

ABOUT DRAW A LINE PRACTICE ITEMS

The Directions for Administration (DFA) Practice Items contain practice items only, not operational items, and are NON-SECURE material. Practice items will NOT be scored.

These practice items are intended for the student to understand how the “draw a line” items work and how to direct the test administrator (TA) to draw lines between letters or words and blanks.

As is the case for the administering the ELPA21 Screener, the person responsible for administering the practice items should be a trained teacher or administrator and should be able to carry out standard examination procedures. Be certain that the physical conditions of the testing room are satisfactory. The location should be quiet, away from other students, and not subject to interruptions.

PREPARATION FOR TESTING

The TA should read through these instructions prior to administering the “draw a line” practice items to become familiar with the task type and procedures. Please have these required materials on hand before starting each testing session:

- these Directions for Administration
- one pencil for the TA to draw lines for the student

DURING TEST ADMINISTRATION

Follow the script provided below. In this script:

- Text that is in **bold** font is what the TA says out loud.
- Regular (non-bold) text provides additional directions to the TA that should not be read out loud.

Note: Questions may be repeated once if needed.

Practice Question 1 (Writing Domain)

SAY: For the first practice question, you are going to create a word. The letters of the word are scrambled. I will draw a line between your letter choices and where you want to place the letters to create the word. Three letters are listed for you to use to make the word. I will read the word to you. I can repeat the word, if you want.

For practice question 1, the TA will prompt the student to make letter choices. The TA will use a pencil (not a pen) to mark the lines on the student test booklet page as the student indicates. The TA may confirm the student's choice by saying **"This one?"** and **"Put it here?"** to confirm the letter location in the answer box area. If the student's response is unclear, the TA can confirm the letter and location, but the TA is never allowed to name the letter to the student or confirm the final word spelling with the student. The TA may erase the lines and start over only if the student indicates to do so. The TA is not allowed to prompt the student to start over.

The TA may prompt the student, **"Are you finished choosing?"** or **"Are you finished answering this one?"** if the student doesn't seem to know how to complete a word or how to finish a word that was started. The TA may not correct any misspellings or hint that the student should make another letter choice. The TA is not allowed to continue prompting the student if the student becomes nonresponsive or shrugs. If the student doesn't choose an appropriate number of letters for a response, the TA should move on after confirming once that the student is finished choosing for that test question.

SAY: You will tell me which letters to choose to create the word. I can only use the letters you point to. Let's start.

SAY: Practice question 1. Look at the picture.

Use the student's test booklet page and point to the picture of the dog.

SAY: Point to the letters you need to make the word. Dog.

Complete the word by drawing the lines between the letters that the student indicates to the blanks that the student indicates until the word is complete or until the student stops.

This prompt can be repeated once for the student.

SAY: Dog. You should point to the letter "d" (point to the letter "d") for the first box (point to the first box), then point to the letter "o" (point to the letter "o") for the second box (point to the second box), and then point to the letter "g" (point to the letter "g") for the third box (point to the third box).

SAY: Do you understand how to answer this question? Do you have any questions?

Practice Question 2 (Writing Domain)

SAY: Turn the page over to page 2.

SAY: Now we will do something a bit different. Instead of a word, this time we are creating a sentence. For the next question, you will tell me which words to put in order to create the sentence. Just like before, I will draw a line between the word you choose and the location in the sentence. Some of the words are already in the sentence to help you. I can repeat the sentence for you, if you want.

For practice question 2, the TA will prepare to prompt the student to make the word choices. The TA will use a pencil (not a pen) to mark the lines on the student test booklet page as the student indicates. The TA may say “**What word first?**” and/or “**What word next?**” The TA may also confirm the student’s choice by saying “**This one?**” and “**Put it here?**” to confirm the word location in the answer box area if the student’s response is unclear, but the TA is never allowed to read the word choices to the student or confirm the final sentence with the student. The TA may erase the lines and start over only if the student indicates to do so. The TA is not allowed to prompt the student to start over.

The TA may prompt the student, “**Are you finished choosing?**” or “**Are you finished answering this one?**” if the student doesn’t seem to know how to read the word options or how to finish a sentence that was started. The TA may not correct any errors or hint that the student should make different word choices. The TA is not allowed to continue prompting the student if the student becomes nonresponsive or shrugs. If the student doesn’t choose the words that would complete the sentence for a response, the TA should move on after confirming once that the student is finished choosing.

SAY: You will tell me which words to mark to create the sentence. I can only use the words you tell me to mark, or that you point to. I can only put the words where you tell me. Let’s start.

SAY: Practice question 2. Look at the picture.

Use the student’s test booklet and point to the picture of the boy and girl holding blocks.

SAY: Point to the words to make this sentence: They have five blocks.

SAY: Now tell me which word to choose to make the sentence. Ready? Which word first?

Complete the sentence by drawing the lines between the words indicated by the student to the blanks that the student indicates until the sentence is complete or until the student stops.

This prompt can be repeated once for the student.

Kindergarten

SAY: They have five blocks. You should point to the word “have” (point to “have”) for the first box (point to the first box) and to the word “blocks” (point to “blocks”) for the second box (point to the second box).

SAY: Do you understand how to mark your answer? Do you have any questions?