

Practice Test

ORExt

Grade 8

English Language Arts

**Scoring Protocol
and
Student Materials**


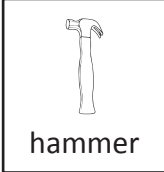

Oregon Department of Education
Behavioral Research and Teaching - UO

Oregon Extended Assessment Practice Test


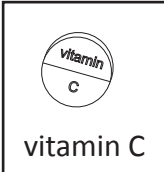
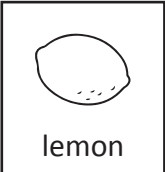
Test Administration Instructions

This test form contains all materials you will need to administer the ORExt practice test, including the Scoring Protocol (SP) and Student Materials (SM).

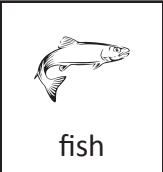

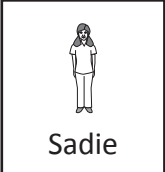
- SP – includes administration directions, item prompts, and scoring information that the Qualified Assessor (QA) needs to administer the ORExt.
- SM – includes item prompts and answer choices for the student to review and select answers.
- In the SP all items are identified as Low (L), Medium (M), or High (H) difficulty at the beginning of the item prompt. Most Low level items have iconic answer choices to support student access. QAs may substitute objects or picture-symbols that the student is more familiar with for all Low level items.
- All instructions for the QA are written in parentheticals in the SP, e.g., (Point to student materials.). All prompts are written in plain text.
- The prompt is also written in the SM for the student to review. The SM contains three answer choices. Students can respond to prompts in their preferred communication modality (e.g., speech, sign, pointing, eye gaze, etc.).
- Follow all instructions provided in the SP. The majority of items can be read aloud entirely, including answer choices. When read aloud is not acceptable (only in ELA decoding items), the SP will explicitly state that the QA should NOT read the answer choices for that item.
- Provide the student the level of support that they need to access each test item (i.e., Full Physical, Partial Physical, Visual/Verbal/Gestural, or Full Independence), while not violating the item construct.
- Read directions carefully and deliberately to the student.
- Start with the directive statement to focus student attention on the SM.
- Read the item prompt (question) first (unless the student consistently needs the directive statement read to them).
- Move on to the next item if the student responds/selects an answer choice.
- Re-read the directive statement for the item if the student does not respond and then repeat the prompt. Re-read as often as necessary all directions, prompts, and directive statements.
- Point to each answer choice as it is read.
- Provide general praise of student effort, but do not lead the student to a correct answer.
- Move on to the next item after two attempts with no response and record a zero in the SP.
- Score all items as correct (=1) or incorrect (=0).

Item 1	Option:	A	B	C	Correct	Student Response
L - Here are three pictures with words. (Point to each.) Which word is helmet? (Do not read answer choices.)		 helmet	 hammer	 hand	a	

Scoring: 0 = incorrect; 1 = correct

Item 2	Option:	A	B	C	Correct	Student Response
L - Here are three pictures with words. (Point to each.) I will read sentences to you - follow along. (Point to and read sentences to student.) What is this story about: orange, vitamin C, or lemon?		 orange	 vitamin C	 lemon	a	

Scoring: 0 = incorrect; 1 = correct

Item 3	Option:	A	B	C	Correct	Student Response
L - Here are three pictures with words. (Point to each.) I will read sentences to you - follow along. (Point to and read sentences to student.) What does Sadie like: fish, swimming, or Sadie?		 fish	 swimming	 Sadie	b	

Scoring: 0 = incorrect; 1 = correct

Item 4	Scoring (0/1)
L - Here is a sentence for you to trace. (Point to word.). Trace the words "We floated down the fast river." (Student receives a point if they trace/generate at least three of the six words recognizably.)	<div style="border: 1px solid black; width: 100px; height: 80px;"></div>

Scoring: 0 = incorrect; 1 = correct

Item 5	Option:	A	B	C	Correct	Student Response
M - Here are three words. (Point to each.) I will read a story to you - follow along. (Point to and read story to student.) What is this about: squirrels, Fiona, or puppies?		squirrels	Fiona	puppies	b	

Scoring: 0 = incorrect; 1 = correct

Item 6	Option:	A	B	C	Correct	Student Response
M - Here are three words. (Point to each.) I will read a story to you - follow along. (Point to and read story to student.) What is on Friday: people, dresses, or party?		people	dresses	party	c	

Scoring: 0 = incorrect; 1 = correct

Item 7	Option:	A	B	C	Correct	Student Response
M - Here are three words. (Point to each.) I will read a story to you - follow along. (Point to and read story to student.) What does "a barrel of laughs" mean: sad, angry, or funny?		sad	angry	funny	c	
<i>Scoring:</i> 0 = incorrect; 1 = correct						

Item 8	Scoring (0/1)
M - You will copy a sentence here. (Point to lines on paper.) Write the words "We looked at the funny little monkey." (Student receives a point if they write at least four of the seven words recognizably, even though there may be misspellings in the word.)	<div style="border: 1px solid black; width: 100px; height: 80px; margin: 0 auto;"></div>
<i>Scoring:</i> 0 = incorrect; 1 = correct	

Item 9	Option:	A	B	C	Correct	Student Response
H - Here are three words. (Point to each.) I will read a story to you - follow along. (Point to and read story to student.) What is this story about: farmers, apples, or animals?		farmers	apples	animals	a	
<i>Scoring:</i> 0 = incorrect; 1 = correct						

Item 10	Option:	A	B	C	Correct	Student Response
H - Here are three spellings of the word sentence. (Point to each.) Which word is spelled correctly? (Do not read answer choices.)		centance	santunce	sentence	c	
<i>Scoring:</i> 0 = incorrect; 1 = correct						

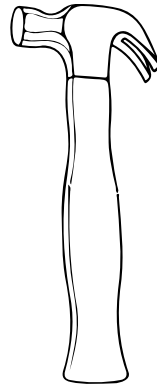
Item 11	Option:	A	B	C	Correct	Student Response
H - Here are three words and sentences for you to read. (Point to each and have student read sentences.) What do Lou and Jill do together? (Do not read answer choices.)		escalator	mall	shop	c	
<i>Scoring:</i> 0 = incorrect; 1 = correct						

Item 12	Scoring (0/1)
H - You will write a sentence here. (Point to lines on paper.) Write the words "I walk to school every other day." (Repeat the words singularly if needed.) (Student receives a point if they write at least four of the seven words recognizably, even though there may be misspellings in the word.)	<div style="border: 1px solid black; width: 100px; height: 80px; margin: 0 auto;"></div>
<i>Scoring:</i> 0 = incorrect; 1 = correct	

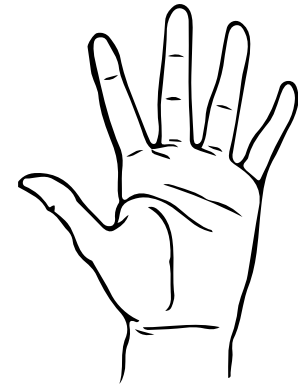
Item 1



helmet



hammer

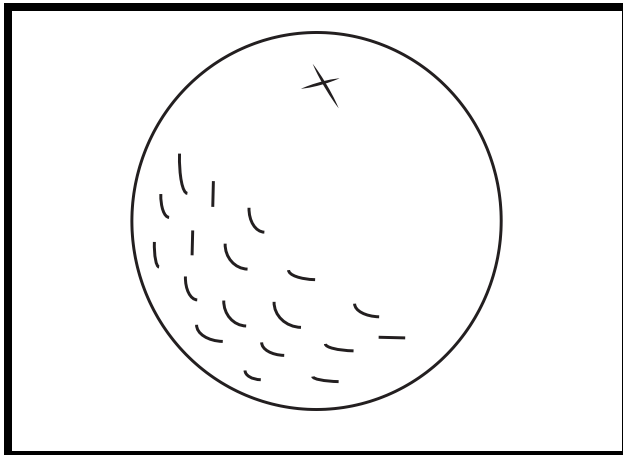


hand

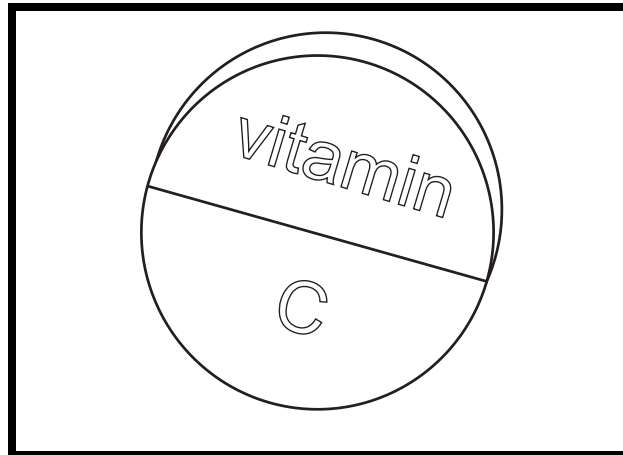
Item 2

The orange is a citrus fruit. Oranges have high amounts of vitamin C. Most of the oranges grown are used for juice.

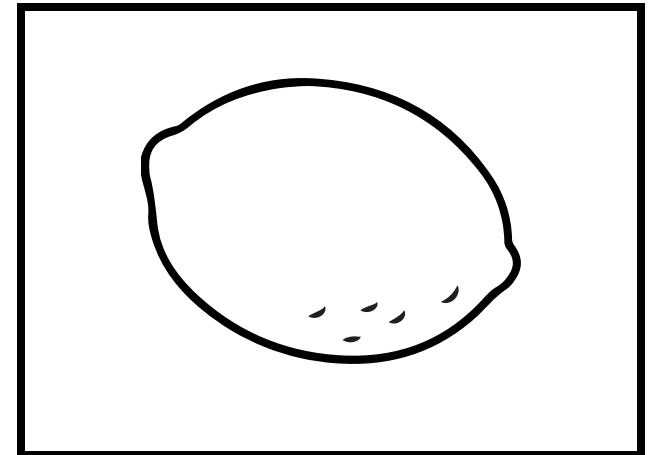
What is this story about?



orange



vitamin C

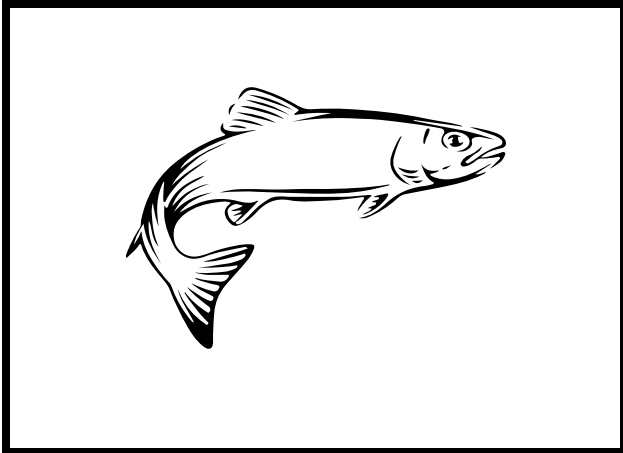


lemon

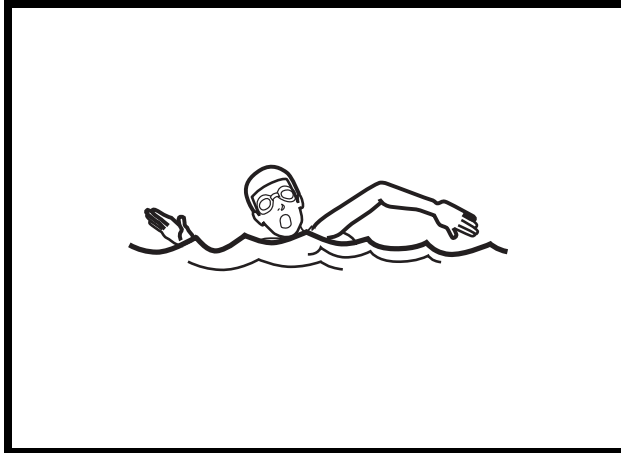
Item 3

Sadie likes to swim. She swims on Fridays. Swimming makes Sadie happy.

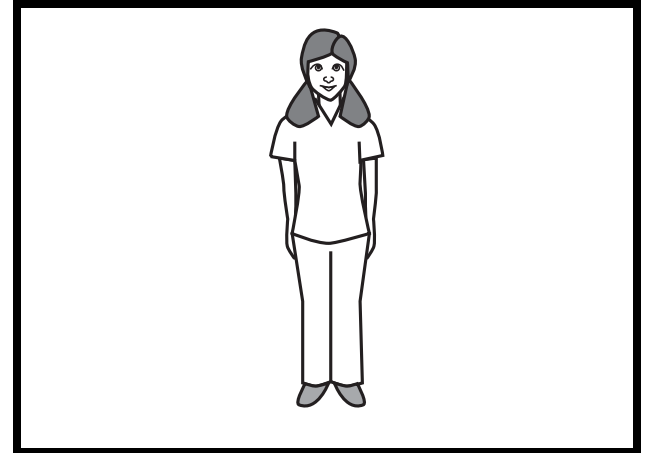
What does Sadie like?



fish



swimming



Sadie

We floated down
the fast river.

Item 5

Fiona is my dog. She is getting old. She likes puppies. She does not like squirrels.

What is this about?

squirrels

Fiona

puppies

Item 6

There is a dance party on Friday. At the dance party there will be music. There might be pizza, too. Some people might dress up for the party.

What is on Friday?

people

dresses

party

Item 7

Judy and Sara are best friends. They like to play practical jokes on each other. Joking together is great. Judy thinks Sara is "a barrel of laughs."

What does "a barrel of laughs" mean?

sad

angry

funny

We looked at the funny
little monkey.

Item 9

Farmers grow the food we eat. Some farmers raise cows and pigs. Some farmers grow corn and apples. Some farmers raise chickens and goats. All the things we eat are grown by farmers.

What is this story about?

farmers

apples

animals

Which word is spelled correctly?

centance

santunce

sentence

Item 11

Lou and Jill like to go to the mall. At the mall they shop. The shops have lots of things to look at. They buy presents for friends. Lou and Jill love shopping.

What do Lou and Jill do together?

escalator

mall

shop

A large rectangular box with a black border, containing four horizontal lines spaced evenly from top to bottom. The lines are positioned approximately at the 25%, 50%, 75%, and 90% marks of the box's height, leaving a small margin at the top and bottom. This layout is typical for a writing or drawing area in a test or worksheet.