



<p>Interactive Demo - Lesson Plan Grade Grades 4-5</p>	<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
<p>Spring 2016</p>					



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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 21st 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/Submit Test* section will enable students to practice using the review page to check their work.

Lesson Preparation & Materials

The Interactive Demos can be found here: <https://elpa-practice.nextera.questarai.com/student/webclient/practicetest>

The Interactive Demos should be run using a Chrome Browser and a Windows or Mac computer; iPads, Chromebooks and Androids are not supported.

NOTE: For the operational administration these devices (iPads, Chromebooks and Androids) will be supported, along with Windows and Mac computers.

Each student will need their own computer to go through the Demo, unless the teacher is demonstrating with one computer.

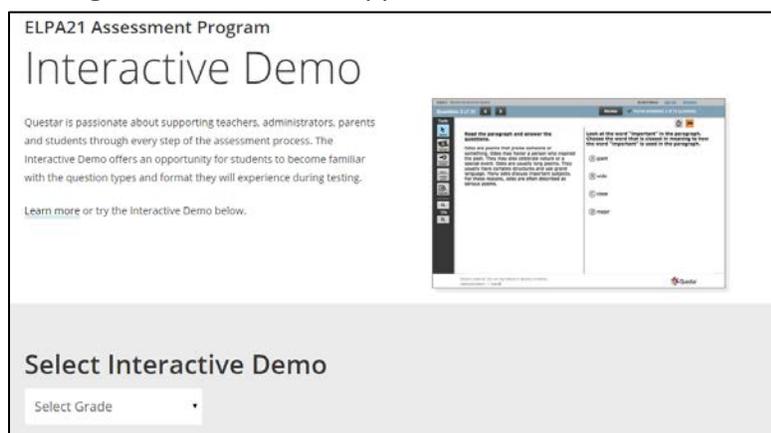
Lesson

Login

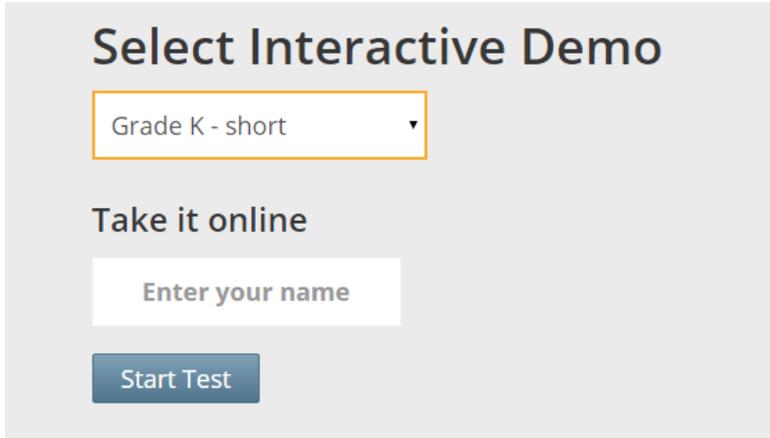
Time estimate: 5 minutes

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

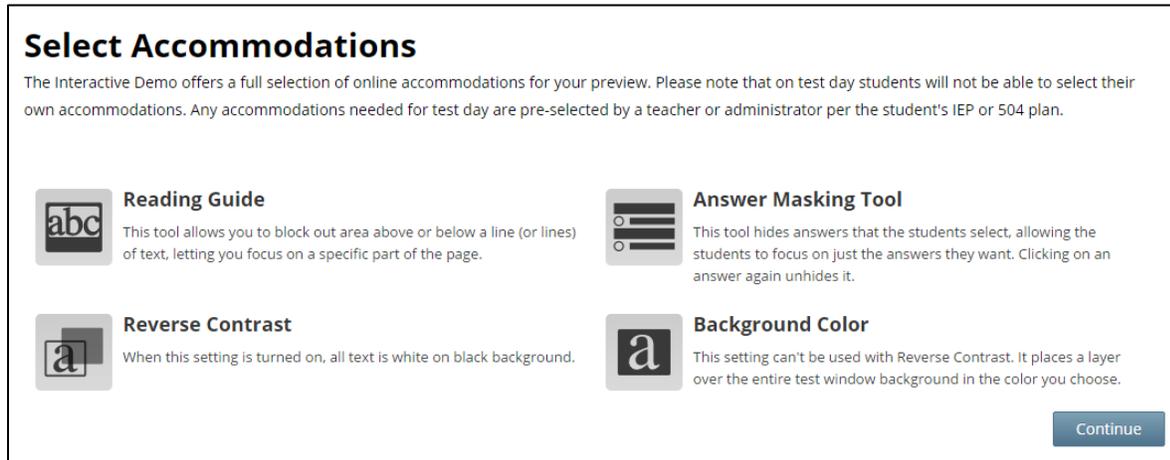
1. Using a Chrome Browser, navigate to:
<https://elpa-practice.nextera.questarai.com/student/webclient/practicetest/>.
2. This **Sign-In** screen should appear:



3. Select the appropriate grade from the drop-down menu.
4. Enter a name in the “Enter your name” box. Click the “Start Test” button.



5. If a student needs an online accommodation, click the icon next to the specific accommodation. The selected accommodation will turn blue. Once completed, click the “Continue” button.



After completing step 5 of the log-in process, the Demo Instructions will load automatically.

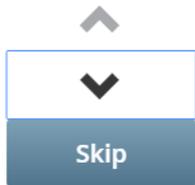
Instructions

Time estimate: 5 minutes

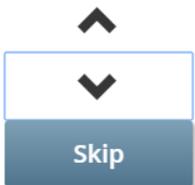
SAY: *During the actual test, the test administrator will ask you to listen to some instructions when you arrive on this screen, and then they will read the screen while you follow along. Today we will just take a brief look at what is on these Instructions screens. There are descriptions of each of the tools that can be used during the test. I will read them while you follow along.*

Read through each screen. Pause to make sure the students are using the arrow buttons to move through the screens.

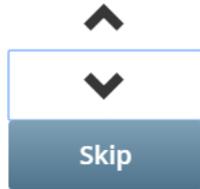
Welcome to the ELPA > Grades 4-5. Let's get familiar with the screen so you can focus on taking the test. Use the ▲ and ▼ symbols below to move through the tour. If you've already done this, you can click the skip button at any time. Click or tap the ▼ button to begin.



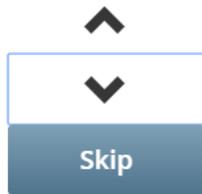
The top bar on the screen tells you about the test. The left side lists your subject and test name. On the right side is volume controls, your name, a way to view these directions again, and a way to sign out. You should only sign out when your teacher tells you to as you might lose your test progress.



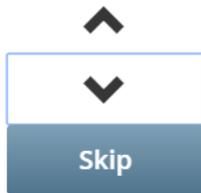
This bar is how you interact with your test. The left side allows you to review your progress on the test at any point. You can submit your test from the review screen. The middle shows you how many questions you've answered and what question you are currently on. The right side allows you to move back and forth between your questions.



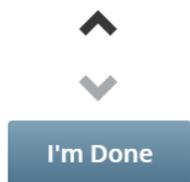
On the left side of the screen are some tools that can help you as you take the test. Click or tap on the tool button to turn the tool on or off. Tools that are active will be highlighted in blue.



The two buttons in the top right corner can be used to take notes on a specific question or to flag the question to come back to later. Notes and flags on a question will show on the review screen.



That's everything. If you still have questions, raise your hand and ask your teacher before the test begins. Otherwise, click or tap the button below to exit the tour.



This is the end of the Instructions section. If the lesson needs to end here, have students choose the “Review” button at the top left corner of the screen. On the Review screen the student should click “I’m Done” to exit the Interactive 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.

Students can use the right and left arrow at the top right corner of the screen to move between 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

Listening questions—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 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 play button  to re-listen to the item direction, stimulus, question, or answer options (if options are in text form). If multiple play buttons appear, each button will replay a different part of the item.

Question/type:	Important features/tools to point out:	Correct answer:
1—multiple-choice, picture options	<p>Use Selector tool to mark the girl who does not have her jacket. Notice that a light black 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 Volume button  at the top of the screen can be used to adjust the volume level. Use the slide bar next to the Volume button to increase or decrease the volume.</p> <p>Tell students that they need to use the Right  arrow to move to the next question.</p>	(the middle picture)
2 and 3—drag and drop	<p>Listen to the short talk about the wallaby, then wait for the test to move to the question.</p> <p>Use the mouse to drag the answer from the list and drop into the open space in the chart. The word “Plants” turns gray in the original list because each picture can only be used once.</p>	Plants

Question/type:	Important features/tools to point out:	Correct answer:
4 and 5— multiple-choice	<p>Listen to the presentation about Laura Ingalls Wilder, then wait for the test to move to the question.</p> <p>Click one of the Play buttons  next to an answer choice to hear the audio again.</p> <p>Click the Eliminate Answer button and then use the tool to cross off choices A and C. Click the button again to turn the tool off. Then click the Selector button to change to the Selector tool and mark answer choice B. Remind students that they can click on the answer choice text or on the letter B in the circle. When B is selected, the circle with the letter B turns dark blue.</p> <p>Remind students that the Eliminate Answer tool does not have to be used to mark every wrong answer; it is just a tool to help students think through a question.</p> <p>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 Selector to select the correct answer for their answer to be credited.</p>	B
6—drag and drop	<p>Move the answer choices into the correct part of the timeline. Each answer can only be used once. Notice that an answer choice that has been used will turn grey in the original list. Have students move the answer choices among the spots on the timeline to see what happens.</p> <p>Click the Flag button at the top of the screen. The button will turn red to remind students to check this question later.</p>	<p>Green= teacher</p> <p>Purple=farm</p> <p>Blue=first book</p> <p>Orange= finishes</p>

Reading questions— 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.

Question/type:	Important features/tools to point out:	Correct answer:
7—multiple choice	<p>Click the Digital Notepad button, then write 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 during the testing session. If a student has to re-login for some reason, the note will no longer be available.</p> <p>Move the Selector over the answer choices. Notice the light blue box that surrounds the text. Select the correct answer by clicking on the word “interesting” or by clicking on the circle next to the answer. The answer circle will fill in with dark blue around the D to show that this is the answer chosen by the student.</p>	D
8—click in text	<p>Any of the sentences in the given paragraph can be selected as the answer. Have students use the Selector 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.</p>	Sentence #2
9—multiple-choice	<p>Use the vertical Scroll Bar in the middle of the screen to move the passage as they read so the end of the <i>Fox and Stork</i> story is visible.</p> <p>Click the Highlighter 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> <p>Select the correct answer.</p>	C
10—multiple-choice	<p>Use the vertical and horizontal scroll bars on the passage side of the screen to practice seeing all of the text in the story before selecting the correct answer to the question.</p>	B

Question/type:	Important features/tools to point out:	Correct answer:
11—multiple-choice with 2 correct answers	<p>Use the vertical scroll bar to move the text while reading the passage about Sally Ride.</p> <p>There are <u>two</u> correct answers to this question. Both must be selected to get the answer right. The text in the question will tell students to select two correct answers in this type of item, and the test will allow students to select any two choices. Most multiple choice questions only have one correct answer and the test will only allow one choice to be selected at a time.</p>	how to fly a jet; how to work with special machines
12—multiple choice	Use the vertical scroll bar to reread the passage before answering the question.	C

Writing questions —During the online Writing section, students will listen to the item directions using the headphones. Some questions will ask students to drag-and-drop words into sentences, editing tasks will have students select the correct word from a drop-down menu within the text, and open-ended questions will require students to type their answer in a response box.		
Question/type:	Important features/tools to point out:	Correct answer:
13—drag and drop	<p>Move the words into the correct order to complete the sentence. All the words need to be in the right order for the answer to be correct.</p> <p>Notice that the words in the original list turn grey after they are dropped into one of the answer spaces.</p>	My teacher <i>lets me write</i> in my <i>journal</i> every day.
14—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>	After the near
15—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 Play button to re-listen to the speaker’s directions (the announcement from the school principal) at any time during these next three questions.</p> <p>Have the students type their first question for the visitor in the text box. Students are not expected to fill the entire answer space.</p>	See Appendix B
16—constructed response typing	<p>Remind students that they can use the second Play button to re-listen to the speaker’s directions (the announcement from the school principal) at any time.</p> <p>Have the students type their second question for the visitor in the text box. Students are not expected to fill the entire answer space.</p>	See Appendix B
17—constructed response typing	<p>Have the students type their third question for the visitor in the text box.</p>	See Appendix B

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.**

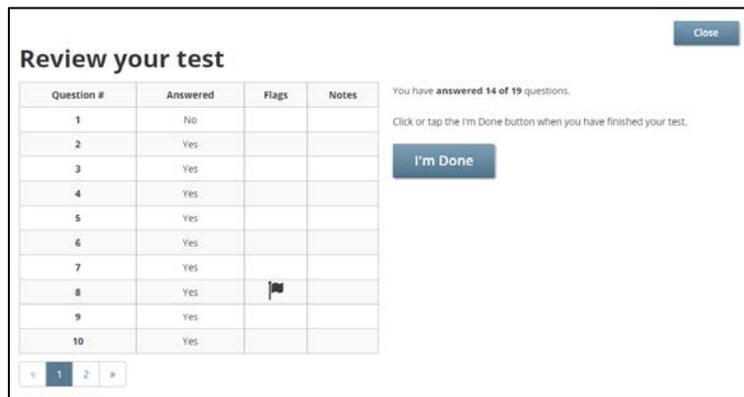
Some speaking questions will ask students to describe a picture, make a claim about a graph and support their claim, or answer questions about a student or teacher presentation. Several questions are included in the Demo to give students multiple opportunities to practice recording and listening to their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

Question/type:	Important features/tools to point out:	Correct answer:
18—speak out loud	Record an answer to the question by first clicking on the green Microphone button. The bars on the right turn purple when sound is detected and being recorded; the louder the sound the higher the purple. Stop the recording by clicking the red Stop button. Listen to the recording by clicking the green Play button. Re-record the answer by repeating these steps. Remind students that they need to use the Next arrow to move to the next question.	See Appendix C
19—speak out loud	Record a description of Ava Lang and Davie Wing’s relationship with details from the report. 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 C
20—speak out loud	Record an opinion about reading this book, and include two details about your choice. Stop the recording, then listen to the recording. Re-record if needed. 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.	See Appendix C

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 is in the next column (“Yes” or “No”). Symbols will show if the student put a Flag or Note on a specific item. For example:



Question #	Answered	Flags	Notes
1	No		
2	Yes		
3	Yes		
4	Yes		
5	Yes		
6	Yes		
7	Yes		
8	Yes	🚩	
9	Yes		
10	Yes		

This example shows additional pages  where the remaining questions can be found.

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

- The Unanswered questions “No” and the Flag.
- Students can return to a specific question by clicking anywhere on the row for the question. This includes clicking on the item number, the words “Yes” or “No”, and the Flag.
- Caution students that the list will say a question is answered (“Yes”) even if it is only partially answered. A drag-and-drop item with 3 objects to move will be listed as “Yes” for Answered even if only 1 object is moved. An editing item with drop down lists will be listed as “Yes” for Answered even if only 1 list has a word chosen in it.
- When a student returns to a question from the Review Screen, the Review button will be in the top left 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.

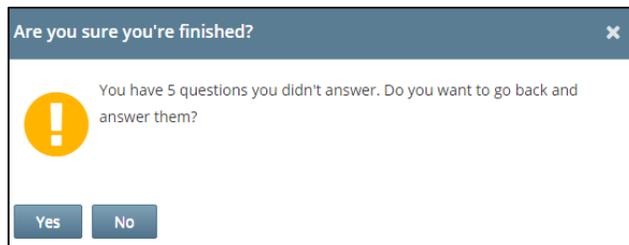
Suggested actions:

- 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 "I'm Done" button. This pop-up box will appear:



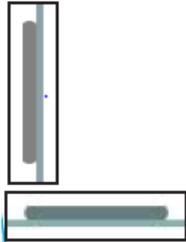
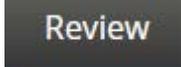
- 2) If a student wishes to return to the test questions, they should choose "Yes." Instruct students to choose "No" button to continue exiting.
- 3) Instruct students to choose the "Close" button.



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 9 of the DFA. Please note: there are 11 language translations available; please check the HELP tab on the Nextera Admin Site for those files.

Appendix A—Tool button images

Image	Name of Image	Function
	Selector	Use to click on answers, scroll bars, and tools
	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.
	Play	Replays the directions, stimulus, or question in the Listening, Speaking, and Writing sections. 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 next to the Volume button. 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
	Review	Opens the Review Screen
	I'm Done/Submit	Turns in the test for scoring.

	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
	Eliminate Answers	Get rid of answer choices not needed
	Zoom	Make the words and pictures on the screen bigger. Click the  button to increase the size of the words and pictures. Click the  to decrease to size of the words and pictures.

Appendix B

To earn full credit for this writing item, the response must include a sentence that is relevant to the picture, and have grade-level appropriate grammar, punctuation, and word choice.

Appendix C

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.**