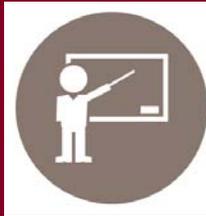




## Interactive Demo

Lesson Plan –  
Grades 6-8 and 9-12

SY 2015-2016



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## Purpose Statement

The purpose of this lesson plan is to assist teachers as they prepare students to take the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) in the online testing system. The Interactive Demo (Demo) is a practice tool designed to allow students to practice with the online testing system before taking an ELPA21 assessment. This Lesson Plan was designed to help teachers guide students through the Demo, ensuring that students practice all the tools and functionality available. This Lesson Plan may also be used to supplement test proctor training.

## Disclaimer

The Demo does not mimic an actual test form; it includes the types of items students will encounter, but the actual test form will contain items at different levels of difficulty and with different content, covering more of the ELP Standards. Therefore, the Demo should NOT be used to practice test content, only to practice using the online testing system.

**All students should have the opportunity to view the Demo and work their way through the questions, multiple times if possible. There are a number of ways the information in this document can be used; for example, the instructor may wish to walk through the Demo or part of the Demo with students before students access the site individually. It is left to educator professional judgment about how to best use this information to prepare students.**

## Lesson Objectives

- Students will practice the log-in steps for the ELPA21 online testing system.
- Students will become familiar with the different item response types in the test.
- Students will become familiar with the digital tools that can be used during the test.
- Students will know how to read the Review/Submit test screen, and how to exit the online testing system properly.

## Lesson Overview

The lesson is divided into four parts: *Log-in*, *Instructions*, *Questions*, and *Review/Submit Test*. The lesson can be presented in one sitting or spread out over multiple sittings. We recommend first presenting each part of this lesson to an entire class using one computer and an LCD projector, then following up with opportunities for students to walk through the Demo with varying levels of teacher guidance.

The Demo log-in process mimics the process for the real test, but some differences are noted in the lesson which should be pointed out to students. The *Questions* section of the lesson contains instructions for using specific tools with each question. Each of the tools and test engine functionalities will be covered by the end of the lesson. The *Review/SubmitTest* section will enable students to practice using the review page to check their work.

## Lesson Preparation & Materials

The Questar Secure Browser must be installed on all computers by district/school technology staff before the Demo or the field test can be accessed by teachers and students. Please check with district/school technology staff to be sure the browser is installed on the computers you will use for the lesson. Each student will need their own computer to go through the Demo, unless the teacher is demonstrating with one computer.

## Lesson

### Login

Time estimate: 5 minutes

Direct students through the following steps which will take them through a series of new screens:

1. Double-click on the Questar icon  on the computer desktop or enter the testing URL in the Chrome browser to launch the application. This **Sign-In** screen should appear:

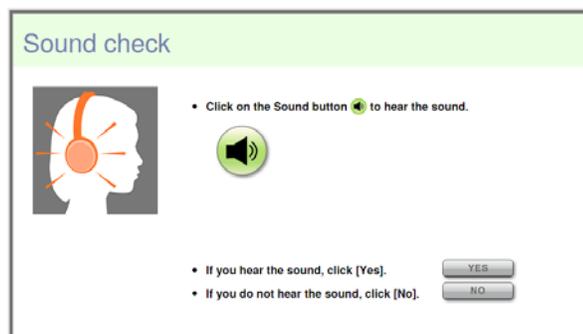


2. Enter the username “Demo612” and the password “demo” in the correct boxes [*Remind students that when they take the actual field test, they will each have unique usernames and passwords that will need to be carefully entered in these boxes.*] Click the “SIGN IN” button to login to the Demo.

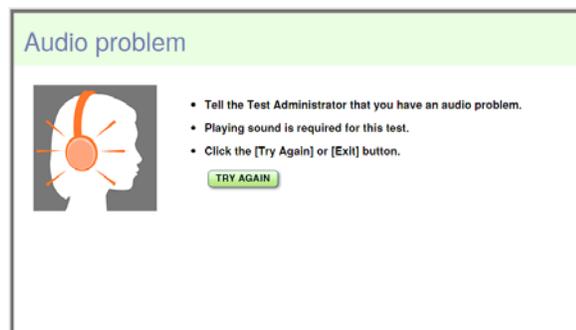
3. On the **Is this you?** screen verify/check that the Student Name is “Demo Tester” in the middle of the screen. *[Remind students that when they take the actual field test, they will each have unique information that will need to be checked carefully on this screen. The numbers shown on this screen in the Demo are placeholders.]*

Click the “CONTINUE” button.

4. On the **Your tests** screen, students will see a link for the Interactive Demo. Have students click on the “Interactive Gr. 6-12.” *[Tell students that when they take the actual field test, all four of the domains (Listening, Speaking, Reading, and Writing) will be listed on this screen. Students will need to follow the test administrator’s directions for which domain to choose on this screen.]*
5. On the **Sound check** screen, click on the Sound button  to check the speakers (if you are doing this as a whole class) or headphones (if students are doing the Demo individually) for sound.

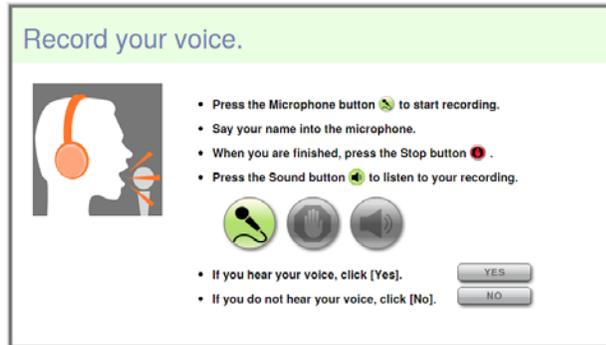


If sound is not heard, click the red No button and this screen will appear:

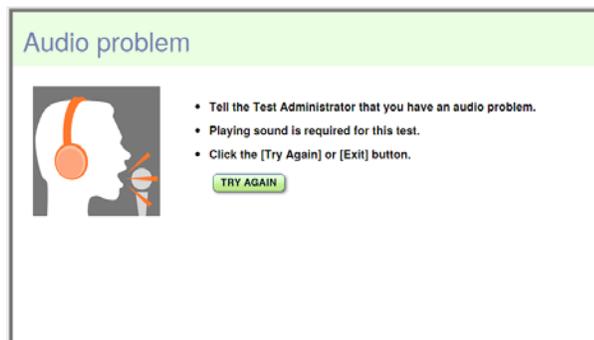


Click the “Try Again” button and adjust the volume of the computer, speakers, or headphones as needed until sound can be heard. Click the green Yes button to continue.

6. On the **Record your voice** screen, follow the directions on the screen to check that the Microphone is recording sound.



If the voice is not heard, click the red No button and this screen will appear:



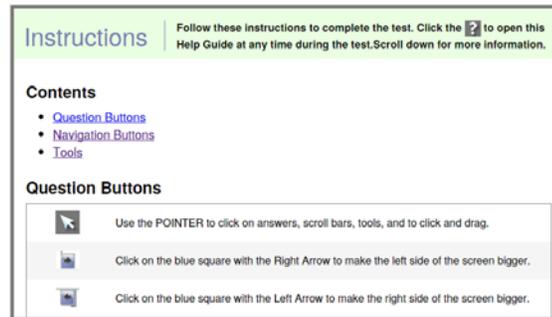
Click the “Try Again” button and adjust the microphone as needed until the voice is recorded. Click the green Yes button.

After completing step 6 of the log-in process, the Demo Instructions will load automatically.

## Instructions

Time estimate: 5 minutes

**SAY:** *During the actual test, the test administrator will ask you to listen to some instructions when you arrive on this screen, and then they will read the screen while you follow along.*



**SAY:** *Today we will just take a brief look at what is on this Instructions screen. There are descriptions of each of the tools that can be used during the test. The Questions Buttons are listed first. Click on the middle bullet that says “Navigation Buttons.” Notice how the screen moved down to the Navigation buttons. Use the grey scroll bar on the right side of the screen to move the text down through this list. When you see the blue “Back to top” text, click on it to get back to the top of the descriptions. You can return to this Instructions screen any time during testing by choosing the Question mark button at the top of the screen. We’ll be learning about all of these tools during the rest of our lesson.*

This is the end of the Instructions section. If the lesson needs to end here, have students choose the “Exit” button to exit the online testing system. If you want to move into the next section of the lesson, have students click on the “Begin” button and the system will move into the Questions section of the Demo.

## Questions

Time estimate: 20-40 minutes

Lead students through the questions while pointing out important features of the testing system and having students practice using the tools. The different tools can be activated by clicking on the tool icon. Change to a different tool by clicking the new tool icon at any time. A list of the tool icons is available in Appendix A of this document. Remind students that the tools are here to help them, and that they may not want to use all (or any) of them while they take the actual test.

Each of the four domains (Listening, Speaking, Reading, and Writing) is represented in this Demo. During the actual field test each of the domains will be tested separately, with students receiving domain-specific directions. The Demo moves through each of these four domains without a break. The shaded rows in the tables on the following pages include some of the domain-specific directions and descriptions of some of the item types in the domain. **Please**

**point out to students when the Demo moves to a different domain**, and share the notes/information in the shaded row if you believe it will be helpful to your students.

The questions are numbered with a “letter-number” combination such as “D-1.” Many questions are asked in sets that share a common stimulus. The letter stands for the stimulus, and the number for the question. For example, a teacher presentation could be labeled “B” and then be followed by three questions numbered “B-1,” “B-2,” and “B-3.” A series of questions that are not attached to a common stimulus could be numbered “C-1, D-1, E-1, F-1,....” Students can use the *Question counter* drop-down list at the bottom of the screen to move between questions. This feature is most useful when a student is on question E-4 and wants to listen to presentation E again; the student can use the drop-down menu to select “E” instead of using the Back arrow to go through the previous three questions.

For each question guide students using the notes/information provided in the **Important features/tools to point out** column to practice the tools and become familiar with the response options as they answer each question.

Questions Lesson		
<p><b>Listening questions</b>—During the Listening section, students will hear the prompts through their headphones and then respond by clicking on a multiple-choice answer or by dragging and dropping a graphic of a piece of text into another graphic. If you are doing the lesson as a group, make sure the sound is at a volume everyone can hear. Students can use the replay button  to re-listen to the item directions, stimulus, question, or answer options (if options are in text form). If multiple replay buttons appear, each button will replay a different part of the item.</p>		
Question/type:	Important features/tools to point out:	Correct answer:
A-1—multiple-choice, picture options	<p>Use <b>Pointer</b> tool to mark the man checking his watch. Notice that a light blue border surrounds the areas that could be selected, and then a dark blue border surrounds the area that is chosen.</p> <p>Point out to students that the grey <b>Volume</b> button  at the top of the screen can be used to adjust the volume level. Click the button then use the slide bar to increase or decrease the volume. Click the button again to make the slide bar disappear.</p>	(the top right picture)

	Remind students that they need to use the <b>Next</b> arrow to move to the next question.	
B-1—multiple choice	<p>Listen to the student discussion about math, then wait for the test to move to the question. The question number appears at the top of the screen <b>B-1.</b>   next to the small flag.</p> <p>Use the Sound buttons  next to each answer choice to hear the audio version of the answer choice. Students can listen to audio version of the options as many times as needed.</p> <p>Click the <b>Answer Choice Eliminator</b> button and then use the tool to cross off choices B and D. Click the button again to turn the tool off. Then click the Pointer button to change to the Pointer tool and mark answer choice A. Point out to students that they can click on the answer choice text or on the letter A in the circle. When A is selected, the circle with the letter A turns dark blue.</p> <p>Remind students that the Answer Choice Eliminator tool does not have to be used to mark every wrong answer; it is just a tool to help students think through a question. Clicking the crossed-off text with the tool a second time will remove the red X.</p> <p>Be sure that students understand that even if they eliminate all but one answer choice, they still must use the Pointer to select the correct answer for their answer to be credited.</p>	A
B-2—multiple choice	Use the <b>Question Counter</b> at the bottom of the screen to go back to the discussion. Choose the letter “B” on the drop-down menu. After listening to the presentation, choose “B-2” on the drop-down menu to return to this question.	C
C-1—multiple-choice	Listen to the presentation (labeled <b>C.</b>   ) about the tropical rain forest, then wait for the test to move to question C-1.	C
<b>Question/type:</b>	<b>Important features/tools to point out:</b>	<b>Correct answer:</b>

C-2—multiple choice	Select the <b>Question Mark</b> button to reopen the Instructions to the Demo. Remind students that if they need to look at the Instructions at any time, this is how to get to them. Use the scroll bar to move up and down through the button descriptions, then click the X at the top of the window to return to the Demo.	D
C-3—drag and drop	Use the mouse as the Pointer to drag the answer choices into the correct part of the diagram. Each answer can only be used once. Notice that an answer choice that has been used will turn grey in the original list <span style="border: 1px solid black; padding: 2px;">Canopy</span> . Have students move the answer choices among the drop spots to see what happens.  Click the <b>Bookmark Flag</b> button at the top of the screen. The button will turn red to remind students to check this question later.	Emergent Layer Canopy Understory Forest Floor
<b>Reading questions</b> —During the Reading section, students will read different types of text (located on the left side of the screen) to themselves before answering multiple-choice, text selection, and drag-and-drop questions (located on the right side of the screen). Informational and literary text is included, and some texts will be short and other texts will be longer. There is no audio version of the text available in the reading section.		
<b>Question/type:</b>	<b>Important features/tools to point out:</b>	<b>Correct answer:</b>
D-1—click in text	Any of the sentences in the given paragraph can be selected as the answer. Have students use the Pointer to hover over one of the sentences to see that the text turns light blue. Click the sentence and the text will turn dark blue. The sentence that will be recorded as the final answer is the sentence that is selected and is dark blue.	Sentence #3
D-2—click in graphic	Move the Pointer over the graph that is on the right side of the screen. Notice the light blue box that surrounds each bar when touched by the Pointer. Select the correct answer by clicking on the bar for “Plant 3.” The box will turn dark blue around the bar to show that this is the answer chosen by the student.	The bar for Plant 3

Question/type:	Important features/tools to point out:	Correct answer:
E-1—multiple-choice	<p>Use the vertical <b>Scroll bar</b> to move down while reading the passage about Sally Ride.</p> <p>Click the Digital Notepad button, then write yourself a note about this passage in the text box that pops up. Click the X in the top right corner to close the tool. The note will be saved and can be read if the student returns to the question later. If a student Pauses the test or has to re-login for some reason, the note will no longer be available.</p> <p>Click the <b>Highlighter</b> button then use the tool to highlight the third and the fourth sentence. Then place the Highlighter tool over the third sentence, click the text again to remove the highlighting. Click the Highlighter button again to turn the tool off.</p>	C
E-2—multiple-choice	<p>Notice that the passage moved up and that the word “excelled” is shaded grey in the passage on the left. This is to help students find the word in the passage.</p> <p>Show students where the Pause button is located at the bottom of the screen but tell them not to click it. <b>Students should not click on the Pause button without first asking the teacher/test administrator for permission.</b> Clicking on this button during the real test will save all the student responses to this point, and will exit the student from the test. Highlighting, the “X” from using the Answer Choice Eliminator, and any notes from the Digital Notepad will be lost if the student Pauses the real test. The student will need to login to the test again before continuing.</p> <p>If the student uses the Pause button during this Demo, none of their responses will be saved and they will have to log in to the Demo again to continue practicing.</p>	C

<p><b>Writing questions</b>—During the Writing section, students will listen to the item directions (shown in <b>bold text</b> on the screen) using the headphones. Some questions will ask students to edit the text by selecting the correct word from a drop-down menu within the text, and open-ended questions will require students to respond to a prompt by typing their answer in a response box.</p>		
Question/type:	Important features/tools to point out:	Correct answer:
F-1—drop down choices	<p>Direct students to read the entire paragraph and then use the drop-down menus within the paragraph to fill in the missing words. Remind them to re-read the paragraph to check that it makes sense when they are finished. The item will be marked “complete” on the review page even if <i>only one</i> of the item drop down menus is used.</p> <p>The text of the paragraph is <i>not</i> available in audio form on this type of question.</p>	A  However to explore
G-1, G-2, G-3—constructed response typing	<p>The speaker’s directions are available in audio form for this type of writing prompt. Remind students that they can use the second Sound button to re-listen to the speaker’s directions (the announcement from the school principal) at any time during these three questions.</p> <p>Have the students type their first question for the visitor in the text box for question #G-1. Students are not expected to fill the entire answer space. Then click the Next button to move to question #G-2 and write their second question for the visitor in the new response box. Question #G-3 will have the response box for their third question for the visitor.</p>	See Appendix B.
H-1—constructed response typing	<p>Click the blue square with the <b>Left Arrow</b> at the top of the passage screen to expand the question side of the screen.</p> <p>Click in the response box and begin typing a letter to the principal. There is even more room to type than can be seen. If a student fills the entire response box, the box will scroll to accommodate more text. You can see this by pressing the Enter key until the cursor reaches the bottom of the box</p>	See Appendix C

**Speaking questions**—During the Speaking section, students will hear the prompts through their headphones and then record their spoken answers. Students will likely need a lot of practice with this skill. To record an answer, click on the MICROPHONE button , speak, and then click on the STOP button . The student can listen to his or her recorded response by clicking on the PLAY button . If the student does not like their first answer, he or she can record a new response by clicking on the MICROPHONE button again. **Students will only be allowed to record the answer to a question two times.**

Some speaking questions will ask students to compare two picture, make a claim about a graph and support their claim, or answer questions about a student or teacher presentation. Three questions are included in the Demo to give students multiple opportunities to practice recording and listening to their own voice.

Question/type:	Important features/tools to point out:	Correct answer:
I-1—speak out loud	<p>Click on the <b>Zoom</b> tool, select one of the larger sizes, then click the tool again to make the size options disappear. Use the scroll bars to move around the screen. To get back to the normal screen size, click the Zoom tool button, select the size on the left, then click the tool again.</p> <p>Record an answer to the question by first clicking on the green <b>Microphone</b> button. The bars on the right turn purple when sound is detected and being recorded; the louder the sound the higher the purple. <b>Stop</b> the recording by clicking the red Stop button. Listen to the recording by clicking the green <b>Play</b> button.</p>	See Appendix D.
J-1—speak out loud	Scroll down to see the question under the graph. Record a summary of the graph. Re-record the response and add another detail. Remind students that when they re-record, their first recording is copied over so they must include their full answer each time they record.	See Appendix D.
J-2—speak out loud	Scroll down to see the question under the graph. State whether or not you agree with the given claim, including information from the graph. Stop the recording, then listen to the recording. Re-record if needed.	See Appendix D.

J-2 continued...	This is the last question in Demo. After answering the question, choose the green “Review” button to move to the review page and the next part of this lesson.	
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## Review/Submit Test

Time estimate: 5-10 minutes

The Review screen was designed to help students check that they have answered all the questions before ending their testing session. The questions are listed in the first column, and whether the question is “Answered” or “Unanswered” in the next two columns. Symbols will show if the student put a Bookmark or Note on a specific item. For example:

You have 4 unanswered questions.

Number	Answered	Unanswered	Bookmarks	Notes
A-1	Answered			
B				
B-1		Unanswered		
C				
C-1	Answered			
C-2	Answered			
D-1	Answered			
D-2	Answered			

This example shows:

- questions A-1, C-1, C-2, D-1 and D-2, have been answered
- question B-1 is not answered
- question C-2 is book marked
- question D-1 has a note written on it
- a scroll bar on the right shows that there are more questions further down on the screen

Point out the following features of the Review Screen to students:

- The Unanswered text in red, the red bookmark, and the note symbol.
- Students can return to a specific question by clicking anywhere on the row for the question (like C-2). This includes clicking on the item number, the words “Answered” or “Unanswered,” the Bookmarks flag, and the Notes symbol.

- Students can return to a specific stimulus by clicking anywhere on the row for the stimulus (like C).
- Caution students that the list will say a question is “Answered” even if it is only partially answered. A drag-and-drop item with 3 objects to move will be listed as “Answered” even if only 1 object is moved. An editing item with drop down lists will be listed as “Answered” even if only 1 list has a word chosen in it.
- When a student returns to a question from the Review Screen, the green Review button will be in the bottom right corner of the screen. They should click on that button to return to the Review screen instead of using the Next button to get to the end of the questions.

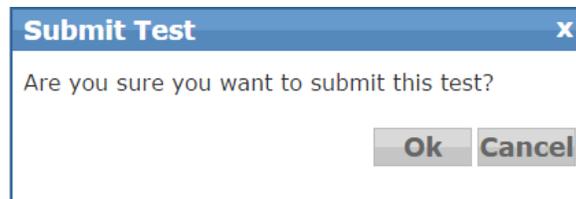
#### Suggested actions:

- Read the screen and discuss what student screens currently show.
- As a whole group or individually, go back to a few questions and change how they are answered. Then return to this page and see if/how the symbol changed.

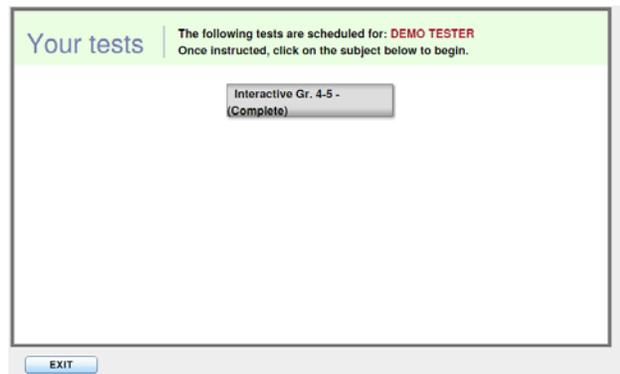
## Exiting the Demo

A series of steps are in place to ensure that students are absolutely ready to exit the online system, and don’t exit the field test too early. Those steps are mimicked in the Demo.

- 1) When on the Review Screen, choose the “Submit” button. This pop-up box will appear:



- 2) If a student wishes to return to the test questions, they should choose “Cancel.” Instruct students to choose “OK” button to continue exiting. The “Your tests” screen will appear and show that the Demo is complete by grey shading on the button for the Demo. During the actual field test, any section that is complete and submitted will have grey shading and will not be accessible again. (Screen shot on following page.)



3) Instruct students to choose the “Exit” button. The login screen will appear:

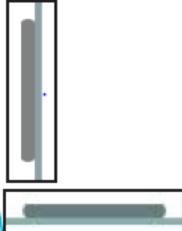


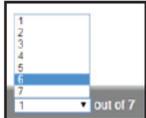
4) Instruct students to close the browser.

## Suggestions for further practice

- Have students go through the Interactive Demo again at their own pace to practice the tools.
- Go through the Interactive Demo as a whole class, looking more at the content and how to give a complete answer to the writing and speaking questions.
- This Lesson Plan could also be used to supplement test administrator training.
- Provide students who would benefit from the instructions in their home languages the scripts and audio files of the translated directions. More information is provided on page 3 of the TAM. Please note: there are 11 language translations available; please check the HELP tab on the [ELPA21 Admin Site](#) for those files.

## Appendix A—Tool button images

Image	Name of Image	Function
	Pointer	Use to click on answers, scroll bars, and tools
	Right arrow	Makes the left side of the screen bigger
	Left arrow	Makes the right side of the screen bigger
	Scroll bar	Use to move the information on the screen up/down, or left/right. This helps students see the entire passage, question, or answer options.
	Answer choice	Click to mark an answer; when the circle is filled in, that is the chosen answer.
	Sound	Replays the directions, stimulus, or question in the Listening, Speaking, and Writing sections.
	Play	Replays the recording of a spoken response for the student in the Speaking section.
	Microphone	Starts the recording of an answer in the Speaking section
	Stop	Click to end recording an answer in the Speaking section
	Volume	Make the sound in the headphones louder or quieter using the slide bar that appears when this button is selected. The sound does not adjust mid-audio. Replay the audio to determine if the new sound level is acceptable.
	Next	Moves to the next question on the test

	Back	Goes back to the previous question
	Question Mark	Shows the Instructions page again at any time during the test
	Review	Opens the Review Screen
	Submit	Turns in the test for scoring.
	Pause	Exit the test before finishing. Login is required to continue testing.
	Question counter	Click the dropdown menu to move to any stimulus or question on the test.
	Bookmark flag	Marks a question for looking at again later
	Digital notepad	Type notes about a passage or question to read later.
	Highlighter	Mark key words or areas
	Answer choice eliminator	Get rid of answer choices not needed
	Zoom	Make the words and pictures on the screen bigger. Click the button then select the desired size.

## Appendix B

To earn full credit for this set of writing items, the responses must include questions that are relevant to the topic, and have grade-level appropriate grammar, punctuation, and word choice.

## Appendix C

To earn full credit for this writing item, the response must address all parts of the question using grade-level appropriate grammar, structure, and word choice. Students should use the bulleted list above the response box to remind themselves of what needs to be included in their letter.

## Appendix D

To earn full credit for each of the speaking items, the spoken responses must address all parts of the question using grade-level appropriate grammar, structure, and word choice. The spoken response must be clear and at an understandable pace for the listener. Students should pay careful attention to item directions that indicate how many details to include in their response. **Students will only be allowed to record the answer to a question two times.**