

eMPower**ME**

Grades 3–8
Spring 2017

Directions for
Administering the
Online Sample Items

eMPower™
Assessments



TABLE OF CONTENTS

Directions for Administering the Online Sample Items	2
READING	3
General Directions for Administering the Online Reading Sample Items	3
Specific Directions for Grade-Level Reading Sample Items	8
Grade 3: Specific Directions for Reading Sample Items	8
Grade 4: Specific Directions for Reading Sample Items	10
Grade 5: Specific Directions for Reading Sample Items	11
Grade 6: Specific Directions for Reading Sample Items	12
Grade 7: Specific Directions for Reading Sample Items	14
Grade 8: Specific Directions for Reading Sample Items	15
General Directions for Continuing Administration of the Reading Sample Items	16
Writing & Language	17
General Directions for Administering the Online Writing & Language Sample Items	17
Specific Directions for Grade-Level Writing & Language Sample Items	22
Grade 3: Specific Directions for Writing & Language Sample Items	22
Grade 4: Specific Directions for Writing & Language Sample Items	23
Grade 5: Specific Directions for Writing & Language Sample Items	24
Grade 6: Specific Directions for Writing & Language Sample Items	25
Grade 7: Specific Directions for Writing & Language Sample Items	26
Grade 8: Specific Directions for Writing & Language Sample Items	27
General Directions for Continuing Administration of the Writing & Language Sample Items	28
MATHEMATICS	29
General Directions for Administering the Online Mathematics Sample Items	29
Specific Directions for Grade-Level Mathematics Sample Items	34
Grade 3: Specific Directions for Mathematics Sample Items	34
Grade 4: Specific Directions for Mathematics Sample Items	35
Grade 5: Specific Directions for Mathematics Sample Items	36
Grade 6: Specific Directions for Mathematics Sample Items	37
Grade 7: Specific Directions for Mathematics Sample Items	38
Grade 8: Specific Directions for Mathematics Sample Items	39
General Directions for Continuing Administration of the Mathematics Sample Items	40

For questions about the Maine testing program, information is available at <https://maine.onlinehelp.measuredprogress.org>.

DIRECTIONS FOR ADMINISTERING THE ONLINE SAMPLE ITEMS

The following directions for administration are for the eMPower™ME Sample Items. The directions introduce the following aspects of the online testing platform:

- How to sign on to the eMPowerME testing site
- The navigation tools available during testing
- The tools available to support students' ability to respond to test questions
- The sample items for each grade level

To sign into the tests, students will enter a username and password. The username for both the reading and writing & language tests is "MaineELA." The username for the mathematics tests is "MaineMath." The password for all tests is "practice."

Once students sign into the test site, they will have a list of choices for sample items. Make sure students access the correct grade level and content area before they begin interacting with the test questions.

You may wish to have a copy of the sample items for your reference during the practice sessions. You may download a PDF of the sample items at this link:

<http://maine.onlinehelp.measuredprogress.org/sample-items/>.

At the end of each sample items session, you may wish to review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. To do so, download the scoring guide from the eMPowerME support site:

<http://maine.onlinehelp.measuredprogress.org/sample-items/>.

These directions for administration are divided into three subject areas: reading, writing and language, and mathematics. In all three subject areas, the first set of directions applies to all grade levels of the content area. Next, specific directions are given for the sample items at each grade level. Select the appropriate grade level for your students. Finally, general directions are provided to direct students to complete the remaining sample items.

Directions are presented as scripts that the test administrator should follow exactly. Instructions for the test administrator that precede, follow, or are interspersed within the scripts are in italic type. The words that the test administrator should say aloud are in bold type.

READING

General Directions for Administering the Online Reading Sample Items

Distribute scratch paper and No. 2 pencils.

Students will need Login ID and Password information to access the sample items. Write the following information on the board:

Username = MaineELA

Password = practice

Say: Today, you will be working with some reading sample items. The sample item set has one or two reading passages and questions about what you read.

Double-click the test icon on your desktop. Once the program opens, you will see a student login page. Raise your hand if you do not see the login page.

You need to sign into the website to do the reading sample items.

Wait for everyone to have the student login page displayed on their screens. Work with students who need extra help opening the program. Remember, no other programs should be running with the eMPowerME testing program.

Say: The username and password for the test are on the board. Carefully type the username and password in the login screen exactly as they appear on the board. Then click the “Sign In” button.

Pause to allow students to sign in.

Say: If you have successfully logged in, you will see the words “Hello, User Practice.” If the information on the screen is not correct, raise your hand.

Not User Practice! Exit

Hello, User Practice

Stn-11-1750 State Student ID	2000-01-01 Date of Birth	Grade
PracticeOrg School Name	Teacher	Gender

The following tests have been scheduled for you:

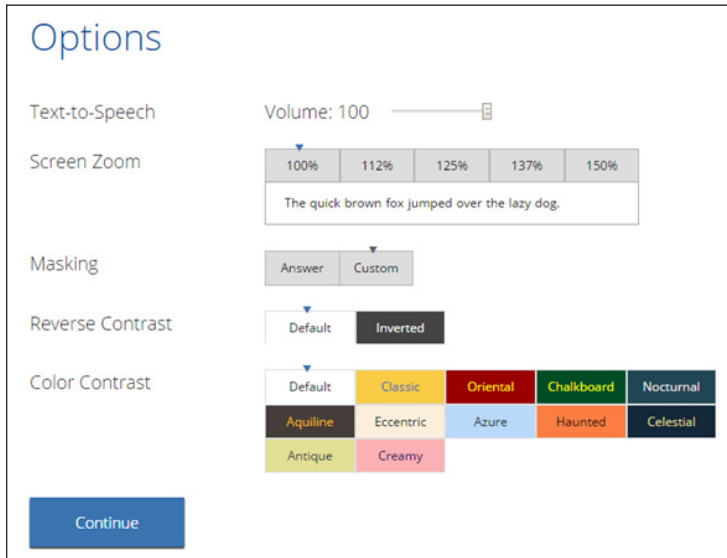
eMPower ME ELA Practice Test

Grade 3 Reading, Trial 928	Grade 3 Writing, Trial 928
Grade 4 Reading, Trial 928	Grade 4 Writing, Trial 928
Grade 5 Reading, Trial 928	Grade 5 Writing, Trial 928
Grade 6 Reading, Trial 928	Grade 6 Writing, Trial 928
Grade 7 Reading, Trial 928	Grade 7 Writing, Trial 928
Grade 8 Reading, Trial 928	Grade 8 Writing, Trial 928

Work with any students who may need extra help logging into the program.

Say: **Click the “Reading Trial” button for your grade. Please raise your hand if you are not viewing a page that says “Options.”**

Pause; wait for students to raise their hands. If students access a sample item set other than the reading trial for their grade level, close that section of the test and have the students click the appropriate grade-level “Reading Trial” button.

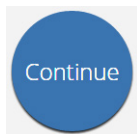


Say: **The Options page shows options for how the assessment is presented to you. These options will be set by your teacher.**

Click “Continue.” Now you should be viewing the Reading directions. Take a moment and read the directions to yourself as I read them aloud.

“Today you will take a test in reading. For this test, you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.”

When you finish reading the directions, click “Continue.”



Pause, if needed, for students to finish reading. Make sure all students click “Continue” to move to the next screen.

Say: A reading passage should be showing on the left side of your screen. Sample question 1 should be showing on the right side of your screen.

Look at the buttons on the bottom right of the screen. These are your navigation buttons.



- “Clear” will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to reset the page.
- “Pause Test” will log you out and require you to log back in before continuing the test. If you click this button, you will be asked if you are sure you want to pause the test.
- Clicking the “Next” button will take you to the next question. Click the “Next” button now.
- Clicking the “Back” button will take you to the previous item. Click the “Back” button now.
- You can bookmark any item to go back to later by clicking the star next to the arrow to the right of the question number in the upper left of the screen. Click this star now.



- Another way to move around in the test form is by using the Test Map. You can access the Test Map by clicking the down arrow next to the question number at the top left of the screen. Click this arrow now.



- The Test Map lists all of the questions on the test. Answered questions will appear blue; questions you have viewed but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray.
- Notice that question number 1 is bookmarked. Clicking a question number will take you directly to that question on the test. You can also pause or return to the test from the Test Map. Click the number 1. You are now back to sample question 1. Click the bookmark star to remove the bookmark.



Do you have any questions about how to navigate through the test?

Pause to answer questions. When there are no more questions, continue.

Say: Look at the four options in sample question 1. Next to each letter is an icon that looks like an eye.



Say: Clicking this “eye” will hide the option. Clicking again will make it reappear. You can use this tool if you are unsure of an answer but would like to hide the options you know are not correct.

Show All

Say: You can also use the “Hide All” or “Show All” button above the options to hide all the options or show all the options if some have been hidden.

There is also a tool box in the lower left corner. There you will see several tools available to use on this test.



Say: The “Guideline” tool has the letters “abc.” This tool provides a small window that you can move up and down the page to cover some of the words to help with reading. You can also resize it to add more white space or more gray space.



Say: The “Reverse Contrast” tool is a circle that is half black and half white. This tool allows you to change the white background to black and the black type to white. Click the circle to change how the letters look. Click again to change back.



Say: The “Color Contrast” tool is the letter “A.” It will open 12 color choices. Click to choose the color for the typed words and for the background. Click “default” to go back to a white background with black words.

The “Sketch and Highlight” tool will open a highlighter.



Say: The highlighter tool has several colored pencils and an eraser.



Say: Use this tool to highlight parts of the passage or question that you want to stand out. Do not use it to write your answers. Click this tool now.

Now, click the yellow highlighter and highlight a word in the item. Now click the blue pencil and circle a word in the item. You can erase the marks you just made by clicking the eraser and then clicking the mark. Click the “X” in the upper right corner of the tool to close the Sketch and Highlight tool.



Say: **Now look at the picture of a pencil and pad of paper. This is the “Notepad” tool. You can write notes to yourself about your ideas while you read a passage or answer a question. Click the Notepad to open the pad. Now click the Notepad again to close it. Your notes will stay on the Notepad until you submit your test.**



Say: **Finally, the “Custom Masking” tool lets you cover blocks of the passage or item words.**



Say: **Click the “X” in the upper right corner of the tool to close it.
Raise your hand if you have any questions.**

Pause to answer questions. When there are no more questions, continue.

Specific Directions for Grade-Level Reading Sample Items

The next set of directions differs for each grade level of the reading sample items. Select the correct set of directions for the grade level you are administering. After you have read the directions for the sample items, immediately continue with the General Directions for Continuing Administration of the Reading Sample Items on page 16.

► Grade 3: Specific Directions for Reading Sample Items

Say: **Look at the sample passage “Dragonflies: Interesting Insects.” Read the passage to yourself.**

Pause while the students read the passage. The passage is a little more than one page long. Students may need 10 minutes to finish reading the passage.

IMPORTANT NOTE: The online test will log out after 60 minutes of inactivity. Students must interact with the online test within 60 minutes or they will have to sign in again. They need to be actively answering questions (or typing an essay response) in order to be considered “active” in the system. Just moving the mouse or using the tools is not considered activity.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

This question has two parts. Be sure to answer both parts of the question.

1. What is the main idea of the passage?

- A Dragonflies live for a short time.**
- B Dragonflies have large wings.**
- C Dragonflies can be dangerous.**
- D Dragonflies are special insects.**

Say: **Click the correct answer.**

Pause while students respond.

Say: **Read the next part of the question as I read it aloud.**

Which detail from the passage best supports the answer above?

- A “If you look closely, you will see net-like veins in their wings that actually help soak up the sun.”**
- B “You might find them around ponds, lakes, rivers, and swamps.”**
- C “If you make a pond or some small body of water in your yard, you might be able to invite them to your house!”**
- D “Many people think that dragonflies can bite or sting, but they don’t.”**

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the first part of the question is “D,” “Dragonflies are special insects.” The correct answer for the second part of the question is “A,” “If you look closely, you will see net-like veins in their wings that actually help soak up the sun.” If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 16 now to continue this session.

Grade 4: Specific Directions for Reading Sample Items

Say: **There are two passages in this sample item set. The first passage, “Pioneering in the Ozarks,” is on the left side of your screen. Above the passage are the numbers 1 and 2. Click the number 2.**



Say: **You will see the second passage, “On the Way Home.” Anytime you want to change from one passage to another, click the passage number in the upper left part of the screen.**

Now, click the number 1 to take you back to the first passage. Look at the passage “Pioneering in the Ozarks.” Read the passage to yourself.

Pause while the students read the passage. The passage is about 2½ pages long, so students may need about 15 minutes to finish reading the passage. If you are concerned about students’ ability to read the passage, you may read the passage aloud while students read along.

IMPORTANT NOTE: The online test will log out after 60 minutes of inactivity. Students must interact with the online test within 60 minutes or they will have to sign in again. They need to be actively answering questions (or typing an essay response) in order to be considered “active” in the system. Just moving the mouse or using the tools is not considered activity.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

- 1. In Passage 1, how does Rose feel about leaving Rocky Ridge Farm?**
- A She thinks life will be easier in the city.**
 - B She is excited to live in a place with more people and jobs.**
 - C She is worried about moving far away from the farm.**
 - D She hopes her parents will take care of the farm while she is away.**

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is “B,” “She is excited to live in a place with more people and jobs.” If you want to change your answer, simply click another answer choice. Remember to click the number 1 if you want to re-read Passage 1 and click the number 2 when you are ready to read Passage 2.**

Now try using the tools to ensure you are comfortable using them.

See page 16 now to continue this session.

► Grade 5: Specific Directions for Reading Sample Items

Say: **There are two passages in this sample item set. The first passage, “Eureka!,” is on the left side of your screen. Above the passage are the numbers 1 and 2. Click the number 2.**



Say: **You will see the second passage, “Thinking Like Edison.” Anytime you want to change from one passage to another, click the passage number in the upper left part of the screen.**

Now, click the number 1 to take you back to the first passage. Look at the passage “Eureka.” Read the passage to yourself.

Pause while the students read the passage. The passage is about two pages long, so students may need about 15 minutes to finish reading the passage.

IMPORTANT NOTE: The online test will log out after 60 minutes of inactivity. Students must interact with the online test within 60 minutes or they will have to sign in again. They need to be actively answering questions (or typing an essay response) in order to be considered “active” in the system. Just moving the mouse or using the tools is not considered activity.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

1. Read the sentence from paragraph 10 of Passage 1.

Some inventions are very simple.

How does the author support this idea?

- A by describing the basic motions of certain inventions**
- B by comparing a useful invention to a useless invention**
- C by providing examples of inventions that have basic designs**
- D by listing inventions that do not fulfill a useful need in society**

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is “C,” “by providing examples of inventions that have basic designs.” If you want to change your answer, simply click another answer choice. Remember to click the number 1 if you want to re-read Passage 1 and click the number 2 when you are ready to read Passage 2.**

Now try using the tools to ensure you are comfortable using them.

See page 16 now to continue this session.

Grade 6: Specific Directions for Reading Sample Items

Say: There are two passages in this sample item set. The first passage, “Ho, for Sacramento,” is on the left side of your screen. Above the passage are the numbers 1 and 2. Click the number 2.



Say: You will see the second passage, “Sweet Betsy from Pike.” Anytime you want to change from one passage to another, click the passage number in the upper left part of the screen.

Now, click the number 1 to take you back to the first passage. Look at the passage “Ho for Sacramento.” Read the passage to yourself.

Pause while the students read the passage. The passage is about two pages long, so students may need about 15 minutes to finish reading the passage.

IMPORTANT NOTE: The online test will log out after 60 minutes of inactivity. Students must interact with the online test within 60 minutes or they will have to sign in again. They need to be actively answering questions (or typing an essay response) in order to be considered “active” in the system. Just moving the mouse or using the tools is not considered activity.

Say: Now look at sample question 1. Read the question to yourself as I read it aloud.

This question has two parts. Be sure to answer both parts of the question.

1. In Passage 1, how do the men start out on their trip?
 - A with anxiety about the unknown
 - B with many positive thoughts
 - C with worries about the length of the journey
 - D with eagerness to see the wildlife

Say: Click the correct answer.

Pause while students respond.

Say: Read the next part of the question as I read it aloud.

Which choice provides the best evidence for the answer to the previous question?

- A “Our two covered wagons were objects of much curious concern.”
- B “They rolled out of town with two thousand miles of wilderness before them.”
- C “Our enthusiasm was wrought up to the highest pitch.”
- D “The cooing of prairie chickens filled the air like the roar of a distant waterfall.”

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the first part of the question is “B,” “with many positive thoughts.” The correct answer for the second part of the question is “C,” “Our enthusiasm was wrought up to the highest pitch.” If you want to change your answer, simply click another answer choice. Remember to click the number 1 if you want to re-read Passage 1 and click the number 2 when you are ready to read Passage 2.**

Now try using the tools to ensure you are comfortable using them.

See page 16 now to continue this session.

 **Grade 7: Specific Directions for Reading Sample Items**

Say: **Look at the passage “Should Pluto Be a Planet? New Finds Drive Debate.” Read the passage to yourself.**

Pause while the students read the passage. The passage is more than two pages long, so students may need about 15 minutes to finish reading the passage.

IMPORTANT NOTE: The online test will log out after 60 minutes of inactivity. Students must interact with the online test within 60 minutes or they will have to sign in again. They need to be actively answering questions (or typing an essay response) in order to be considered “active” in the system. Just moving the mouse or using the tools is not considered activity.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

- 1. In paragraph 2, why does the author state, “A planet is a very personal thing”?**
- A to describe the current excitement about space exploration**
 - B to indicate that people feel an emotional connection to the planets**
 - C to motivate readers to pay more attention to news about space**
 - D to suggest that the use of the term “planet” is really up to each person**

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is “B,” “to indicate that people feel an emotional connection to the planets.” If you want to change your answer, simply click another answer choice.**

Now try using the tools to ensure you are comfortable using them.

See page 16 now to continue this session.

► Grade 8: Specific Directions for Reading Sample Items

Say: **There are two passages in this sample item set. The first passage, “The Teapot,” is on the left side of your screen. Above the passage are the numbers 1 and 2. Click the number 2.**



Say: **You will see the second passage, which is from *Call of the Wild*. Anytime you want to change from one passage to another, click the passage number in the upper left part of the screen.**

Now, click the number 1 to take you back to the first passage. Look at the passage “The Teapot.” Read the passage to yourself.

Pause while the students read the passage. The passage is about one page long, so students may need about 10 minutes to finish reading the passage.

IMPORTANT NOTE: The online test will log out after 60 minutes of inactivity. Students must interact with the online test within 60 minutes or they will have to sign in again. They need to be actively answering questions (or typing an essay response) in order to be considered “active” in the system. Just moving the mouse or using the tools is not considered activity.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

- 1. In Passage 1, the teapot says, “I know, too, my imperfection, and I am well aware that in that very thing is seen my humility, my modesty.”**

What does this line reveal about the teapot?

- A It seems to be flawed, but the others know it is not.**
- B Its flaws keep it from thinking it is better than the others.**
- C Its appearance is less flawed than the appearance of others.**
- D It thinks that admitting its flaws will make others think it is not proud.**

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is “D,” “It thinks that admitting its flaws will make others think it is not proud.” If you want to change your answer, simply click another answer choice. Remember to click the number 1 if you want to re-read Passage 1 and click the number 2 when you are ready to read Passage 2.**

Now try using the tools to ensure you are comfortable using them.

See page 16 now to continue this session.

General Directions for Continuing Administration of the Reading Sample Items

Give students time to use the tools.

Say: **Click “Next” to look at sample question 2. Read the question to yourself and click the correct answer. When you have selected your answer, click “Next” to move on to the next question.**

There is one question for which you must write your own answer. For this question, you must click in the answer box below the item and type your answer. When a question has more than one part, each part will have a letter (a, b, or c). In your answer, write a letter to show which part of your answer goes with each part of the question. When you finish all the questions, click the “Finish” button.

Give students about 15–30 minutes to respond to the remaining sample items. Then continue.

Say: **You may now click the “Finish” button to be taken to the Summary Page. If you want to go back and answer any questions you skipped, click the question number. Then click the “Finish” button. Click “Turn In” to end the Reading sample items session, and then click “Turn In” again to confirm.**

Are there any questions?

Answer all questions.

Once the sample items are complete, collect all assessment materials, including scratch paper and No. 2 pencils.

WRITING & LANGUAGE

General Directions for Administering the Online Writing & Language Sample Items

Distribute scratch paper and No. 2 pencils.

Students will need Login ID and Password information to access the sample items. Write the following information on the board:

Username = MaineELA

Password = practice

Say: **Today, you will be working with some writing & language sample items. The sample item set has a passage and questions about how to improve the passage.**

Double-click the test icon on your desktop. Once the program opens, you will see a student login page. Raise your hand if you do not see the login page.

You need to sign into the website to do the writing & language sample items.

Wait for everyone to have the student login page displayed on their screens. Work with students who need extra help opening the program. Remember, no other programs should be running with the eMPowerME testing program.

Say: **The username and password for the test are on the board. Carefully type the username and password in the login screen exactly as they appear on the board. Then click the “Sign In” button.**

Pause to allow students to sign in.

Say: **If you have successfully logged in, you will see the words “Hello, User Practice.” If the information on the screen is not correct, raise your hand.**

Not User Practice? **Exit**

Hello, User Practice

Stn-11-1750 State Student ID	2000-01-01 Date of Birth	Grade
PracticeOrg School Name	Teacher	Gender

The following tests have been scheduled for you:

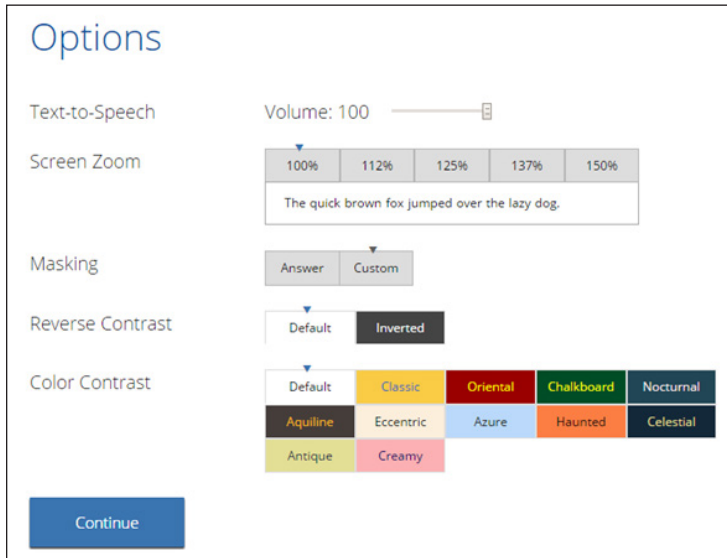
eMPower ME ELA Practice Test

Grade 3 Reading, Trial 928	Grade 3 Writing, Trial 928
Grade 4 Reading, Trial 928	Grade 4 Writing, Trial 928
Grade 5 Reading, Trial 928	Grade 5 Writing, Trial 928
Grade 6 Reading, Trial 928	Grade 6 Writing, Trial 928
Grade 7 Reading, Trial 928	Grade 7 Writing, Trial 928
Grade 8 Reading, Trial 928	Grade 8 Writing, Trial 928

Work with any students who may need extra help logging into the program.

Say: **Click the “Writing Trial” button for your grade. Please raise your hand if you are not viewing a page that says “Options.”**

Pause; wait for students to raise their hands. If students access a sample item set other than the writing trial for their grade level, close that section of the test and have the students click the appropriate grade-level “Writing Trial” button.

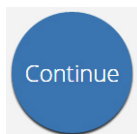


Say: **The Options page shows options for how the assessment is presented to you. These options will be set by your teacher.**

Click “Continue.” Now you should be viewing the Writing & Language directions. Take a moment and read the directions to yourself as I read them aloud.

“Today you will take a test in writing and language. For this test, you will read passages and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.”

When you finish reading the directions, click “Continue.”



Pause, if needed, for students to finish reading. Make sure all students click “Continue” to move to the next screen.

Say: A passage should be showing on the left side of your screen. Sample question 1 should be showing on the right side of your screen.

Look at the buttons on the bottom right of the screen. These are your navigation buttons.



- “Clear” will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to reset the page.
- “Pause Test” will log you out and require you to log back in before continuing the test. If you click this button, you will be asked if you are sure you want to pause the test.
- Clicking the “Next” button will take you to the next question. Click the “Next” button now.
- Clicking the “Back” button will take you to the previous item. Click the “Back” button now.
- You can bookmark any item to go back to later by clicking the star next to the arrow to the right of the question number in the upper left of the screen. Click this star now.



- Another way to move around in the test form is by using the Test Map. You can access the Test Map by clicking the down arrow next to the question number at the top left of the screen. Click this arrow now.



- The Test Map lists all of the questions on the test. Answered questions will appear blue; questions you have viewed but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray.
- Notice that question number 1 is bookmarked. Clicking a question number will take you directly to that question on the test. You can also pause or return to the test from the Test Map. Click the number 1. You are now back to sample question 1. Click the bookmark star to remove the bookmark.



Do you have any questions about how to navigate through the test?

Pause to answer questions. When there are no more questions, continue.

Say: Look at the four options in sample question 1. Next to each letter is an icon that looks like an eye.



Say: Clicking this “eye” will hide the option. Clicking again will make it reappear. You can use this tool if you are unsure of an answer but would like to hide the options you know are not correct.



Say: You can also use the “Hide All” or “Show All” button above the options to hide all the options or show all the options if some have been hidden.

There is also a tool box in the lower left corner. There you will see several tools available to use on this test.



Say: The “Guideline” tool has the letters “abc.” This tool provides a small window that you can move up and down the page to cover some of the words to help with reading. You can also resize it to add more white space or more gray space.



Say: The “Reverse Contrast” tool is a circle that is half black and half white. This tool allows you to change the white background to black and the black type to white. Click the circle to change how the letters look. Click again to change back.



Say: The “Color Contrast” tool is the letter “A.” It will open 12 color choices. Click to choose the color for the typed words and for the background. Click “default” to go back to a white background with black words.

The “Sketch and Highlight” tool will open a highlighter.



Say: The highlighter tool has several colored pencils and an eraser.



Say: Use this tool to highlight parts of the passage or question that you want to stand out. Do not use it to write your answers. Click this tool now.

Now, click the yellow highlighter and highlight a word in the item. Now click the blue pencil and circle a word in the item. You can erase the marks you just made by clicking the eraser and then clicking the mark. Click the “X” in the upper right corner of the tool to close the Sketch and Highlight tool.



Say: **Now look at the picture of a pencil and pad of paper. This is the “Notepad” tool. You can write notes to yourself about your ideas while you read a passage or answer a question. Click the Notepad to open the pad. Now click the Notepad again to close it. Your notes will stay on the Notepad until you submit your test.**



Say: **Finally, the “Custom Masking” tool lets you cover blocks of the passage or item words.**



Say: **Click the “X” in the upper right corner of the tool to close it.
Raise your hand if you have any questions.**

Pause to answer questions. When there are no more questions, continue.

Specific Directions for Grade-Level Writing & Language Sample Items

The next set of directions differs for each grade level of the writing and language sample items. Select the correct set of directions for the grade level you are administering. After you have read the directions for the sample items, immediately continue with the General Directions for Continuing Administration of the Writing & Language Sample Items on page 28.

► Grade 3: Specific Directions for Writing & Language Sample Items

Say: **Look at the sample passage “Gray Wolves.” Read the passage to yourself.**

Pause while the students read the passage.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

1. How should the underlined word in sentence 2 be changed?

Spell out the words for choices B through D.

Say: **A NO CHANGE**

B bodes

C bodys

D bodees

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is “A,” “NO CHANGE.” If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 28 now to continue this session.

 **Grade 4: Specific Directions for Writing & Language Sample Items**

Say: **Look at the sample passage “Gray Wolves.” Read the passage to yourself.**

Pause while the students read the passage.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

1. How should the underlined word in sentence 1 be changed to be the most exact?

A NO CHANGE

B dogs

C pets

D creatures

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is “B,” “dogs.” If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 28 now to continue this session.

 **Grade 5: Specific Directions for Writing & Language Sample Items**

Say: **Look at the sample passage “Origin of Duct Tape.” Read the passage to yourself.**

Pause while the students read the passage.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

1. How should the underlined word in sentence 1 be changed?

Spell out the words for choices B through D.

- Say:
- A NO CHANGE**
 - B construction**
 - C construcktion**
 - D constructshun**

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is “B,” “c-o-n-s-t-r-u-c-t-i-o-n.” If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 28 now to continue this session.

 **Grade 6: Specific Directions for Writing & Language Sample Items**

Say: **Look at the sample passage “Origin of Duct Tape.” Read the passage to yourself.**

Pause while the students read the passage.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

1. Which change makes the underlined portion of sentence 2 more precise?

- A NO CHANGE**
- B which is a type of tape**
- C an earlier strong tape**
- D something really simple**

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is “C,” “an earlier strong tape.” If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 28 now to continue this session.

 **Grade 7: Specific Directions for Writing & Language Sample Items**

Say: **Look at the sample passage “So Who Can Sew?” Read the passage to yourself.**

Pause while the students read the passage.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

1. How should the underlined word in sentence 2 be changed?

Spell out the words for choices B through D.

Say: **A NO CHANGE**

B domestic

C doamestic

D domestek

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is “B,” “d-o-m-e-s-t-i-c.” If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 28 now to continue this session.

► Grade 8: Specific Directions for Writing & Language Sample Items

Say: **Look at the sample passage “So Who Can Sew?” Read the passage to yourself.**

Pause while the students read the passage.

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

This question has two parts. Be sure to answer both parts of the question.

1. In sentences 1–4, how does the writer introduce the main argument of the passage?

- A by encouraging the reader to enroll in sewing classes**
- B by presenting negative effects of not knowing how to sew**
- C by explaining why children are no longer taught to sew**
- D by offering an opposing viewpoint about learning how to sew**

Say: **Click the correct answer.**

Pause while students respond.

Say: **Read the next part of the question as I read it aloud.**

Which choice provides the best evidence for the answer to the previous question?

- A “skills children learn these days are not the skills their grandparents learned.”**
- B “learn the domestic art of sewing”**
- C “too few children are taught this an important skill”**
- D “pay someone else to fix their clothes, or they must replace worn clothing altogether”**

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the first part of the question is “B,” “by presenting negative effects of not knowing how to sew.” The correct answer for the second part of the question is “D,” “pay someone else to fix their clothes, or they must replace worn clothing altogether.” If you want to change your answer, simply click another answer choice.**

Now try using the tools to ensure you are comfortable using them.

See page 28 now to continue this session.

General Directions for Continuing Administration of the Writing & Language Sample Items

Give students time to use the tools.

Say: **Click “Next” to look at sample question 2. Read the question to yourself and click the correct answer. When you have selected your answer, click “Next” to move on to the next question. When you finish all the questions, click the “Finish” button.**

Give students about 15–20 minutes to respond to the remaining sample items. Then continue.

Say: **You may now click the “Finish” button to be taken to the Summary Page. If you want to go back and answer any questions you skipped, click the question number. Then click the “Finish” button. Click “Turn In” to end the Writing and Language sample items session, and then click “Turn In” again to confirm.**

Are there any questions?

Answer all questions.

Once the sample items are completed, collect all assessment materials, including scratch paper and No. 2 pencils.

MATHEMATICS

General Directions for Administering the Online Mathematics Sample Items

Distribute scratch paper and No. 2 pencils.

Students will need Login ID and Password information to access the sample items. Write the following information on the board:

Username = MaineMath

Password = practice

Say: **Today, you will be working with some math sample items.**

Double-click the test icon on your desktop. Once the program opens, you will see a student login page. Raise your hand if you do not see the login page.

You need to sign into the website to do the math sample items.

Wait for everyone to have the student login page displayed on their screens. Work with students who need extra help opening the program. Remember, no other programs should be running with the eMPowerME testing program.

Say: **The username and password for the test are on the board. Carefully type the username and password in the login screen exactly as they appear on the board. Then click the “Sign In” button.**

Pause to allow students to sign in.

Say: **If you have successfully logged in, you will see the words “Hello, User Practice.” If the information on the screen is not correct, raise your hand.**

Not User Practice? Exit

Hello, User Practice

Stn-11-1750 State Student ID	2000-01-01 Date of Birth	Grade
PracticeOrg School Name	Teacher	Gender

The following tests have been scheduled for you:

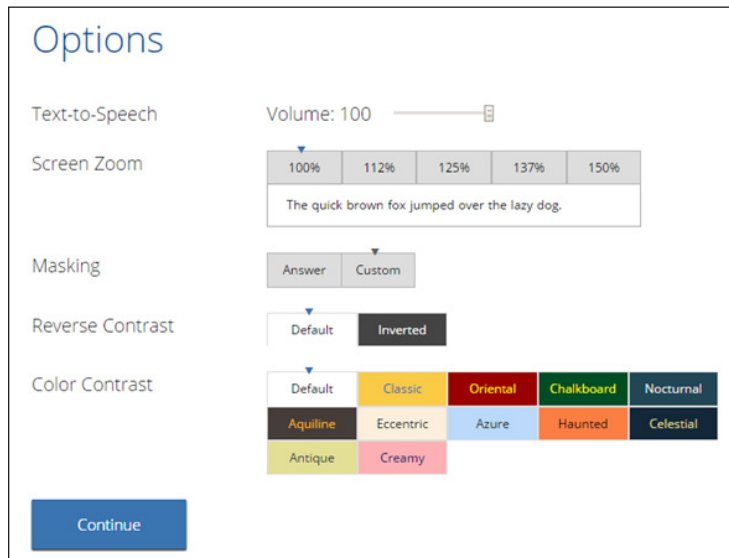
eMPower ME Math Practice Test

Grade 3 Math, Trial 1203	Grade 4 Math, Trial 1203
Grade 5 Math, Trial 1203	Grade 6 Math, Trial 1203
Grade 7 Math, Trial 1203	Grade 8 Math, Trial 1203

Work with any students who may need extra help logging into the program.

Say: **Click the “Math Trial” button for your grade. Please raise your hand if you are not viewing a page that says “Options.”**

Pause; wait for students to raise their hands. If students access a sample item set other than the math trial for their grade level, close that section of the test and have the students click the appropriate grade-level “Math Trial” button.

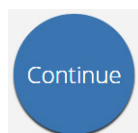


Say: **The Options page shows options for how the assessment is presented to you. These options will be set by your teacher.**

Click “Continue.” Now you should be viewing the Math directions. Take a moment and read the directions to yourself as I read them aloud.

“Today you will take a test in mathematics. For this test, you will answer selected-response and constructed-response questions. Some of the questions may look different to you and ask about material that is not familiar to you, but it is important that you do your best. If you are not sure of the answer to a question, you should still attempt to answer it.”

When you finish reading the directions, click “Continue.”



Pause, if needed, for students to finish reading. Make sure all students click “Continue” to move to the next screen.

Say: **Sample question 1 should be on your screen.**

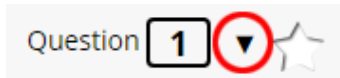
Look at the buttons on the bottom right of the screen. These are your navigation buttons.



- **“Clear” will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to reset the page.**
- **“Pause Test” will log you out and require you to log back in before continuing the test. If you click this button, you will be asked if you are sure you want to pause the test.**
- **Clicking the “Next” button will take you to the next question. Click the “Next” button now.**
- **Clicking the “Back” button will take you to the previous item. Click the “Back” button now.**
- **You can bookmark any item to go back to later by clicking the star next to the arrow to the right of the question number in the upper left of the screen. Click this star now.**



- **Another way to move around in the test form is by using the Test Map. You can access the Test Map by clicking the down arrow next to the question number at the top left of the screen. Click this arrow now.**



- **The Test Map lists all of the questions on the test. Answered questions will appear blue; questions you have viewed but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray.**
- **Notice that question number 1 is bookmarked. Clicking a question number will take you directly to that question on the test. You can also pause or return to the test from the Test Map. Click the number 1. You are now back to sample question 1. Click the bookmark star to remove the bookmark.**



Do you have any questions about how to navigate through the test?

Pause to answer questions. When there are no more questions, continue.

Say: Look at the four options in sample question 1. Next to each letter is an icon that looks like an eye.



Say: Clicking this “eye” will hide the option. Clicking again will make it reappear. You can use this tool if you are unsure of an answer but would like to hide the options you know are not correct.

Show All

Say: You can also use the “Hide All” or “Show All” button above the options to hide all the options or show all the options if some have been hidden.

There is also a tool box in the lower left corner. There you will see several tools available to use on this test.



Say: The “Guideline” tool has the letters “abc.” This tool provides a small window that you can move up and down the page to cover some of the words to help with reading. You can also resize it to add more white space or more gray space.



Say: The “Reverse Contrast” tool is a circle that is half black and half white. This tool allows you to change the white background to black and the black type to white. Click the circle to change how the letters look. Click again to change back.



Say: The “Color Contrast” tool is the letter “A.” It will open 12 color choices. Click to choose the color for the typed words and for the background. Click “default” to go back to a white background with black words.

The “Sketch and Highlight” tool will open a highlighter.



Say: The highlighter tool has several colored pencils and an eraser.



Say: Use this tool to highlight parts of the passage or question that you want to stand out. Do not use it to write your answers. Click this tool now.

Now, click the yellow highlighter and highlight a word in the item. Now click the blue pencil and circle a word in the item. You can erase the marks you just made by clicking the eraser and then clicking the mark. Click the “X” in the upper right corner of the tool to close the Sketch and Highlight tool.



Say: **Now look at the picture of a pencil and pad of paper. This is the “Notepad” tool. You can write notes to yourself about your ideas while you read a passage or answer a question. Click the Notepad to open the pad. Now click the Notepad again to close it. Your notes will stay on the Notepad until you submit your test.**



Say: **Finally, the “Custom Masking” tool lets you cover blocks of the passage or item words.**



Say: **Click the “X” in the upper right corner of the tool to close it.
Raise your hand if you have any questions.**

Pause to answer questions. When there are no more questions, continue.

Specific Directions for Grade-Level Mathematics Sample Items

The next set of directions differs for each grade level of the mathematics sample items. Select the correct set of directions for the grade level you are administering. After you have read the directions for the sample items, immediately continue with the General Directions for Continuing Administration of the Mathematics Sample Items on page 40.

► Grade 3: Specific Directions for Mathematics Sample Items

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

1. A gym teacher is putting students into teams.

- There are 24 students.
- There will be 3 students on each team.

Which expression can be used to find the number of teams made by the gym teacher?

- A 24×3
- B $24 \div 3$
- C $24 + 3$
- D $24 - 3$

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is "B," " $24 \div 3$." If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 40 now to continue this session.

 **Grade 4: Specific Directions for Mathematics Sample Items**

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

- 1. Six hundred seven thousand fifty people live in a city. Which expression shows another way to write the number of people who live in the city?**

A $6 \times 100 + 7 \times 1,000 + 5 \times 10$

B $6 \times 10,000 + 7 \times 1,000 + 5 \times 10$

C $6 \times 100,000 + 7 \times 1,000 + 5 \times 10$

D $6 \times 100,000 + 7 \times 10,000 + 5 \times 1,000$

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is "C," " $6 \times 100,000 + 7 \times 1,000 + 5 \times 10$." If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 40 now to continue this session.

 **Grade 5: Specific Directions for Mathematics Sample Items**

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

1. Which is equivalent to 20×500 ?

A 10^3

B 10^4

C 10^5

D 10^6

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is "B," " 10^4 ." If you want to change your answer, simply click on another answer choice. Now, try using the tools to ensure you are comfortable using them.**

See page 40 now to continue this session.

 **Grade 6: Specific Directions for Mathematics Sample Items**

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

- 1. At a farm, $\frac{3}{8}$ of the cows have spots. There are 72 cows with spots. What is the total number of cows at the farm?**
- A 27**
 - B 99**
 - C 192**
 - D 216**

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is “C,” “192.” If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 40 now to continue this session.

 **Grade 7: Specific Directions for Mathematics Sample Items**

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

- 1. A store is having a going-out-of-business sale. Each item is on sale for half off m , the regular price.**

Which pair of equivalent expressions represents the sale price for any one item?

A $0.5m$ and $m - \frac{1}{2}$

B $0.5m$ and $m - \frac{1}{2}m$

C $m - 0.5$ and $m - \frac{1}{2}$

D $m - 0.5$ and $m - \frac{1}{2}m$

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is "B," " $0.5m$ and $m - \frac{1}{2}m$." If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 40 now to continue this session.

 **Grade 8: Specific Directions for Mathematics Sample Items**

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

- 1. A student collected 50 ants. The average mass of one ant was 7.2×10^{-2} grams. What was the total mass of the 50 ants?**

A 0.36 g

B 3.6 g

C 36 g

D 360 g

Say: **Click the correct answer.**

Pause while students respond.

Say: **The correct answer for the question is "B," "3.6 g." If you want to change your answer, simply click another answer choice. Now try using the tools to ensure you are comfortable using them.**

See page 40 now to continue this session.

General Directions for Continuing Administration of the Mathematics Sample Items

Give students time to use the tools.

Say: **Click “Next” to look at sample question 2. Read the question to yourself and click the correct answer. When you have selected your answer, click “Next” to move on to the next question.**

There is one question for which you must write your own answer. For this question, you must click in the answer box below the item and type your answer. When a question has more than one part, each part will have a letter (a, b, or c). In your answer, write a letter to show which part of your answer goes with each part of the question. When you finish all the questions, click the “Finish” button.

Give students about 15–20 minutes to respond to the remaining sample items. Then continue.

Say: **You may now click the “Finish” button to be taken to the Summary Page. If you want to go back and answer any questions you skipped, click the question number. Then click the “Finish” button. Click “Turn In” to end the Mathematics sample items session, and then click “Turn In” again to confirm.**

Are there any questions?

Answer all questions.

Once the sample items are completed, collect all assessment materials, including scratch paper and No. 2 pencils.



eMPower™ Assessments are developed and published by Measured Progress, 100 Education Way, Dover, New Hampshire 03820. Copyright © 2017, Measured Progress. All rights reserved.