

**NEBRASKA STATE
ACCOUNTABILITY**



**2015 NeSA-ALTERNATE ASSESSMENT
ENGLISH LANGUAGE ARTS
ITEM AND SCORING SAMPLER
GRADES 6–8**

TABLE OF CONTENTS

INFORMATION ABOUT ENGLISH LANGUAGE ARTS

General Introduction 1

Sampler Contents 1

Purpose and Uses 1

DOK 1

Reading Level 1-Stage 1: Responding to Discourse Materials 1

Reading Level 1-Stage 2: Reproducing Discourse Related Materials 2

Reading Level 1-Stage 3: Recalling Information about Discourse Related Materials 2

Reading Level 2-Stage 4: Basic Reasoning 2

Item Format and Scoring Guidelines 2

Multiple Choice (MC) 3

Description of Sample Items 3

ADDITIONAL INFORMATION 3

MULTIPLE-CHOICE ITEMS

Item Information and Questions 4

GENERAL INTRODUCTION

The Nebraska Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned to the state assessment system. These tools include Table of Specifications documents, administration manuals, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Nebraska educators in the preparation of local instructional programs and the statewide NeSA-ELA Alternate Assessment.

SAMPLER CONTENTS

This sampler contains test questions (items) that have been written to align to the assessment extended indicators that are based on the Nebraska College- and Career-Ready English Language Arts Standards. The test questions provide an example of the types of questions that will appear on an operational, College- and Career-Ready NeSA-Alternate Assessment in ELA. All sample test questions have been through a rigorous review process to ensure alignment with the assessment extended indicators.

PURPOSE AND USES

The purpose of the sampler is to expose teachers and administrators to new items and to show how these items align to the revised Nebraska College- and Career-Ready English Language Arts Extended Standards.

DOK

In addition to being aligned to the standards, the sample items included in this sampler were also developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is also provided for each item in this sampler in the Item Information Table. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail. Four levels of DOK are used for this analysis. The NeSA-Alt assessments include items written at levels 1 and 2. Levels 3 and 4 items are not included. In addition, the NeSA-Alt items are classified based on DOK stages—subsets of the four DOK levels. The stages include responding, reproducing, recalling at DOK 1, and basic reasoning at DOK 2.

READING LEVEL 1-STAGE 1: RESPONDING TO DISCOURSE MATERIALS

Level 1-Stage 1 requires students to display the ability to respond to or indicate, or acknowledge text or discourse related features. Some examples that represent, but do not constitute all of, Level 1-Stage 1 performance are:

- Students demonstrate the ability to attend to pictures/symbols/objects pertinent to a story.
- Students display attention to people, surroundings, or materials.
- Students attend while teacher reads.

READING LEVEL 1-STAGE 2: REPRODUCING DISCOURSE RELATED MATERIALS

Level 1-Stage 2 requires students to display the ability to copy, replicate, repeat, re-enact, mirror, or match text or discourse related features. Some examples that represent, but do not constitute all of, Level 1-Stage 2 performance are:

- Students match pictures and/or words that depict emotions such happy, sad, or angry.
- Students match printed words to objects.

READING LEVEL 1-STAGE 3: RECALLING INFORMATION ABOUT DISCOURSE RELATED MATERIALS

Level 1-Stage 3 requires the ability to recite or recall facts or information. Involves the ability to distinguish between text-based or discourse features. Some examples that represent, but do not constitute all of, Level 1-Stage 3 performance are:

- Students demonstrate understanding of new words or passages by making connections with personal experience via speech, writing, signs, or assistive device.
- Students retell information taken from printed materials.
- Students answer who, what, and where questions about a story.

READING LEVEL 2-STAGE 4: BASIC REASONING

Level 2-Stage 4 requires processing beyond recall and observation. This requires both comprehension and subsequent processing of text. It also involves ordering, classifying text as well as identifying patterns, relationships, and main points. Some examples that represent, but do not constitute all of, Level 2-Stage 4 performance are:

- Students correct grammar mistakes in a reading selection.
- Students summarize the main idea of paragraph.
- Students identify the author's purpose for writing a brief passage.

ITEM FORMAT AND SCORING GUIDELINES

The Nebraska College- and Career-Ready Alternate Assessment in ELA has one type of test question. Each assessment incorporates multiple-choice (MC) items to assess the Nebraska College- and Career-Ready English Language Arts Extended Standards. Students are required to select a correct answer from three response choices with a single correct answer. MC items are used to assess a variety of skill levels in relation to the tested extended standards.

MULTIPLE CHOICE (MC)

All MC items have three answer choices, including two distractors and one correct answer. Distractors represent common misconceptions, incorrect logic, common misinterpretations, unsound reasoning, casual reading, etc. A correct response to an MC item is worth one point.

DESCRIPTION OF SAMPLE ITEMS

Sample items are provided in this sampler, along with any related stimulus information such as a passage or graphic. Before each test item is an item information table. It is followed by the administrator's directions and then the student view of the item.

Example Response Item Information Table

Item Information		
Alignment	Assigned Extended Indicator	Assigned extended indicator definitions
Answer Key	Correct Answer	Option Annotations Brief answer analysis or rationale
Depth of Knowledge	DOK Level, Stage	
Focus	Skill/Task	

ADDITIONAL INFORMATION

For more information related to the Nebraska plan and schedule for making the transition to NeSA-Alternate English Language Arts, see <http://www.education.ne.gov/Assessment> and select the link on the left titled "ELA Transition".

ITEM INFORMATION AND QUESTIONS

Item Information		
Alignment	LAE.6.2.1.h	Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).
Answer Key	B	Option Annotations Option B is correct. The word “nebraska” names a state. States are proper nouns so they are capitalized. Options A and C are incorrect. These words are not proper nouns and are not located at the beginning of the sentence, so capitalization is not needed.
Depth of Knowledge	1, 3	
Focus	Edit Writing/ Capitalization	

Administrator’s Test Booklet	Indicator LAE.6.2.1.h Edit Writing/Capitalization DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> • <i>Place student test page in front of the student.</i> • <i>Call student’s attention to the page.</i>
SAY	Follow along as I read this sentence. Indicate. We will learn about the history of nebraska this year.
ASK	Which word should begin with a capital letter? <i>Indicate and read answers.</i> A. history B. nebraska C. year

Question 1

We will learn about the history of nebraska this year.

history

nebraska

year

Item Information		
Alignment	LAE.6.1.6.i	Answer literal and inferential questions using explicit evidence from text.
Answer Key	A	Option Annotations Option A is correct. Lana is excited to be going to the fair again with her family. Options B and C are incorrect. The text does not support the ideas that Lana is ready or sick. Students may choose these options if they do not understand the story.
Depth of Knowledge	2, 4	
Focus	Answer Inferential Questions	

Administrator's Test Booklet	Indicator LAE.6.1.6.i Answer Inferential Questions DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	Follow along as I read this story. Indicate. Lana awoke early. Finally, it was the first day of the fair! Lana and her family will spend the entire day at the fair. Every year they do some of the same things. They always stop at the dairy booth. Lana has already decided she will get a chocolate shake. Then they go see the animals. Lana and her sister go on rides. This year there is a thrilling new roller coaster ride.
ASK	Why does Lana get up early? <i>Indicate and read answers.</i> A. She is excited. B. She is hungry. C. She is ready.

Question 2

Lana awoke early. Finally, it was the first day of the fair! Lana and her family will spend the entire day at the fair. Every year they do some of the same things. They always stop at the dairy booth. Lana has already decided she will get a chocolate shake. Then they go see the animals. Lana and her sister go on rides. This year there is a thrilling new roller coaster ride.

She is excited.

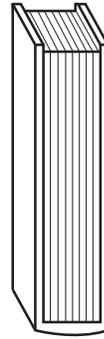
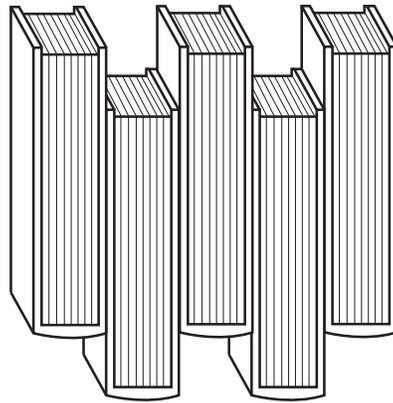
She is hungry.

She is ready.

Item Information		
Alignment	LAE.6.1.5.b	Determine the meaning of words using context clues (e.g., word, phrase, and/or sentence clues) and text features (e.g., titles, illustrations, table of contents, captions, glossary, schedules).
Answer Key	A	Option Annotations Option A is correct. This is the picture of the stack of books. Option B is incorrect. Students may choose this option if they do not recognize the context that was given for the word “stack” in the phrase “stack of books.”
Depth of Knowledge	1, 1	
Focus	Context Clues	

Administrator’s Test Booklet	Indicator LAE.6.1.5.b Context Clues DOK Level 1, Stage 1
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student’s attention to the page.
SAY	Here is a picture of a stack of books. <i>Indicate only the stack of books.</i>
ASK	Where is the picture of a stack of books? A. <i>The student indicates the picture of the stack of books.</i> B. <i>The student indicates the picture of the single book or any other part of the page.</i> C. <i>The student does not respond.</i>

Question 3

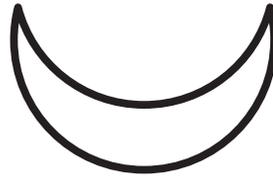


Item Information		
Alignment	LAE.6.1.6.c	Recognize how literary devices are used purposefully in literary text (onomatopoeia, personification, alliteration, simile, metaphor).
Answer Key	A	<p style="text-align: center;">Option Annotations</p> Option A is correct. The word “wink” is indicating that Simon sees the moon when the clouds move. “Wink” is describing the moon. Options B and C are incorrect. Students may choose these options if they do not understand that “wink” is describing the moon.
Depth of Knowledge	1, 3	
Focus	Literary Devices	

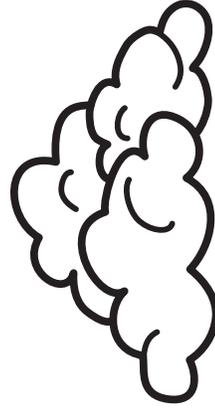
Administrator’s Test Booklet	Indicator LAE.6.1.6.c Literary Devices DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> • <i>Place student test page in front of the student.</i> • <i>Call student’s attention to the page.</i>
SAY	Follow along as I read this story. Indicate. Simon likes to sit on the steps on warm summer evenings. He listens to the night sounds getting louder. Simon often sees the moon wink at him through the clouds.
ASK	What is described with the word “wink”? <i>Indicate and read answers.</i> A. the moon B. the clouds C. the steps

Question 4

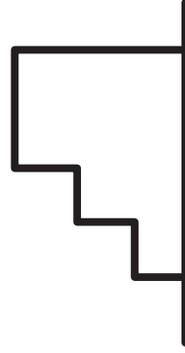
Simon likes to sit on the steps on warm summer evenings.
He listens to the night sounds getting louder. Simon often
sees the moon wink at him through the clouds.



the moon



the clouds

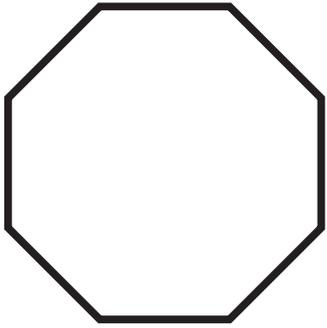


the steps

Item Information		
Alignment	LAE.7.1.5.a	Determine the meaning of words using roots and the words that result when affixes are added.
Answer Key	A	Option Annotations Option A is correct. This option matches the word provided with the shape of an octagon. Options B and C are incorrect. Students may choose these options if they do not recognize that these words do not contain the root “oct-”, which means eight sides and eight angles.
Depth of Knowledge	1, 2	
Focus	Word Structure	

Administrator’s Test Booklet	Indicator LAE.7.1.5.a Word Structure DOK Level 1, Stage 2
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student’s attention to the page.
SAY	<p>Here is an octagon. <i>Indicate.</i></p> <p>Here is the word “<u>octagon</u>”. <i>Indicate.</i></p> <p>The root “oct-” means eight. It is underlined. <i>Indicate.</i></p>
ASK	<p>Which word has a root that means eight?</p> <p><i>Indicate and read answers.</i></p> <p>A. octagon</p> <p>B. rhombus</p> <p>C. triangle</p>

Question 5



octagon

octagon

rhombus

triangle

Item Information		
Alignment	LAE.7.2.1.h	Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).
Answer Key	C	Option Annotations Option C is correct. “Do you bring a snack to your soccer game” is asking a question, so a question mark is needed. Options A and B are incorrect. Students may choose these options if they cannot identify a question.
Depth of Knowledge	1, 3	
Focus	Edit Writing/ Punctuation	

Administrator’s Test Booklet	Indicator LAE.7.2.1.h Edit Writing/Punctuation DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student’s attention to the page.
SAY	A sentence that tells information ends with a period. A sentence that asks something ends with a question mark.
ASK	<p>Which sentence should end with a question mark? <i>Indicate and read answers without inflection.</i></p> <p>A. Please get me a soccer ball B. The soccer players wear blue socks C. Do you bring a snack to your soccer game</p>

Question 6

Please get me a soccer ball

The soccer players wear blue socks

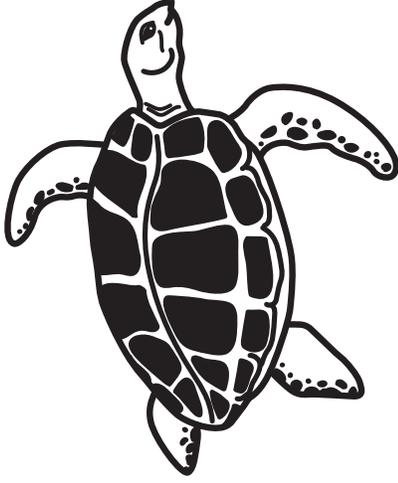
Do you bring a snack to your soccer game

Item Information		
Alignment	LAE.7.2.2.b	Identify evidence from the text that supports an idea found in literary or informational text.
Answer Key	A	<p style="text-align: center;">Option Annotations</p> <p>Option A is correct. A sea turtle’s shell protects it from danger. Options B and C are incorrect. These options do not describe a shell. Students may choose these options if they misunderstand the question.</p>
Depth of Knowledge	2,4	
Focus	Evidence/ Informational Text	

Administrator’s Test Booklet	Indicator LAE.7.2.2.b Evidence/Informational Text DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> • <i>Place student test page in front of the student.</i> • <i>Call student’s attention to the page.</i>
SAY	Follow along as I read this paragraph. Indicate. Sea turtles live in the ocean. They have front flippers. These help the turtles swim. The turtles also have back flippers that help them turn. Sea turtles have a hard shell. It protects them from danger.
ASK	How does the reader know a hard shell is good for a sea turtle? <i>Indicate and read answers.</i> A. It protects them from danger. B. Sea turtles live in the ocean. C. These help the turtles swim.

Question 7

Sea turtles live in the ocean. They have front flippers. These help the turtles swim. The turtles also have back flippers that help them turn. Sea turtles have a hard shell. It protects them from danger.



It protects them from danger.

Sea turtles live in the ocean.

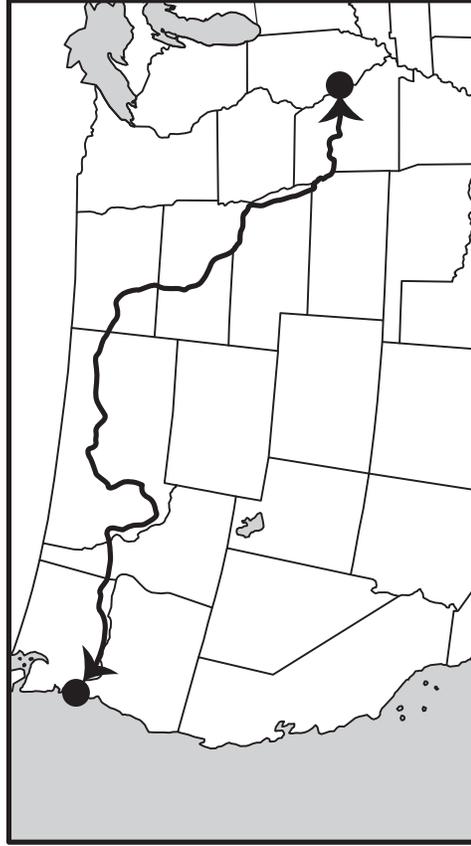
These help the turtles swim.

Item Information		
Alignment	LAE.7.1.6.e	a) Summarize an informational text using key details. b) Identify the main idea of an informational text using key details.
Answer Key	B	Option Annotations Option B is correct. The paragraph is mainly about the trip of Lewis and Clark. Options A and C are incorrect. Students may choose these options if they do not understand what the paragraph is mainly about.
Depth of Knowledge	2, 4	
Focus	Main Idea/ Supporting Details	

Administrator's Test Booklet	Indicator LAE.7.1.6.e Main Idea/Supporting Details DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	Follow along as I read this paragraph. <i>Indicate.</i> In the 1800s, people explored the western part of the United States. Lewis and Clark were two explorers. They were sent by President Thomas Jefferson. Jefferson hoped they would find an all-water route to the Pacific Ocean. They did not. On their trip, Lewis and Clark wrote about the many new plants and animals they saw.
ASK	What is the main idea of this paragraph? <i>Indicate and read answers.</i> A. people from the United States B. the trip of Lewis and Clark C. routes to the Pacific Ocean

Question 8

In the 1800s, people explored the western part of the United States. Lewis and Clark were two explorers. They were sent by President Thomas Jefferson. Jefferson hoped they would find an all-water route to the Pacific Ocean. They did not. On their trip, Lewis and Clark wrote about the many new plants and animals they saw.



people from the United States **the trip of Lewis and Clark** **routes to the Pacific Ocean**

Item Information		
Alignment	LAE.8.2.2.d	Identify precise word choice in a variety of modes.
Answer Key	C	Option Annotations Option C is correct. The word “balls” refers to a specific thing. Options A and B are incorrect. Although “things” and “plants” are used correctly, they are not precise words.
Depth of Knowledge	2, 4	
Focus	Precise Words	

Administrator’s Test Booklet	Indicator LAE.8.2.2.d Precise Words DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student’s attention to the page.
SAY	<p>Follow along as I read this sentence. Indicate. The dog chased something in the park. The word “something” is underlined. Indicate.</p>
ASK	<p>Which word is more precise than the word “something”? <i>Indicate and read answers.</i></p> <p>A. things B. plants C. balls</p>

Question 9

The dog chased something in the park.

things

plants

balls

Item Information		
Alignment	LAE.8.1.5.d	Identify semantic relationships (synonyms, antonyms, homophones, homographs).
Answer Key	C	Option Annotations Option C is correct. The word “strong” means the same as “durable.” Options A and B are incorrect. Students may choose these options if they do not understand the word “durable.”
Depth of Knowledge	1, 3	
Focus	Semantic Relationships	

Administrator’s Test Booklet	Indicator LAE.8.1.5.d Semantic Relationships DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student’s attention to the page.
SAY	<p>Follow along as I read this story. Indicate. Dad packed our cooking supplies in a <u>durable</u> bag. He hoped the bag would not rip when he put it on the shelf. The word “durable” is underlined. Indicate.</p>
ASK	<p>Which word means the same as “durable”? <i>Indicate and read answers.</i></p> <p>A. large B. round C. strong</p>

Question 10

Dad packed our cooking supplies in a durable bag. He hoped the bag would not rip when he put it on the shelf.

large

round

strong

Item Information		
Alignment	LAE.8.1.6.b	Identify and describe elements of literary text (e.g., character(s), setting, conflict, story sequence, point of view).
Answer Key	B	Option Annotations Option B is correct. Marco wants to play a game, but a piece of the game is missing. This is the conflict. Options A and C are incorrect. Students may choose these options if they do not understand that the conflict is the problem of the story.
Depth of Knowledge	2, 4	
Focus	Elements of Literary Text	

Administrator's Test Booklet	Indicator LAE.8.1.6.b Elements of Literary Text DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	Follow along as I read this story. Indicate. Marco wants to play a board game. He chooses his favorite one. Marco spreads the game out on a table. He notices a piece is missing. He decides to play a different game.
ASK	Which sentence from this story states the conflict? <i>Indicate and read answers.</i> A. He chooses his favorite one. B. He notices a piece is missing. C. He decides to play a different game.

Question 11

Marco wants to play a board game. He chooses his favorite one. Marco spreads the game out on a table. He notices a piece is missing. He decides to play a different game.

He chooses his favorite one.

He notices a piece is missing.

He decides to play a different game.

Item Information		
Alignment	LAE.8.2.1.c	Use relevant evidence to support a claim or theses.
Answer Key	B	Option Annotations Option B is correct. Rain and wind would change the rocks. Options A and C are incorrect. These websites would not give information about how rain and wind affect rocks.
Depth of Knowledge	2, 4	
Focus	Use Relevant Evidence	

Administrator's Test Booklet	Indicator LAE.8.2.1.c Use Relevant Evidence DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> • <i>Place student test page in front of the student.</i> • <i>Call student's attention to the page.</i>
SAY	Follow along as I read this story. Indicate. Jana is doing research about rocks. She wants to create a poster that shows how rain and wind affect rocks.
ASK	Which book has information that Jana can use? <i>Indicate and read answers.</i> A. one about starting a rock collection B. one about learning how rocks change C. one about using rocks to create pictures

Question 12

Jana is doing research about rocks.
She wants to create a poster that
shows how rain and wind affect rocks.

one about starting a rock collection

one about learning how rocks change

one about using rocks to create pictures

**THIS PAGE IS
INTENTIONALLY BLANK.**

**2015 NeSA-ALTERNATE ASSESSMENT
ENGLISH LANGUAGE ARTS
ITEM AND SCORING SAMPLER 2015
GRADES 6–8**

Copyright © 2015 by the Nebraska Department of Education. The materials contained in this publication may be duplicated by Nebraska educators for local classroom use. This permission does not extend to the duplication of materials for commercial use.