

Test Prep Sampler Pak

From knoxeducation.com
for English/Language Arts

A sampler of all the **test prep** resources available at
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- **Constructed Response Practice Tests** (from SBAC) for students and teachers in grades 3-8.
- The student version is in Word so the students can actually type in their responses as if they were taking the test.
- The teacher version includes the SBAC rubric with exemplar samples.

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A flashback is a scene that takes place before the present time in a narrative story. In "Libby's Graduation," the author begins in the present and then continues with a flashback.

Briefly explain how the flashback affects the story. Use evidence in your answer.

Type your answer in the space provided.

Type your answer in this box.

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Project Shelter is helping hermit crabs by creating artificial shells for them to use as shelters. Explain the process that is used in designing and selecting the shells. Use details from the text to support your answer.

Type your answer in the space provided.

A two-point response includes a correct description of the process that is used to design and select artificial shells for hermit crabs. Responses must also use direct evidence from the text. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample two-point response:

First, they consider the kind of material to use, to be sure it is light enough and contains nothing that might be toxic for the crabs. And then, they consider the size of the shell opening, to be sure it is not too small or too large.

A one-point response gives a correct description of the process that is used to design and select artificial shells for hermit crabs with limited or missing evidence from the text.

Sample one-point response:

They must consider the kind of material to use and then test the shell opening.

A response that provides no evidence from the text to describe the process of selecting a shell for hermit crabs receives no credit.

Sample zero-point response:

Project Shelter is helping design new shells for crabs.

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Academic Language Lists

for students and teachers also in grades 3-8

- The student version has question stems from test samples provided by SBAC. These give students a chance to get familiar with testing language and what it means and how they need to best answer.
- The teacher version lists the same language with a reference to the standard being assessed and the DOK level as well.

Academic Language – Grade 5 (2014)
(From SBAC Practice Test Scoring Guide 2014 for Grade 5)

Which sentences **best support** the idea that _____? Select two options.

Which statement **best summarizes** the central ideas of the text?

What does the **use of the word** _____ **suggest**?

The question has **two** parts. First answer part A. Then answer part B.

Part A. Which of these **inferences** about _____ is **supported in the text**?

Academic Language – Grade 5 (2014)
(From SBAC Practice Test Scoring Guide 2014 for Grade 5)

G	DOK	STD. #	Standard	Question
5	1	L-1, L-2, L-3.b	To complete this task, students must be able to identify errors in punctuation to separate items in a series and in the use of a comma to set off the words yes and no.	The student wrote a sentence that contains errors in punctuation. Click to highlight the three words that should be followed by a comma.
5	1	L-2	The student will identify, edit to correct, and/or edit for correct use of 6. comma to separate an introductory element from the rest of a sentence. 20. commas and quotation marks to mark direct speech and quotations.	The student wrote a sentence that contains errors in punctuation. Click to highlight the two words that should be followed by a comma.
5	3	L-5	The student will interpret the meaning of a figurative phrase used in context and analyze its impact on meaning.	What effect does the author create by using the phrase "_____"? Select two options.
5	3	L-5	The student will analyze the impact of word choice on reader interpretation of a text.	What does the use of the word _____ suggest about the author's point of view?
5	2	RI-1	The student will identify text evidence to support a given inference based on the text.	Which sentences best support the idea that _____? Select two options.
5	2	RI-1	The student will identify evidence (explicit details and/or implicit information) to support a GIVEN inference based on the text.	Click on the sentence from the paragraph that best shows this idea.
5	2	RI-2	The student will determine or summarize a central idea or topic in a text.	Which statement best describes the main idea of the paragraph?
5	3	RI-2	The student will form a conclusion about an informational text and identify details within the text that support that conclusion.	What conclusion can be drawn about the author's point of view about _____? Support your answer with details from the text.
5	3	RI-3	The student will form a conclusion about an informational text and identify details within the text that support that conclusion.	What conclusion can be drawn about the effects people have on _____? Support your answer with details from the text.
5	3	RI-3	The student will analyze how conflicting information reveals the author's point of view within a text.	Part A. Select the statement from the text that best describes what the information in the paragraph shows about the author's point of view. Part B. Which sentence from the text best supports your answer in Part A? Choose one option.
5	2	RI-4	The student will determine the meaning of a word based on context in an informational text.	The author uses a word that means "_____" in the text. Click a word in the paragraph that best represents that idea.
5	3	RI-5	The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.	What is the best reason the author chose to end the text with a summary?
5	2	RL-2	The student will determine or summarize a theme or central idea of a text.	Which statement best summarizes the central ideas of the text?
5	3	RL-3	The student will make an inference about a literary text and identify details within the text that support that inference.	Part A. Which of these inferences about _____ is supported in the text? Part B. Which sentence from the text best supports your answer in part A? Select one option.

DOK Question Stems

These give both teachers and students an opportunity to expand their levels of questioning through practice and discussion and vocabulary understanding.



DOK Level 3 Question Stems

- How is _____ related to _____?
- What conclusions can you draw _____?
- How would you adapt _____ to create a different _____?
- How would you test _____?
- Can you predict the outcome if _____?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of _____?
- What facts would you select to support _____?
- Can you elaborate on the reason _____?
- What would happen if _____?
- Can you formulate a theory for _____?
- How would you test _____?
- Can you elaborate on the reason _____?





Games People Play with the Academic Vocabulary of the SBAC

A teacher's plan to have fun with students preparing for the CAASPP

Multiple games are included
as well as word lists for grades 3-8 from SBAC.

Games to Play with the Academic Vocabulary of the SBAC

These word games provide a fun-filled way to review the essential terms relating to each grade level's CAASPP testing language in sample tests from SBAC/CAASPP. When students are enjoying themselves learning is accelerated and attitude towards preparing for the SBAC assessments is improved. Not to mention, while students are reviewing the terms on lists they are attaining fluency and automaticity with decoding and understanding the words themselves as they scan for the right word.

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There is a list of ELA words from SBAC at the end of this handout. In addition, there are lists of SBAC academic language words by grade level for ELA on our website: www.knoxeducation.com/test-prep under "Academic Language."

BEFORE you play these games:

1. Make sure the students have learned the meaning of the words during your regular instruction. Build the habit of having the students box key terms on test items, or worksheets. Use them during class note-taking, post them during teaching and on your daily schedule. You may want them to keep a running list of academic terms for their grade level in their standards check-off folders.
2. Create a randomized list of 10-30 ELA words for each time you play a game. Ask students to draw picture icons and/or list words or phrases defining each word on their game list before they begin playing. This makes a good partner activity to increase ways of interacting with the words and discussing the meanings.

Race to the Top!

Students can play this rapid-fire game in pairs or as a small group.

List about 5 terms on a chart or on the white board behind the players.

Have one player turn so that he/she cannot see the words.

The player's partner then starts at the bottom of the list and gives clues for what each word means until the player guesses the word.

The first team to get all of the words correct wins a point.

BEFORE you play:

Provide students with the list of terms you are going to be selecting from. This is a great activity to motivate students to review before an assessment. Focus the group of terms on an area of the curriculum, for example you may say:

"Today we are playing with terms from "Informative reading and writing."

Then have the students list these words and their definitions on paper to get ready to play. Or you can type a list of words to play with and give students time to study before the game starts. They should add their own definitions, clues, and pictures so that when they are playing they'll have their ideas at the ready.

Pictionary!

1. Provide students with a list of SBAC assessment words ahead of time.
2. Have them get ready to play by drawing icons or pictures to go with each word.
3. Let students work in pairs or small groups to get ideas from each other for the graphics.
4. Write the words from the list you are playing with on cards and place in a basket.
5. Have each team that is playing elect an artist to start. The artist comes up to the basket, selects a word, and then has a moment or two to think about how they will draw that word. You may also provide help if the student is stuck for an idea. They can bring their prepared sheet of words with them as well.
6. Start a timer and have the student start drawing the word.
7. Team mates try to guess which word it is and write the word on their whiteboards to check.
8. Stop the timer when a team member gets the word.
9. You can make it harder by insisting that every team member write the word *before* the timer is stopped.
10. Keep track of the time needed to guess the word for each team. **The team that uses the least amount of time for a given set of words wins.**
11. Rotate artists after each word and take turns back and forth between the teams.

Determine

Details

More Games to Play with SBAC Word Lists

Matching Definitions:

Divvy out 1-3 words per student, have them write the word clearly on one index card and a simple definition + picture if possible on another. Have students use these cards to walk around and match up words and definitions with their classmates. You could also use the pairs of cards for playing concentration.

Crossword Puzzles:

Here are a couple of websites that will let you create crossword puzzles. You may be able to get older students to create these for younger students based on the definitions they write up. I would AVOID USING WORD SEARCHES EXCEPT WITH SPELLING ACTIVITIES—these do not encourage the student to think about the meanings of words. The students are just looking for spelling patterns.

<http://www.puzzle-maker.com/CW/index.htm>
<http://banks.com/webguide/crosswords.htm>

Guess My Group:

Pass out a list of academic terms that is not organized in any particular order. List 3 or more terms on the white board and ask students to work in teams to figure out what the words share in common with each other. For example you may list: *period, comma, apostrophe, quotation mark* (punctuation marks). Have each team or pair write the category on a white board and display all team responses at the same time. Teams with correct responses get a point. Teams may get additional points by adding another term that can fit the category. For example, to the above list they may add why it fits in that category after each cycle. There will be varied give a point or not, to the responses. For example, "about writing" looking for "terms that explain how to revise." You can also have that go together in a category and have the class guess their intended randomized list and a number of given categories by adding another term determine.

Grade 3

Affix	global notes	pre-writing
antonym	grammar usage	presentation (listening stimulus)
article/magazine article/newspaper article	heading	punctuation/punctuated
audience (as in writer's audience)	illustration	purpose for writing
author	imaginary	opinion, narrative writing)
capitals/capitalization	infer/inference(s)/inference(s) made	quotation/direct quotations/ quoting/directly
central idea	inform	reason(s)
character(s)	information	relationship
character's actions	informational paper/informational article	report
connect ideas	Internet	research
conclude/conclusion	introduce setting/ characters/problems (writing)	research report
conclusion drawn/drawing a conclusion	introduction	revise
conclusion	key details	root word
connect ideas (transitions in writing)	lesson/moral	sentence/pair of sentences/set of sentences/line
convince/convincing (in opinion writing)	main character	setting
define/definition/descriptive details/realistic details	main idea	similar
develop ideas (evidence/elaboration)	meaning	skim
dialogue	mental picture (writing)	source(s)
dictionary/dictionary entry	message (e.g., author's message)	speaker (used in listening items)
draft	narrator	specific word choice
edit	notes	spell check
encyclopedia	opening (beginning)	spelling errors
errors	opinion/agree/disagree	stanzas
event	opposite	support/supporting details
examples	order of events	synonym
explain	organized(d)/organization of ideas	title
facts	paragraph	topic
flashback	passage	trustworthy source
	phrase	underlined
	plot	verb(s)/verb tense
	point of view	

Posters and Cue Cards

and **teacher instructions** for writing “**Great Paragraphs**” and using the **A.C.E.** acronym (Answer, Cite, Extend) to help students better answer constructed response questions.

How to **A.C.E.** a Written Response Question

Read



- Read the **question** slowly/carefully.
- **Figure out** what the question is asking you to do.
- **Highlight** or note the evidence you want to use in your answer.

Write

A.C.E.



Answer the question being asked.
Reread and restate the question, using your answer to write your topic sentence.

Cite evidence from the text to support your answer.
Include details from the text in your answer.
DO NOT COPY TEXT word-for-word unless it is a **QUOTE**.

Extend your answer.
Explain your answer using your own prior knowledge and your personal experience.
Group your ideas together.
Use **transition words** to link your ideas.
Close your answer at the end.
Reread your answer and ask yourself,
“Does it answer the question? Does it make sense?”

Adapted from information in Interactive Writing Notebook at www.knoxdigital.com
Available on our website at http://www.knoxdigital.com/files/media/2016/06/attachment/ace_answer_cite_extend_cue_card_final_10-17-2015.pdf

Make Great Answers



- Has key words from the text in the first sentence.
- Includes details and evidence from the text.
- Answers the question well.
- Makes sense.



- Has key words from the text in the first sentence.
- Answers the question.



- Provides an answer.

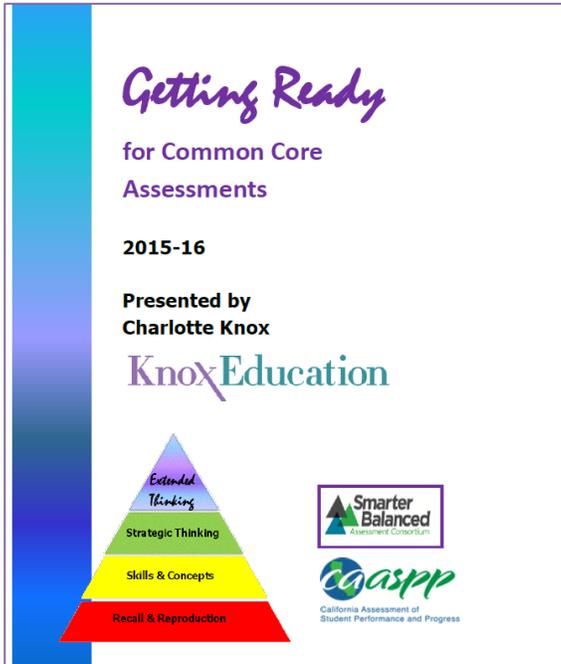


A handbook for Teachers

“Getting Ready for Common Core Assessments.”

What’s Inside:

- Why take time for test prep? What does the research say about test prep?
- Introduction to Depth of Knowledge (DOK) and the Common Core
- DOK Wheel of Activity; DOK Level 1-4 Tasks; DOK Level 1-4 Question Stems
- DOK Levels and Writing Strategies by the Week
- Sample Informative Writing Unit Planner Utilizing DOK levels
- Backwards Mapping for CAASPP – what to do between now and the CAASP
- All Year Long Strategies to Increase Student Achievement on Tests
- Improving Reading Stamina
- Reading and Responding to Text Dependent Questions
- Practice with Constructing Response Questions
- Modeling Writing Great Answers
- Sample Practice Constructed Response: Clean Energy
- Student Practice Help – The Constructed Response Cue Card
- Student Practice Help – The A.C.E. Answer-Cite-Extend Cue Card
- Using Teacher Academic Language Sheets (with standards)
- Using Student Academic Language Sheets



Depth of Knowledge (DOK) and the Common Core
What is DOK and why is it important to understand and use this concept in order to prepare students for the new CAASPP assessments?

What is Depth of Knowledge (DOK)?

- DOK was developed by Norman L. Webb. Webb is a senior research scientist at the National Institute of Education.
- DOK is based on the complexity of the task.
- DOK measures academic rigor.
- DOK is the Common Core State Standards.

Same Verb – Three DOK Levels
Depth of Knowledge is a measure of the complexity of the task.

- DOK 1 – De Reproduction
Requires direct recall of facts.
- DOK 2 – De Strategic Thinking
Requires some analysis or synthesis.
- DOK 3 – De Extended Thinking
Requires complex analysis or synthesis.

Teaching Writing to the Highest Level: Depth of Knowledge and Teaching Strategies for Writing

Webb's Depth of Knowledge 2002
http://www.stanocs.org/SCOE/iss/common_core/overview/overview_depth_of_knowledge.htm

DOK Level and Descriptors	Week	Writing Strategies to use over the course of a unit:
Level One: Recall and Reproduction: <i>Identify, list, label, match, memorize, arrange</i>	1	<ul style="list-style-type: none"> State elements of a writing type with an acronym such as OREO for opinion writing Highlight/color code/label the parts of a writing type from a mentor text, shared, or modeled writing piece Arrange a cut up piece of writing in logical order
Level Two: Skill/concept: <i>Apply, categorize, modify, organize, draft, collect, cause/effect</i>	2-3	<ul style="list-style-type: none"> Plan writing using a graphic organizer, or categorizing notes Write with guidance a piece containing all the elements of the writing type—use shared writing, “how to” charts, and student friendly rubrics Collect examples of mentor texts for a writing element or type Collect vocabulary to use in writing—aka “grow lists” Use “key words” strategy to summarize information Use “quick tries” to practice a new writing technique Modify writing to match a rubric or checklist with peer or teacher feedback
Level 3: Strategic Thinking <i>Assess, cite evidence, critique, develop logical arguments, revise, elaborate</i>	3-5	<ul style="list-style-type: none"> Select and evaluate evidence to use in informative and opinion/argument texts Participate in peer revision techniques, “round robin revision” Collaborate on paired or group writing projects and argue for choices in the writing process Elaborate on evidence or argument during writing Use rubric to score own writing or others Revise an anchor paper to improve score
Level 4: Extended Thinking: <i>Analyze, compose, apply in new situation, defend, design, prove, synthesize</i>	6++	<ul style="list-style-type: none"> Choose writing type and format to meet goals for writing audience, for example, design a magazine, or multi-media presentation Write a thesis after examining multiple sources Conduct an extended research project around an in-depth inquiry question. After conducting an “author study” write an original narrative drawing on the author’s signature techniques. Use writing within a Project Based Learning unit to communicate understanding and convince audience of your approach.

Student Practice Help – the Cue Card

CUE Card
for Writing a Constructed Response
After you read the text...

- R** Read the question slowly/carefully.
- E** Establish what the question is asking you to do.
- A** Add highlights or note what facts/evidence you want to use in your answer.
- D** Decide what you think you want to say.
- W** Write key words from the text in your first sentence or topic sentence.
- R** Restate or reword the question.
- I** Include evidence or details from the text in your answer.
- T** Type your answer carefully.
- E** Examine your answer. Ask: does it answer the question? Does it make sense?

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Cue cards can be used to teach students initially the steps in a complex thinking task. As always, using the “gradual release of responsibility” approach for introducing this process will bring the best results for all learners.

At first the teacher will model each step and think aloud during the steps so that students can see what is meant by each. Next, the teacher uses shared writing and input from the class to walk the students through each step, and write a quality response. Finally students can use the bookmark and try it on their own, or with a partner. Once students are working find a way to help other’s re ways to re questions getting id

Modeling Great Answers
Modeling how to write a “great answer” to a constructed response question:
Using the sample of the article on clean energy (see back pages of this mini-lesson), here are the steps you can follow to model “Great Answers.”

- Show students how to “warm up” the text: In this example one would read the title and think about what kinds of energy they use, and what might make it “clean” or “friendly” as a way to begin predicting what information they will learn in the text.

These cue cards are for student individual

http://www.knoxeducation.com/attachments/33/attachment_33_38098.pdf

Question: Explain how the author defines “clean energy.” Use details from the text to support your answer.

Author: Explain, Define, Use details, Support your answer.