

Technology-Enhanced Item Types for the English Language Arts Reading Test
Percent of Test that is Composed of Technology-Enhanced Items: 25%–50%

1. Editing Task Choice

The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.

13 - 15

There are five highlights in the passage to show which word or phrase may be incorrect.

Replace "sports, tennis," with:

- sports tennis
- sports: tennis
- sports; tennis,
- sports, tennis,

In 1895, a man named William G. Morgan invented a game he called M... modeled it on two other **sports, tennis,** and handball. This game soon beca... **volleyball, the name** comes from the volleys exchanged between the two te...

Volleyball can be played either indoors or outdoors—for example, on th... Today there are many different variations, such as footvolley and Hooverbal... (played with a soccer ball), which is from **Brazil. Players** use everything but... Hooverball is played with a heavy medicine ball, which is caught and thrown... across the net.

2. Editing Task

The student clicks on a highlighted word or phrase that may be incorrect, which reveals a text box. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase. For paper-based assessments, this item type will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

10 - 12

There are five highlights in the passage to show which word or phrase may be incorrect.

Have you ever wondered how a relatively thin sleeping bag, j... **if you have a comforter** filled with down can be so warm? Down f... eath the tougher exterior feathers of b... this insulation keeps the bird warm. In... everyday products that keep us warm.

Replace "if you have a comforter" with:

OK Cancel

...g down feathers in this way **since** cer... variety of species or birds were used in the **past;** the most comm... domestic goose. Most of the supply comes from China, while the n... and Canada.

3. Hot Text

a. Selectable Hot Text - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable ("hot"). The student can then click on an option to select it. These items may have one or two parts. In a two-part hot text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to use the text to support the answer in Part A. In other cases, the two parts might function independently. For paper-based assessments, a "selectable" hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.

3

Select two phrases from the passage that support the idea that the narrator fears the future that lies before her.

14 **Cassie laughed, as if congratulating herself on the funniest thing ever said.** Truthfully, it was not really the prospect of sharks—which, as far as I knew, didn't inhabit this region anyway—that made me apprehensive about the ocean. **I wasn't one of those people who refused to take a bath for a month after seeing the movie Jaws.** It had more to do, I think, with the utter vastness of the ocean itself, the way the expanse of water stretched out so far into the distance that it seemed to go on forever. Who knew what lay beneath it all?

b. Drag-and-Drop Hot Text - Certain words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic organizer or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

9 Select four sentences to create an objective summary of the passage. Order the sentences so the summary reflects the arrangement of ideas in the passage. Place only one sentence next to each number.

- The narrator’s father wants her to take more risks.
- A high school student goes snorkeling with her friend.
-
- The narrator’s friend likes to snorkel when she wants to relax.

The narrator’s friend likes to snorkel when she wants to relax.

Two high school students are one year away from graduation.

The narrator is concerned about the prospect of leaving for college.

The narrator is hesitant to snorkel because she has not enjoyed it in the past.

The narrator was scared to snorkel before because of the depth of the ocean.

The narrator decides to trust her friend and go snorkeling even though she is afraid.

4. Open Response

The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

7 What does the reader learn about the narrator in the last paragraph?
Type your answer in the space provided.

Type full response here.

5. Multiselect

The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.

6 Select two ways that the interactions with other characters support the development of the narrator’s character.

- Cassie encourages her to hurry, and that eases the narrator’s fears.
- Cassie expresses her feeling that the ocean is beautiful, and the narrator realizes she is right.
- The narrator’s father encourages her to go beyond her comfort zone, and at the end she does.
- Going to the ocean with her family as a child makes the narrator feel assured about exploring new places.

6. Evidence-Based Selected Response (EBSR)

In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple-choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A. These items appear in the online and paper-based assessments.

5

Part A

Why does the author mention the horror movie *Jaws* and a nature show about sea creatures?

- A To show why the narrator is intimidated by the unknown.
- B To show that snorkeling in the ocean can be dangerous.
- C To reinforce the idea that the unknown can be challenging.
- D To help describe what the narrator sees while snorkeling.

Part B

Select the detail from the passage that supports the answer to Part A.

- A "I wasn't one of those people who refused to take a bath for a month after seeing the movie *Jaws*."
- B "Who knew what lay beneath it all?"
- C "I had recently seen a nature show about the kinds of fish—if you could even call them fish—that inhabited the greatest depths of the oceans: grotesque, insect-like things with translucent bodies, huge eyes, and feelers that sprouted from their heads like some kind of alien appendages."
- D "I put on my mask and adjusted the snorkel along the side of my head as carefully as I could, knowing that I'd probably suck vast quantities of sea water through it just the same."

2

Part A

Which is a central idea of the passage?

- A The sea is a place of danger.
- B Adolescence is a difficult transition into a new life.
- C Parents usually know what is best for their children.
- D It is better to trust your own feeling than to trust friends.

Part B

Select the detail from the passage that supports the central idea.

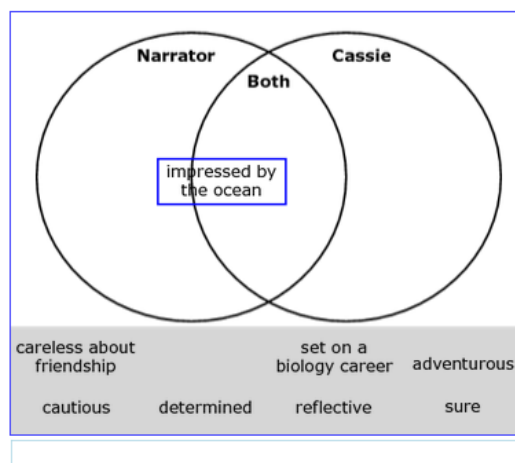
- 16 A At one point during that snorkeling expedition, as I was paddling around through the murk, it suddenly seemed as if the bottom fell out of the ocean floor. I could feel a corresponding drop in the pit of my stomach as the water around me turned colder, and deepened to where I could no longer see the bottom at all. The fact that both my parents were only yards away didn't help: I was certain that I had passed some boundary and entered a world where I did not belong.

7. Graphic Response Item Display (GRID)

In a GRID item, the student might select words, phrases, or images and use the drag-and-drop feature to place them into a graphic organizer or other format. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

8

Place the characteristics that describe the narrator, Cassie, or both in the diagram in the correct locations.



8. Multimedia

Technology-enhanced content may include multimedia elements such as audio clips, slideshows, or animations. Multimedia elements may appear within passages (stimuli) or test items. For paper-based assessments, multimedia content will be replaced by paper-based items or stimuli that assess the same reporting category.

Listen to classmates Samantha and Orlando prepare for a project.



16

What point is Samantha making when she mentions "demographics"?

- A that advertisers market to specific types of people
- B that marketing tries to reach all parts of the population equally
- C that advertisers make decisions based on what aisle their product will be in
- D that marketing considers the interests of children and adults when creating advertisements

Listen to classmates Samantha and Orlando prepare for a project.



17


Based on the discussion, what two projects could the students be working on?

- a presentation on marketing
- getting ready for a yard sale
- designing a package for an invented product
- learning about what makes up demographics
- writing a mock public service announcement






Note: Test end review.

You have reached the end of the test.

You may review your answers. If you have finished reviewing your answers, click [Submit Test]. You cannot change your answers after you submit the test.

 This symbol indicates unanswered items.

Questions:

1	4 	7	10	13	16
2	5	8	11 	14 	17
3	6	9	12 	15 	18

Submit Test