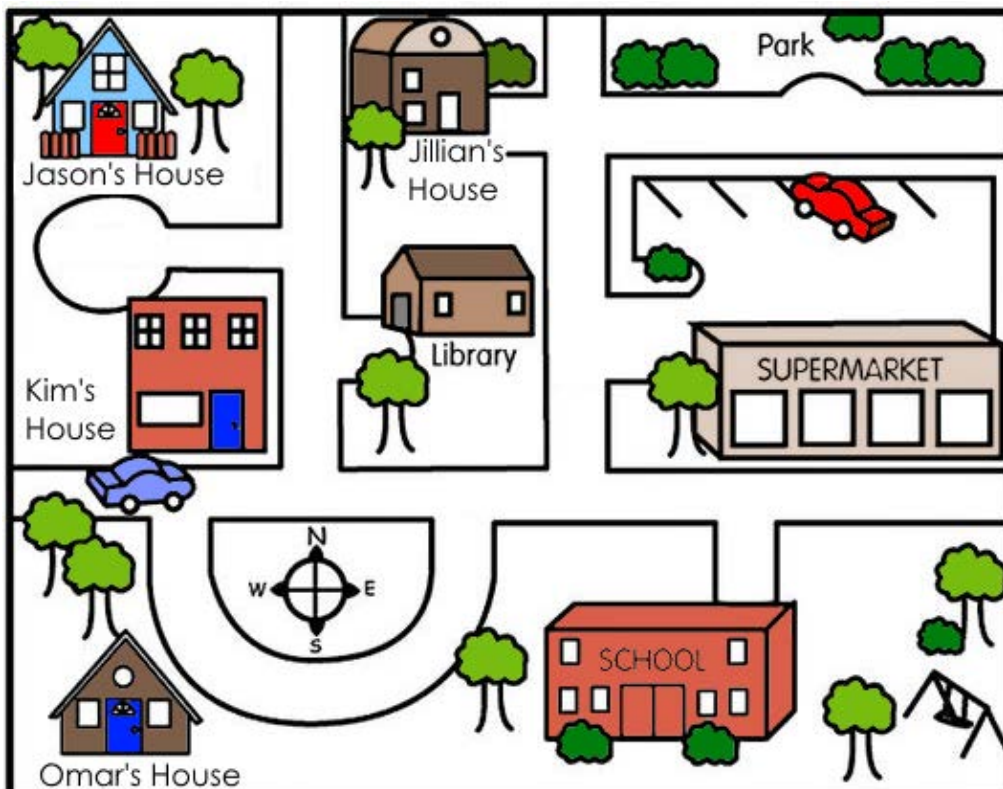
If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Point to BLANK LINES. **Now write what you see in the picture here.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue on next page:



PART B TASK 8

Point to SUPERMARKET. **This is a store.**

Point to SUPERMARKET. **What is this?** PAUSE.

If student responds:

Point to BLANK LINES. **Now write that word here.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Point to CAR. **This is a car.**

Point to CAR. **What is this?** PAUSE.

If student responds:

Point to BLANK LINES. **Now write that word here.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, continue:

Point to OMAR'S HOUSE. **This is a house.**

Point to HOUSE. **What is this?**

PAUSE. If student responds:

Point to BLANK LINES. **Now write that word here.** PAUSE.

Go to **MOVING ON** box.

MOVING ON

Administer *PART C* only if student scored Meets on 7 or more tasks.
If student scored Meets on fewer than 7 tasks, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go to *TASK 9*.
Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

PART C TASK 9

Point to PICTURE. **Let's look at this picture. This is a classroom. There are many students. We're going to write about what we see in the picture.**

Point to PICTURE. **I see students.**

MODEL TASK FOR STUDENT:

Point to BLANK LINE ON PAGE 31. **I'm going to write "students" here.**

Write WORD "PEOPLE" ON BLANK LINE. **s-t-u-d-e-n-t-s. Students.**

Turn to PAGE 32 IN STUDENT RESPONSE BOOKLET.

TASK:

Now it's your turn. You're going to write a different word.

Point to PICTURE. **What else do you see in the picture?** PAUSE.

If student responds:

Point to BLANK LINES. **Now write (student response) here.**

PAUSE.

If student produces a word, go to **MOVING ON** box.

If approaches or no response, continue:

Point to BLANK LINES. **Now write what you see in the picture here.**

(OR) point to BLANK LINES. **Now write (student response) here.** PAUSE.

If student produces a word, go to **MOVING ON** box.

If approaches or no response, continue on next page:



PART C TASK 9

Point to COMPUTER. **This is a computer.**

Point to COMPUTER. **What is this?**

PAUSE. If student responds:

Point to BLANK LINES. **Now write that word here.** PAUSE.

If student produces a word, go to **MOVING ON** box.

If approaches or no response, continue:

Point to CHAIR. **This is chair.**

Point to CHAIR. **What is this?**

PAUSE. If the student responds:

Point to BLANK LINES. **Now write that word here.** PAUSE.

If student produces a word, go to **MOVING ON** box.

If approaches or no response, continue:

Point to GIRL STUDENT. **This is a girl.**

Point to GIRL STUDENT. **Who is this?**

PAUSE. If student responds:

Point to BLANK LINES. **Now write that word here.** PAUSE.

Go to **MOVING ON** box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 10.**

Good. Let's turn the page and keep going.

PART C TASK 10

If student provided a word other than “computer,” “boy,” or “read” in TASK 9, copy student’s word into the WORD BOX.

Point to PICTURE. **Let’s look at this picture.**

Point to BOY IN STRIPED SHIRT. **This boy is listening to the teacher.**

Point to BOY ON COMPUTER IN FRONT. **This boy is working on the computer.**

Point to BOY IN RED SHIRT. **This boy is reading.**

TASK:

Now it’s time to write a sentence. Write about different things students can do in class. PAUSE.

Point to WORD BOX. **You can use the words in the box to help you write a sentence.**

You can begin writing now. PAUSE.

(IF NECESSARY) **Can you write that in a sentence? (OR) Try to write that in a sentence.**

If student produces a phrase or sentence, go to **FINISH WRITING SECTION** box.

If approaches or no response, continue:

What is happening in the picture? PAUSE.

If student responds:

Point to BLANK LINES. **Now write that in a sentence here.**

(IF NECESSARY) **Can you write that in a sentence? (OR) Try to write that in a sentence.**

If student produces a phrase or sentence, go to **FINISH WRITING SECTION** box.

If approaches or no response, continue on next page:



PART C TASK 10

Point to BOY IN RED SHIRT. **What is the boy doing?** PAUSE.

If student responds:

Point to BLANK LINES. **Now try to write that in a sentence.**

(IF NECESSARY) **Can you write that in a sentence?** (OR) **Try to write that in a sentence.**

If student produces a phrase or sentence, go to **FINISH WRITING SECTION** box.

If approaches or no response, continue:

Point to BOY IN STRIPED SHIRT. **What is this boy doing?**If

student responds:

Point to BLANK LINES. **Now write that in a sentence.**

(IF NECESSARY) **Can you write that in a sentence?** (OR) **Try to write that in a sentence.**

Go to **FINISH WRITING SECTION** box.

FINISH WRITING SECTION



Record student's response in Student Response Booklet. **Good job. We are finished.**

End of Script

