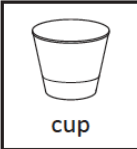




Sample Items for the Oregon Extended Assessment (ORExt)

English Language Arts

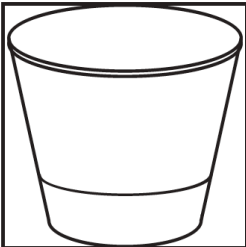

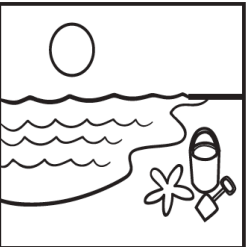
The following is an example reading item reflects embedded prompting and detailed student materials. This example includes a preamble that provides the student both a visual clue to the pictures (for students who do not respond to the prompt) and a verbal prompt (which should always be read first). The student is read a passage and is asked to answer a question about that passage. The three illustrations indicate three answer choices. Note that there are only two scoring options. The student is either correct (1) or incorrect (0). The scoring protocols also make it clear that QAs are to point to each answer choice as they read them for all answer choices that are read aloud. It is critical to follow the script provided in the Scoring Protocol, as some items are read to the student and some items demand independent reading by the student.

Item 2	Option:	A	B	C	Correct	Scoring (0/1)
L - Here are three pictures with words. (Point to each.) At a beach you can play, walk, and relax. What is this sentence about: cup, barn, or beach?					c	
Scoring: 0 = incorrect; 1 = correct						

Item 2

At a beach you can play,
walk, and relax.

What is this sentence about?

cup

barn

beach

Mathematics


The following is a mathematics example that also reflects embedded prompting and detailed student materials. The example includes a preamble to direct student attention to the test materials. The three illustrations present the student's answer choices. Answer choices are presented in order of magnitude, where possible, for low difficulty items and most medium difficulty items. The high-difficulty items answer choices may be presented in any order. The scoring protocols also makes it clear that QAs are to point to each answer choice as they read them for all answer choices.

Item 6	Option: A	B	C	Correct	Scoring (0/1)
(M) Here are three boats moving at different speeds. (Point to student materials.) Boat A is going 20 miles per hour, Boat B is going 21 miles per hour, and Boat C is going 39 miles per hour. Which boat is going the fastest: A, B, or C?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scoring: 0 = incorrect; 1 = correct					

Item 6

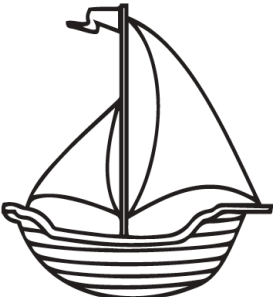
Which boat is going the fastest?

20 mph




A

21 mph



B

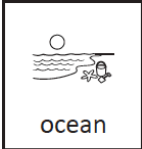
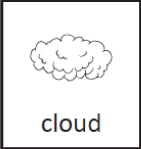

39 mph

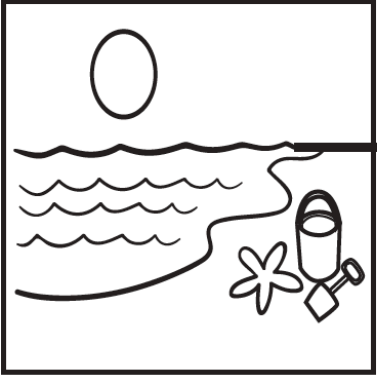
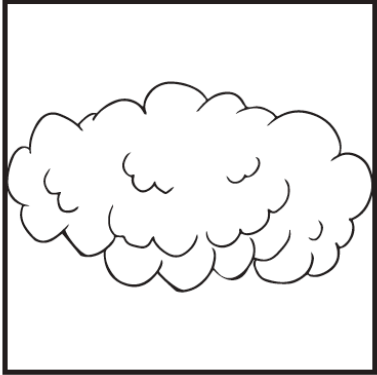



C

Science

The following is a science example that reflects embedded prompting and detailed student materials. This example includes a preamble to direct student attention toward test materials. The three illustrations indicate a relationship (interdependence) between the amount of water in the pond and the number frogs. Three answer choices are provided. Note the answer choices are now included as part of the prompt. The scoring protocols also makes it clear that QAs are to point to each answer choice as they read them for all answer choices.

Item 11	Option:	A	B	C	Correct	Scoring (0/1)
H - Here are three things. (Point to answer choices.) Which has the most water: ocean, cloud, or lake?					a	
Scoring: 0 = incorrect; 1 = correct						

Item 11		
Which has the most water?		
		
ocean	cloud	lake