

TELPAS



Online Reading Test Student Tutorial Administration Directions Grades 2–12

Revised January 2013



Telephone Assistance/Reference Sources

For questions about	Contact
TELPAS testing policies	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: ELL.tests@tea.state.tx.us
accessing online resources or online test administration procedures and for online testing technical concerns or issues	Pearson's Austin Operations Center Telephone: 512-989-5300 800-627-0225 Fax: 512-989-5376 Email: pearsononlinetesting@support.pearson.com

For general information related to	Access
student assessment program	TEA Student Assessment Division website at http://www.tea.state.tx.us/student.assessment
ELL assessments	http://www.tea.state.tx.us/student.assessment/ELL

Reference materials available online include	Located at
TELPAS online reading test training and administration materials	http://www.TexasAssessment.com/resources
TELPAS Online Reading Test Student Tutorials	http://www.TexasAssessment.com/TELPAS-tutorials
online testing technology information	http://www.TexasAssessment.com/techinfo
<i>User's Guide for the Texas Assessment Management System</i>	http://www.TexasAssessment.com/guide

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Overview

Student Tutorials

The Texas English Language Proficiency Assessment System (TELPAS) reading tests for grades 2–12 are administered as an online testing program. Online student tutorials are available in the same grade clusters as the operational TELPAS reading tests. The tutorials contain only a sampling of reading selections and test questions. The purpose of the tutorials is to give students practice with the online interface and tools and to become familiar with a variety of test item formats. The tutorials should not be used to evaluate students' level of language proficiency.

Administration directions for each tutorial are included in this publication. Prior to using the tutorial with students, you should familiarize yourself with the administration directions. As with the TELPAS reading administration directions to be used with the operational assessment, the tutorial administration directions are designed to take into account the difficulties that some ELLs may have understanding oral directions in English, as well as some students' limited experience with standardized testing. These administration directions are a resource for you. You may adjust the language and specificity of the directions to the level of English proficiency of your students. This means that you may explain the directions further, translate them, simplify an explanation, or restate the information in a different way in order to make the directions more understandable. Because the tutorial is not an actual administration of a test in the Texas student assessment program, you may also elect not to use the administration directions and create your own, or you may use only the parts that are helpful to your students.

Present the tutorial in a way that meets the needs of your students. For example, you may wish to use the printed screen pages at the end of each set of administration directions to point to parts of the test items, tools, buttons, and scroll bars to provide visual reinforcement as you lead students through the tutorial. Alternatively, rather than using the printed screen pages, you might prefer to show the tutorial on a television or other screen in front of the class. If needed, you might show students the tutorial this way before having students view it on their own computers. The time you spend on the tutorial should take into account your students' language needs and computer familiarity. The tutorial can be used as often as you wish.

After conducting the guided portion of the tutorial with students, you may choose to have them continue with the self-paced portion of the tutorial. The self-paced portion contains approximately 20 representative test items per grade cluster. The correct answers to the items are shown at the end of each tutorial.

There are important differences between the tutorials and the operational assessment. The tutorials can be accessed without setting up test sessions and without student authorizations. The tutorials simulate the interface used during the operational assessment. During the tutorials, students are able to close the browser-based tutorial and then restart the tutorial without assistance from the administrator. However, if a student does close the tutorial or the browser before completing the tutorial, all work will be lost and the student will need to begin again.

In contrast, when students exit TestNav during the operational assessment, the test administrator must resume the test. All answers are saved during an operational assessment, and when the student's test is resumed, the student may begin where he or she left off. **Test administrators should clarify this difference in function to students in preparation for the upcoming spring assessment.**

Note that the screen shots at the end of each set of administration directions were taken using the recommended screen resolution of 1024 × 768. If your screen resolution is not 1024 × 768, information on your computer monitor may not appear exactly as it does in the screen shots.

Accessing the Student Tutorials

The tutorials are available at the TELPAS Online Reading Test Student Tutorials webpage at <http://www.TexasAssessment.com/TELPAS-tutorials>. The webpage includes instructions for accessing the tutorials. District technology staff should assist in configuring computers. For technical assistance, contact Pearson's Austin Operations Center at 800-627-0225.

Student Tutorial Administration Directions

Administration Directions—Grade 2

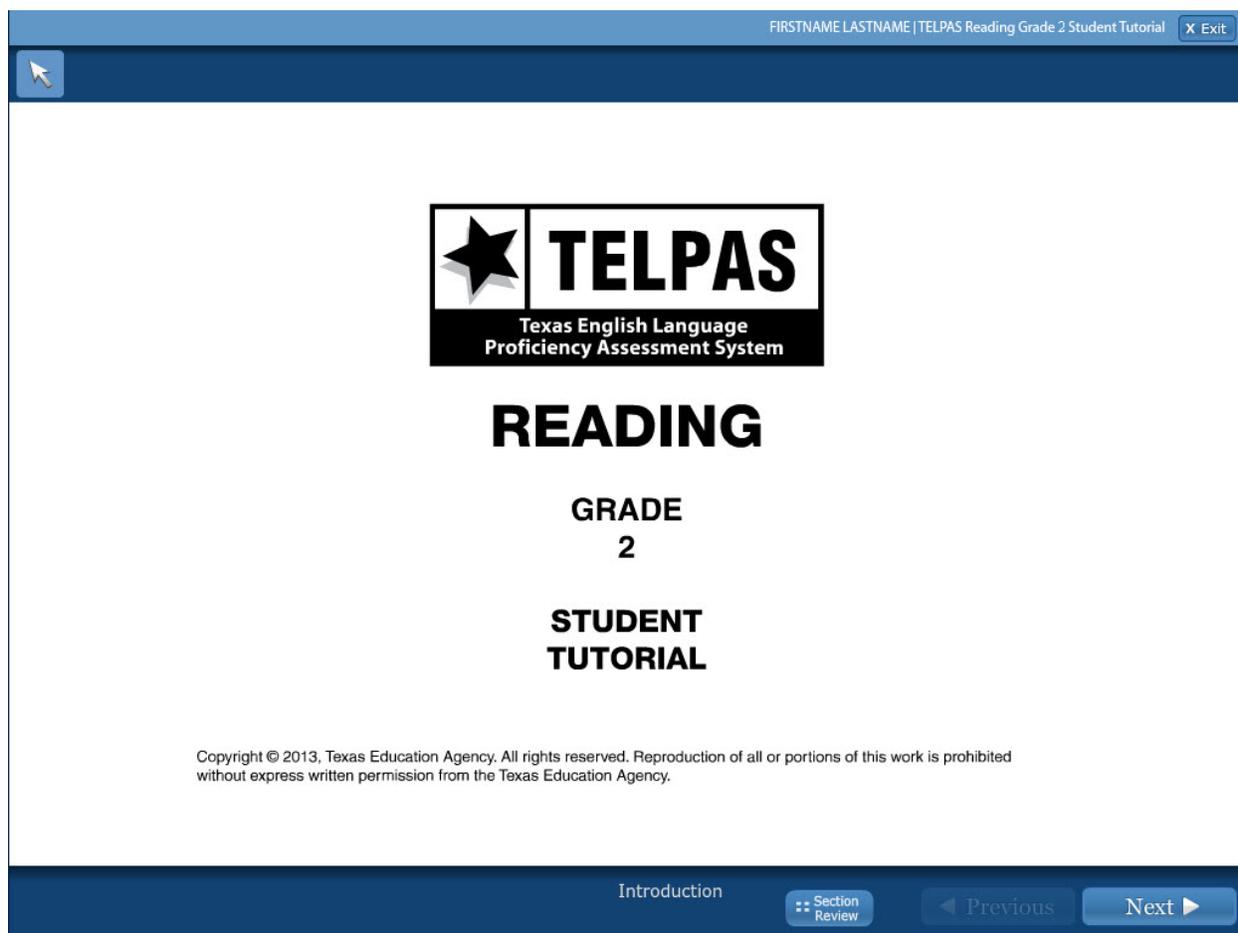
Directions you may read aloud are on the following pages. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with your students. Text that is printed in **bold** type and preceded by the word “**SAY**” is for you to read aloud. Text in *italics* is for you and should not be read to students.

Note that the directions provided assume that the students have the tutorial on their computer screens. If you show them the tutorial on a screen first before having them follow along on their own computers, adjust the directions accordingly.

Before beginning, explain that the tutorial is not a test, but rather an activity to practice using the computer to take the test.

After the student’s name is entered, the first screen is the TELPAS introduction screen displaying the grade. Make sure the students’ computers display the introduction screen before proceeding.

FIRSTNAME LASTNAME | TELPAS Reading Grade 2 Student Tutorial X Exit



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Introduction Section Review Previous Next

SAY This tutorial is for students to practice using the computer to take a TELPAS reading test. When you take the test, you will answer the questions on the computer.

Look at your computer. Does everyone see the introduction screen with the grade on it? Make sure it includes your grade. Raise your hand if you do not see your grade.

Assist any students whose computers do not display the introduction screen with the correct grade. When students are ready, continue.

SAY Look at the bottom of the screen. Do you see the blue button that says “Next”? Raise your hand if you do not see the *Next* button.

*Help any students having difficulty finding the **Next** button. You may wish to point to the **Next** button on the computer screen or on the screen shot on page 11. When students are ready, continue.*

SAY During your test you will use the *Next* button to see test questions. Now we are going to practice answering test questions. Click the *Next* button to go to the first sample question.

Assist any students who do not know how to click or have difficulty understanding the directions. Check that students are not double clicking and skipping screens. Assist any students whose computers are on the wrong screen.

SAY This is **SAMPLE A**. Look at the directions for **SAMPLE A** at the top of the screen. Follow along as I read the directions aloud. The directions for **SAMPLE A** say, “Find the word that belongs in the blank.”

Point to the missing word, answer circles, etc., as necessary.

SAY Let’s do **SAMPLE A** together. The sentence says, “This is a [blank].” Look at the words next to the circles: “door, table, house, room.” Which word tells what the picture is?

Click the circle next to the answer you choose. Be very careful when you click the buttons on the test. Raise your hand if you need help. When you click an answer, you will see a black dot inside the answer circle. Does everyone see a black dot in the circle next to their answer?

Wait for students to respond. If students do not understand the word “dot,” draw a dot for them.

SAY The correct answer is “door.” The picture in **SAMPLE A** is a picture of a door. If you did not click the first answer, “door,” change your answer now by clicking the circle next to the word “door.”

Point to the word “door” as needed. Assist any students having difficulty.

SAY Now let’s look at the next sample question. Click the **Next** button at the bottom of the screen. Be careful not to skip screens.

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY This screen has a story with a picture. The words “**SAMPLE B**” are under the directions on the side of the screen. Does everyone see **SAMPLE B**?

Assist any students who are on the wrong screen.

SAY Let’s look at the directions on the side of the screen. The directions say, “Read the selection and choose the word that fits best in each blank.” For these kinds of questions, you will see a story with some missing words. Where the words are missing, you will see blank lines.

Now read the story called “Birds.”

Observe students reading the story. Assist any students having difficulty. When all students have finished reading the story, continue.

SAY Is everyone finished reading the story? Let’s look at some questions. On your computer you will see the story on one side of the screen. On the other side of the screen is the first question that goes with the story.

Point to the sides of the screen as needed. Assist any students having difficulty.

SAY The question has four words. One of the words belongs on the blank line that is highlighted in the story. Choose the word that fits best in the sentence. Click the circle next to the word.

Wait for students to read and answer the question before continuing. Assist any students having difficulty. When students are ready, continue.

SAY Let’s go over the answer to this question. The correct answer is “students” because the sentence should say, “Today Mrs. Nelson is teaching her students about birds.”

If you did not click the circle next to “students,” click it now to change your answer. You should see a black dot in the circle next to this answer. When you change your answer, the black dot will move to the new answer you choose. The

computer will let you choose only one answer for each question. Are there any questions?

Assist any students having difficulty.

SAY Now we will go to the next question for the story. Click the *Next* button at the bottom of the screen now.

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY On this screen you will see the same story again on one side of the screen and a new list of words on the other side of the screen. A different blank line in the story is now highlighted. Does everyone see the story and the new list of words?

Assist any students whose computers are on the wrong screen.

SAY Look at the words for the second question. One of the words belongs on the blank line that is highlighted in the story. Click the circle next to the word that fits best in the sentence.

Wait for students to read and answer the question before continuing. Assist any students who need it. When students are ready, continue.

SAY Let's go over the answer. The correct answer is "learn" because the sentence should say, "The students learn how baby birds hatch from eggs."

Point to the answer choice that says "learn."

SAY If you did not click the circle next to the word "learn," click it now. There should be a black dot in the circle next to this answer. Are there any questions?

Observe students clicking the answer. Assist any students having difficulty. Answer any questions students have before continuing.

SAY We have practiced using the *Next* button to go to the next screen. But you can also go back to look at questions you already saw. If you want to go back to look at the question before this one, you can do that by clicking the *Previous* button at the bottom of the screen. If you do not see the *Previous* button, raise your hand. Click the *Previous* button now.

*Observe students clicking the **Previous** button. Assist any students having difficulty.*

SAY You should now see the first question we answered for this story. The answer we chose for that question, "students," is still there. Raise your hand if you do not see this question.

Assist any students having difficulty, then continue.

SAY You can use the *Previous* button and *Next* button whenever you want to move back and forth in the test. Let's click the *Next* button again.

Assist any students having difficulty.

SAY You should see the second question about the story. We chose the answer "learn." You should see that your answer is still marked. Now click the *Next* button.

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY This screen has a story and a picture. The words "SAMPLE C" are under the directions on the side of the screen. Does everyone see SAMPLE C?

Assist any students who are on the wrong screen.

SAY Let's look at the directions on the side of the screen. The directions say, "Read the selection and choose the best answer to each question."

Some stories you read may be short, or they may be long. Sometimes you will need to click the arrows at the bottom of the stories to see other pages of the stories.

Point to the arrows below the story.

SAY This story has two pages. Click the right arrow at the bottom of the story to go to the next page.

Observe students clicking the right arrow. Assist any students having difficulty.

SAY Click the left arrow to go back to the first page of the story. Read the story, "A Surprise at the Door."

Observe students reading the story. Assist any students having difficulty.

SAY Is everyone finished reading the story?

When all students have finished reading the story, continue.

SAY Let's look at the first question about this story. Click the **Next button to see the question.**

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY Remember you will see the story on one side of the screen and the question that goes with the story on the other side of the screen.

Assist any students whose computers are on the wrong screen.

SAY Now read the question and answer it by clicking the circle next to the answer you choose. If you have any questions, raise your hand.

Wait for students to read and answer the question before continuing. When students are ready, continue.

SAY Let's go over the question. It asks where Max puts the food. The correct answer is "On the step."

If you did not click the circle next to "On the step," click it now to change your answer. You should see a black dot in the circle next to this answer. Remember, the computer will let you choose only one answer for each question. Are there any questions?

Assist any students having difficulty.

SAY Now we will go to the second question. Click the **Next button at the bottom of the screen now.**

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY You will see the same story again on one side of the screen and a new question on the other side of the screen. Does everyone see the story with the question?

Assist any students whose computers are on the wrong screen.

SAY Read the question and choose the best answer. Click the circle next to the answer you choose. Remember to use the arrows at the bottom of the story to go to any page where you may need to find an answer. If you have any questions, raise your hand.

Wait for students to read and answer the question before continuing. Assist any students who need it. When students are ready, continue.

SAY Let's go over the answer to this question. It asks you to find the word can in the story and pick the picture that shows a can. The answer to the question is the last answer. This picture shows a can.

Point to the picture of the can.

SAY If you did not click the circle next to the picture of a can, click it now. There should be a black dot in the circle next to this answer. Are there any questions?

Observe students clicking the answer. Assist any students having difficulty. Answer any questions students have before continuing.

SAY Now click the **Next** button. You should see a screen with a red **STOP** sign on it. Does everyone see the **STOP** sign?

*Assist any students whose computers are not displaying the screen with the **STOP** sign.*

SAY The directions on this screen say, “Raise your hand. The teacher will help you.” When you see this screen, you will raise your hand and I will come and help you. Do you have any questions?

Answer any questions students have before continuing.

*Go to each student's computer and click the **Next** button. The next screen is a Section Review screen. On this screen, click the **Continue to Test Overview** button and then click **Continue to Next Section** button to continue to the self-paced portion of the tutorial. Students in grade 2 will not use the Section Review screen.*

SAY You will continue the rest of the tutorial by yourself. You may begin.

Assist students as they practice on the questions.

You may do this tutorial again with your students if you decide they need additional practice.

NOTE: After students have finished the practice questions and checked their answers, click the **Continue to Test Overview** button. On the Test Overview screen, click the **Submit and Exit Test** button at the bottom of the screen on each student's computer. Then select the “I am finished with this test and I want to submit my final answers” option and click the **Final Submit** button in the pop-up box. The next screen will provide the correct answers along with the student's response to each question.

*If you need to close the tutorial before a student has finished, click the **Exit Test** button in the upper right corner of the screen, select the “I want to exit this test and finish later” option and then click the **Finish Later** button on the final pop-up screen. If a student does exit the tutorial before completing it, all work will be lost and the student will need to begin again.*



READING

GRADE
2

**STUDENT
TUTORIAL**

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Introduction

Section Review

Previous

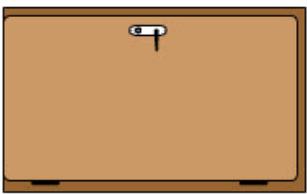
Next



DIRECTIONS
Find the word that belongs in the blank.

SAMPLE A

This is a _____.



- door
- table
- house
- room

Question 1

Section Review

Previous

Next



Birds

Today Mrs. Nelson is teaching her _____ about birds. She reads a book about birds to the class. The students _____ how baby birds hatch from eggs.



Read the selection and choose the word that fits best in each blank.

SAMPLE B

- day
- new
- paper
- students

Question 2

Section Review

Previous

Next



Birds

Today Mrs. Nelson is teaching her _____ about birds. She reads a book about birds to the class. The students _____ how baby birds hatch from eggs.



SAMPLE B

- book
- school
- learn
- fly

Question 3

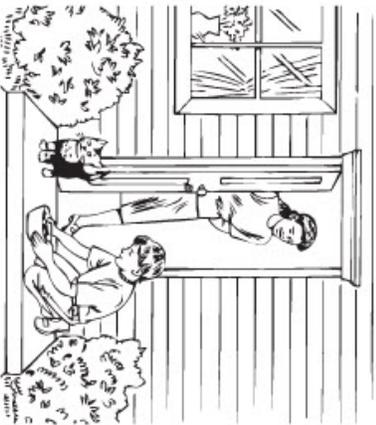
Section
Review

Previous

Next

A Surprise at the Door

- 1 Max heard a noise at the door. He looked out the window and saw a kitten.
- 2 "Mom!" Max shouted. "Please come look at this!"
- 3 Max's mother saw a tiny black-and-white kitten on the step. Max asked, "May we feed this little cat?"
- 4 Max's mother opened a can of cat food and put the food in a bowl. Max put the bowl on the step outside. "I will call this kitten Puff," he said.



Page 1 of 2

Read the selection and choose the best answer to each question.

The selection has 2 pages.

SAMPLE C

Reading Passage

Section Review

Previous

Next



5 Max fed Puff every day. One day Puff ran into the house. Now Puff lives in the house with Max and his mother.



Page 2 of 2



Read the selection and choose the best answer to each question.

The selection has 2 pages.

SAMPLE C

Reading Passage

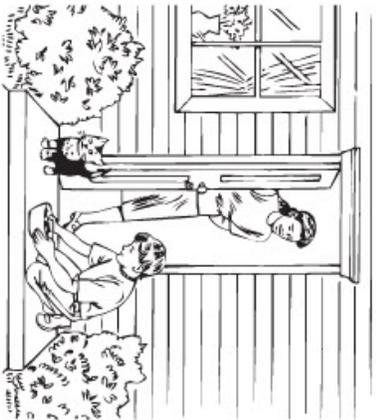


Previous

Next

A Surprise at the Door

- 1 Max heard a noise at the door. He looked out the window and saw a kitten.
- 2 "Mom!" Max shouted. "Please come look at this!"
- 3 Max's mother saw a tiny black-and-white kitten on the step. Max asked, "May we feed this little cat?"
- 4 Max's mother opened a can of cat food and put the food in a bowl. Max put the bowl on the step outside. "I will call this kitten Puff," he said.



Page 1 of 2

SAMPLE C

Where does Max put the food?

- On the step
- On the grass
- On the table
- On the kitchen floor

Question 4

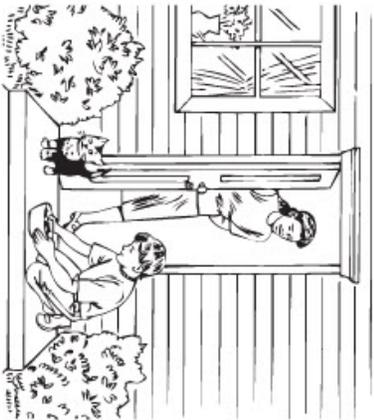
Section Review

Previous

Next

A Surprise at the Door

- 1 Max heard a noise at the door. He looked out the window and saw a kitten.
- 2 "Mom!" Max shouted. "Please come look at this!"
- 3 Max's mother saw a tiny black-and-white kitten on the step. Max asked, "May we feed this little cat?"
- 4 Max's mother opened a can of cat food and put the food in a bowl. Max put the bowl on the step outside. "I will call this kitten Puff," he said.



Page 1 of 2

SAMPLE C

Find the word can in paragraph 4.
Which picture shows a can?



Question 5

Section Review

Previous

Next



**RAISE YOUR HAND.
THE TEACHER WILL HELP YOU.**

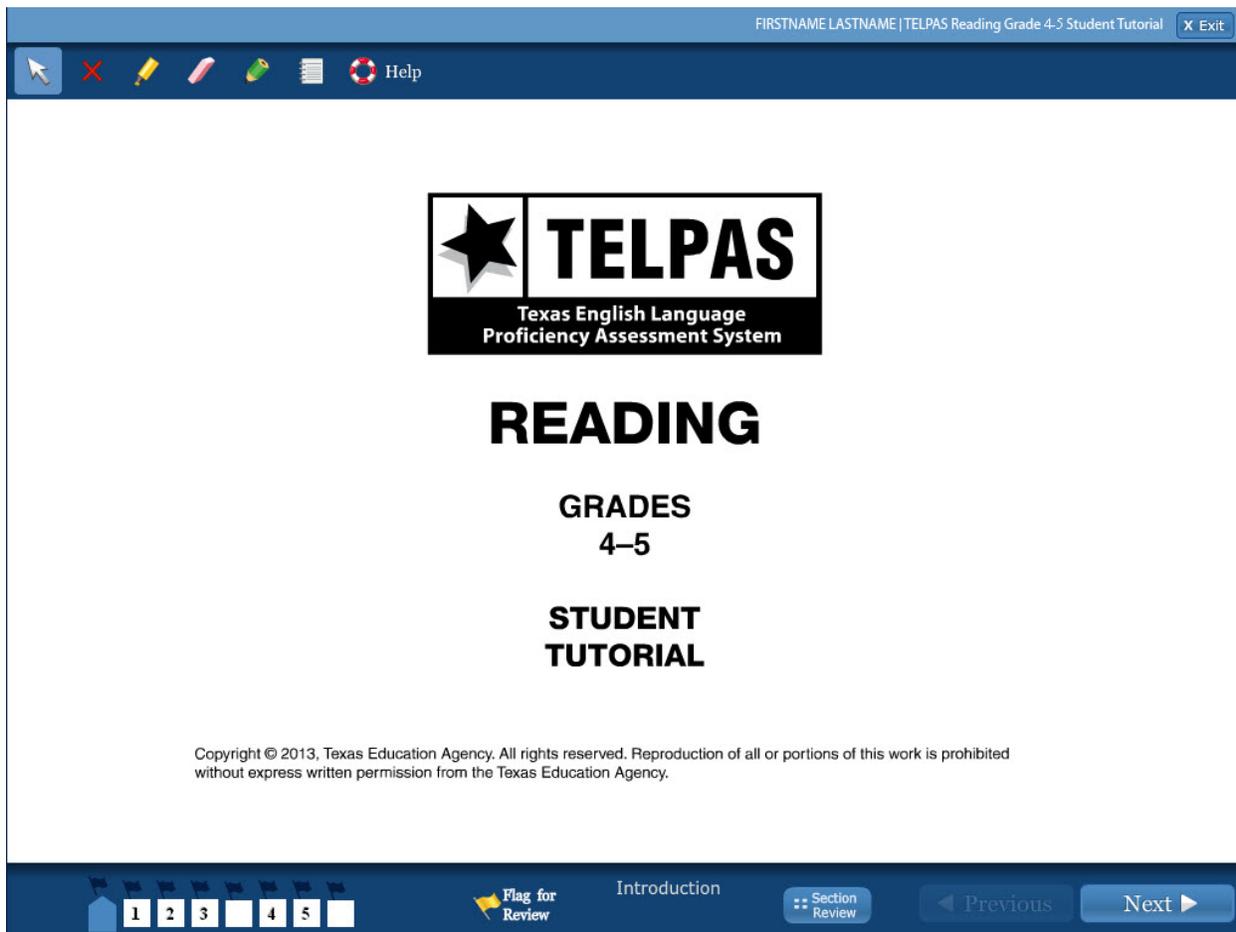
Administration Directions—Grades 3–5

Directions you may read aloud are on the following pages. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with your students. Text that is printed in **bold** type and preceded by the word “**SAY**” is for you to read aloud. Text in *italics* is for you and should not be read to students.

Note that the directions provided assume that the students have the tutorial on their computer screens. If you show them the tutorial on a screen first before having them follow along on their own computers, adjust the directions accordingly.

Before beginning, explain that the tutorial is not a test, but rather an activity to practice using the computer to take the test.

After the student’s name is entered, the first screen is the TELPAS introduction screen displaying the grade. Make sure the students’ computers display the introduction screen before proceeding.



SAY This tutorial is for students to practice using the computer to take a TELPAS reading test. When you take the test, you will answer the questions on the computer.

Look at your computer. Does everyone see the introduction screen with the grade on it? Make sure it includes your grade. Raise your hand if you do not see your grade.

Assist any students whose computers do not display the Introduction screen with the correct grade. When students are ready, continue.

SAY Look at the bottom of the screen. Do you see the blue button that says “Next”? Raise your hand if you do not see the **Next** button.

*Help any students having difficulty finding the **Next** button. You may wish to point to the **Next** button on the computer screen or on the screen shot on page 29. When students are ready, continue.*

SAY During your test you will use the **Next** button to see test questions. Now we are going to practice answering test questions. Click the **Next** button to go to the first sample question.

Assist any students who do not know how to click or have difficulty understanding the directions. Assist any students whose computers are on the wrong screen.

SAY This is **SAMPLE A**. Look at the directions for **SAMPLE A** at the top of the screen. Follow along as I read the directions aloud. The directions for **SAMPLE A** say, “Find the word that belongs in the blank.”

Point to the missing word, answer circles, etc., as necessary.

SAY Let's do SAMPLE A together. The sentence says, "This is a [blank]." Look at the words next to the circles: "door, table, house, room." Which word tells what the picture is?

Click the circle next to the answer you choose. Be very careful when you click the buttons on the test. Raise your hand if you need help. When you click an answer, you will see a black dot inside the answer circle. Does everyone see a black dot in the circle next to their answer?

Wait for students to respond. If students do not understand the word "dot," draw a dot for them.

SAY The correct answer is "door." The picture in SAMPLE A is a picture of a door. If you did not click the first answer, "door," change your answer now by clicking the circle next to the word "door."

Point to the word "door" as needed. Assist any students having difficulty.

SAY You can change your answer to any question by clicking another answer. When you change your answer, the black dot will move to the new answer you choose. The computer will let you choose only one answer for each question. Right now I want you to click another answer. You can click the circle next to "table," "house," or "room."

Wait for students to click.

SAY You can change your answer back to "door" by clicking the circle next to "door." Click the circle next to "door" now.

Let's look at the next sample question. Click the Next button at the bottom of the screen now. Be careful not to skip screens.

Observe students clicking the Next button. Assist any students having difficulty.

SAY This screen has a story with a picture. The words "SAMPLE B" are under the directions on the side of the screen. Does everyone see SAMPLE B?

Assist any students who are on the wrong screen.

SAY Let's look at the directions on the side of the screen. The directions say, "Read the selection and choose the word that fits best in each blank." For these kinds of questions, you will see a story with some missing words. Where the words are missing, you will see blank lines.

Read the story called "Birds."

Observe students reading the story. Assist any students having difficulty. When all students have finished reading the story, continue.

SAY Is everyone finished reading the story? Let's look at some questions. On your computer you will see the story on one side of the screen. On the other side of the screen is the first question that goes with the story.

Point to the sides of the screen as needed. Assist any students having difficulty.

SAY The question has four words. One of the words belongs on the blank line that is highlighted in the story. Choose the word that fits best in the sentence. Click the circle next to the word.

Wait for students to read and answer the question before continuing. When students are ready, continue.

SAY Let's go over the answer to this question. The correct answer is "students" because the sentence should say, "Today Mrs. Nelson is teaching her students about birds."

If you did not click the circle next to "students," click it now to change your answer. You should see a black dot in the circle next to this answer. Remember, the computer will let you choose only one answer for each question. Are there any questions?

Assist any students having difficulty.

SAY Now we will go to the next question for the story. Click the *Next* button at the bottom of the screen now.

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY On this screen you will see the same story again on one side of the screen and a new list of words on the other side of the screen. A different blank line in the story is now highlighted. Does everyone see the story and the new list of words?

Assist any students whose computers are on the wrong screen.

SAY We will now look at the tools. Find the tool that has a red "X" on it at the top of the screen. This tool can help you cross out answers that you think are wrong. Does everyone see this tool? Click the red "X" now.

Point to the tool with a red "X" on it in the upper left corner of the computer screen. Wait for students to find the tool and click it. Assist any students having difficulty.

SAY You are ready to cross out answers that you think are not correct. Read the question and the answers. Cross out two answers that you think are wrong by clicking them. If you change your mind, you can click the answer again to remove the red "X."

Assist any students having difficulty using this tool.

SAY Remember you turn on a tool by clicking the picture of the tool one time. When you are ready to choose an answer, turn the tool off by clicking the picture of the tool again. Another way you can turn off a tool is by clicking the picture of the arrow at the top of the screen. Find the tool with the arrow next to the tool with a red "X" on it and click it now. Then choose the answer you think is correct by clicking the circle next to it. If you have any questions, raise your hand.

Wait for students to read and answer the question before continuing. Assist any students who need it. When students are ready, continue.

SAY Let's go over the answer. The correct answer is "learn" because the sentence should say, "The students learn how baby birds hatch from eggs."

Point to the answer choice that says "learn."

SAY If you did not click the circle next to the word "learn," click it now. There should be a black dot in the circle next to this answer. An answer choice with a red "X" cannot be chosen as the answer until you have removed the red "X". If you try to choose an answer with a red "X," you will see a box asking you if you are sure you want to choose that answer. It will have "Yes" and "No" buttons for you to answer the question.

Are there any questions?

Observe students clicking the answer. Assist any students having difficulty. Answer any questions students have before continuing.

SAY We have practiced using the *Next* button to go to the next question. But you can also go back to look at questions you already saw. If you want to go back to look at the question before this one, you can do that by clicking the *Previous* button at the bottom of the screen. If you do not see the *Previous* button, raise your hand. Click the *Previous* button now.

Observe students clicking the Previous button. Assist any students having difficulty.

SAY You should now see the first question we answered for this story. The answer we chose for that question, “students,” is still there. Raise your hand if you do not see this question.

Assist any students having difficulty.

SAY You can use the *Previous* button and *Next* button whenever you want to move back and forth in the test. Let’s click the *Next* button again.

Assist any students having difficulty.

SAY You should see the second question about the story. We chose the answer “learn.” You should see that your answer is still marked. Now click the *Next* button.

Observe students clicking the Next button. Assist any students having difficulty.

SAY This screen has a story and a picture. The words “SAMPLE C” are under the directions on the side of the screen. Does everyone see SAMPLE C?

Assist any students who are on the wrong screen.

SAY Let’s look at the directions on the side of the screen. The directions say, “Read the selection and choose the best answer to each question.”

Some stories you read may be short, or they may be long. Sometimes you will need to click the arrows at the bottom of the stories to see other pages of the stories.

Point to the arrows below the story.

SAY This story has two pages. Click the right arrow at the bottom of the story to go to the next page.

Observe students clicking the right arrow. Assist any students having difficulty.

SAY Now click the left arrow to go back to the first page of the story. Read the story, “A Surprise at the Door.”

Observe students reading the story. Assist any students having difficulty. When all students have finished reading the story, continue.

SAY Let’s look at the first question about this story. Click the *Next* button to see the question.

Observe students clicking the Next button. Assist any students having difficulty.

SAY Remember you will see the story on one side of the screen and the question that goes with the story on the other side of the screen. The question asks, “Where does Max put the food?”

Assist any students whose computers are on the wrong screen.

SAY For each question, you can look at the story to find the answer if you need to. Remember to use the arrows at the bottom of the story to go to any page where you may need to find an answer.

Assist any students having difficulty.

SAY Now read the question and answer it by clicking the circle next to the answer you choose. You can use the tool with a red “X” on it to cross out answers that you think are wrong. If you have any questions, raise your hand.

Wait for students to read and answer the question before continuing. Assist any students who need it. When students are ready, continue.

SAY Let’s go over the answer to this question. The correct answer is “On the step.” If you did not click the circle next to this answer, click it now to change your answer.

Assist any students having difficulty locating the correct answer.

SAY You should see a black dot in the circle next to this answer.

When you are taking a test, you may want to mark questions so that you can look at them again later. To mark questions that you want to look at again later, you will use the *Flag for Review* button at the bottom of the screen.

*Point to the **Flag for Review** button on students’ computers.*

SAY Now find the numbers 1, 2, 3, and so on at the bottom of the screen. When you click the *Flag for Review* button, a yellow flag will appear above the number of the question you are working on. Click the *Flag for Review* button now. We will return to this question later and review our answer.

*Observe students marking this question for review using the **Flag for Review** button. Assist any students having difficulty.*

SAY Now we will go to the second question. Click the *Next* button at the bottom of the screen now.

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY You will see the same story again on one side of the screen and a new question on the other side of the screen. Does everyone see the story with the question?

Assist any students whose computers are on the wrong screen.

SAY When you read a story, you may see words or sentences that you want to mark so that you can remember where they are. You can mark words or sentences in a story or in a question by using the *Highlighter* tool. Find the *Highlighter* tool at the top of the screen. It looks like a yellow marker. Click it now.

*Point to the **Highlighter** tool on students’ computers. Observe students and assist any students having difficulty finding the **Highlighter** tool.*

SAY You are ready to highlight words or sentences in the story or in a question. Right now I want you to highlight the words “A Surprise at the Door” in the title of this story. You can do this by moving the highlighter to the words and holding down the mouse button while dragging across the words you want to highlight. When you get to the end of the words you want to highlight, let go of the mouse button.

Mark the words “A Surprise at the Door” with your highlighter now. If you have any questions, raise your hand.

Assist any students having difficulty highlighting the words “A Surprise at the Door.”

SAY If you want to take away marks that you make with the highlighter, you can use the *Eraser* tool. The *Eraser* tool is at the top of the screen and looks like a pink eraser. Click the *Eraser* tool now.

You are ready to erase the marks you made with the highlighter. To erase highlighter marks, you will click the words that are marked. Click the words “A Surprise at the Door” now to erase the marks.

Assist any students having difficulty finding the Eraser tool and erasing highlighter marks.

- SAY** You can also mark words or sentences in the story or in a question using the *Pencil* tool. Find the *Pencil* tool at the top of the screen. It looks like a green pencil. Click it now.

Point to the Pencil tool on students' computers. Observe students and assist any students having difficulty finding the Pencil tool.

- SAY** Now mark the words “A Surprise at the Door” in the title of this story. You can do this by holding down the mouse button and drawing a circle around the words with your cursor. The marks on the screen will be green. When you finish drawing the circle, let go of the mouse button.

Mark the words “A Surprise at the Door” with the *Pencil* tool now. If you have any questions, raise your hand.

Assist any students having difficulty using the Pencil tool to mark the words “A Surprise at the Door.”

- SAY** If you want to take away marks that you made with the *Pencil* tool, you can use the *Eraser* tool. Click the *Eraser* tool now.

You are ready to erase the marks you made with the *Pencil* tool. To erase pencil marks on the screen, you will place the *Eraser* tool over the green lines you want to erase. When you place the *Eraser* tool over the line you wish to erase, it will turn red. Place the *Eraser* tool on the circle you made around “A Surprise at the Door” now and click the mouse button to erase the marks.

Assist any students having difficulty finding the Eraser tool and erasing pencil marks.

- SAY** You can use the *Notepad* tool like scratch paper to type out your ideas using the keyboard. Find the *Notepad* tool at the top of the screen. It looks like a notebook. Click it now. A box will appear in the middle of the screen.

Point to the Notepad tool on students' computers. Observe students and assist any students having difficulty finding the Notepad tool.

- SAY** Now I want you to type the word “door” in the box.

Assist any students having difficulty typing in the box.

- SAY** When you are finished typing in the box, click the X in the top right corner to close the box. Now click the *Notepad* tool again. The word “door” should still be in the box. When you use the *Notepad* tool, you can come back and look at the words you typed about a story or question whenever you like. The *Notepad* box will always appear in the middle of the screen. You can move it around the screen by clicking the bar at the top of the box and moving it to a different place on the screen.

Assist any students having difficulty using the Notepad tool.

- SAY** Before you choose an answer on this screen, you need to click the arrow at the top of the screen first. Click the tool with the arrow at the top of the screen now.

Now read the question and then answer it by clicking the circle next to the answer you choose.

Wait for students to read and answer the question. Assist any students having difficulty. When students are ready, continue.

- SAY** Let’s go over the answer to this question. The question says, “Find the word can in paragraph 4. Which picture shows a can?” The correct answer to the question

is the last picture, which is a picture of a can. There should be a black dot in the circle next to this answer. Are there any questions?

Point to the answer choice that shows a picture of a can. Observe students and assist any students having difficulty.

SAY Remember, you can mark questions that you want to see later by clicking the *Flag for Review* button.

Click the *Flag for Review* button at the bottom of the screen to mark this question now. You will see a yellow flag appear above the number for the question you are working on. Raise your hand if you need help finding the *Flag for Review* button.

Observe students and assist any students having difficulty.

SAY Click the *Section Review* button at the bottom of the screen to go to the *Section Review* screen.

You should see the *Sample Questions Review* screen. A *Section Review* screen like this one will appear at the end of your test. This screen shows a list of all of the questions that you saw on your test. It also shows any questions that you did not answer or you marked when you clicked the *Flag for Review* button.

Before you submit your answers at the end of the test, you can use the *Section Review* screen to look at questions or stories again. We marked the fourth sample question for review. To return to this question you can click the question name, “Question 4.” Click “Question 4” now.

Observe students and assist any students having difficulty.

SAY You should now see the fourth sample question. If you want to change your answer, you can do so now. When you are finished with this question, click the *Flag for Review* button to remove the yellow flag from above the number of the question at the bottom of the screen.

Now we are finished with this question, so click the *Section Review* button at the bottom of the screen to go back to the *Section Review* screen. You will see that now the fourth sample question is not marked for review.

Observe students and assist any students having difficulty returning to the summary screen.

SAY There is one more question you need to look at again. Click “Question 5” now.

Assist any students having difficulty.

SAY The correct answer to this question is the picture of the can. Mark the circle next to the picture of the can. When you are finished with this question, click the *Flag for Review* button to remove the yellow flag.

Assist any students having difficulty.

SAY Remember, when you want to go back to the *Section Review* screen, you will click the *Section Review* button.

Now click the *Next* button. You should see a screen with a red STOP sign on it. Does everyone see the STOP sign?

Assist any students whose computers are not displaying the screen with the STOP sign.

SAY The directions on this screen say “Raise your hand. The teacher will help you.” When you see this screen, you will raise your hand and I will come and help you. Do you have any questions?

Answer any questions students have before continuing.

SAY Click the **Next** button now. You should see the **Section Review** screen again. Does everyone see the **Sample Questions Review** screen?

Assist any students having difficulty. When all students are ready, continue.

SAY You will take the rest of the tutorial by yourself. When you have completed the tutorial, raise your hand and I will come help you close the tutorial. Does anyone have any questions?

Answer any questions students have before continuing.

SAY Click the **Continue to Test Overview** button. On the **Test Overview** screen, click the **Continue to Next Section** button to continue to the rest of the tutorial.

Assist students as they practice on the questions.

You may do this tutorial again with your students if you decide they need additional practice.

NOTE: After students have finished the practice questions and checked their answers, click the **Continue to Test Overview** button. On the **Test Overview** screen, click the **Submit and Exit Test** button at the bottom of the screen on each student's computer. Then select the "I am finished with this test and I want to submit my final answers" option and click the **Final Submit** button in the pop-up box. The next screen will provide the correct answers along with the student's response to each question.

If you need to close the tutorial before a student has finished, click the **Exit Test** button in the upper right corner of the screen. Then select the "I want to exit this test and finish later" option and click the **Finish Later** button in the final pop-up screen. If a student does exit the tutorial before completing it, all work will be lost and the student will need to begin again.



READING

**GRADES
4–5**

**STUDENT
TUTORIAL**

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Introduction

Section Review

Previous

Next



Help

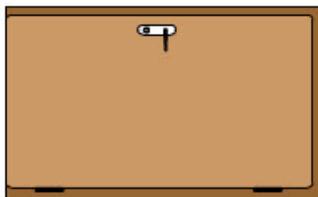
FIRSTNAME LASTNAME | TELPAS Reading Grade 4-5 Student Tutorial

X Exit

DIRECTIONS
Find the word that belongs in the blank.

SAMPLE A

This is a _____.



- door
- table
- house
- room

1 2 3 4 5

Flag for Review

Question 1 of 5

Section Review

Previous

Next

Navigation icons: cursor, red X, yellow pencil, pink eraser, green highlighter, list icon, and Help icon.

Birds

Today Mrs. Nelson is teaching her _____ about birds. She reads a book about birds to the class. The students _____ how baby birds hatch from eggs.



Read the selection and choose the word that fits best in each blank.

SAMPLE B

- day
- new
- paper
- students

Progress indicator: five boxes numbered 1 to 5. Box 2 is highlighted.

Flag for Review icon

Question 2 of 5

Section Review icon

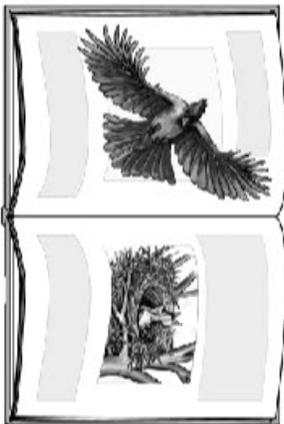
Previous button

Next button



Birds

Today Mrs. Nelson is teaching her _____ about birds. She reads a book about birds to the class. The students _____ how baby birds hatch from eggs.



SAMPLE B

- book
- school
- learn
- fly



Question 3 of 5

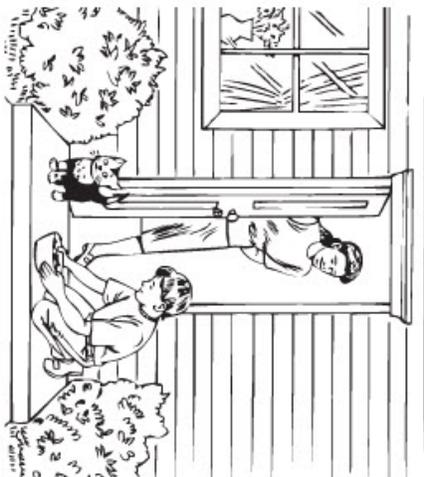


Previous

Next

A Surprise at the Door

- 1 Max heard a noise at the door. He looked out the window and saw a kitten.
- 2 "Mom!" Max shouted. "Please come look at this!"
- 3 Max's mother saw a tiny black-and-white kitten on the step. Max asked, "May we feed this little cat?"
- 4 Max's mother opened a can of cat food and put the food in a bowl. Max put the bowl on the step outside. "I will call this kitten Puff," he said.



Page 1 of 2

Read the selection and choose the best answer to each question.

The selection has 2 pages.

SAMPLE C

FIRSTNAME LASTNAME | TELPAS Reading Grade 4-5 Student Tutorial X Exit

Help

5 Max fed Puff every day. One day Puff ran into the house. Now Puff lives in the house with Max and his mother.

Page 2 of 2

Read the selection and choose the best answer to each question.

The selection has 2 pages.

SAMPLE C

Reading Passage

Section Review

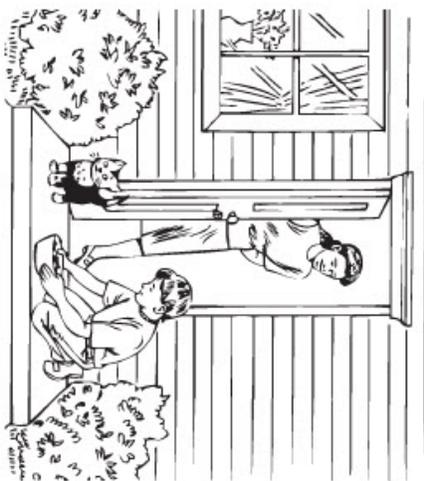
1 2 3 4 5

Flag for Review

Previous Next

A Surprise at the Door

- 1 Max heard a noise at the door. He looked out the window and saw a kitten.
- 2 "Mom!" Max shouted. "Please come look at this!"
- 3 Max's mother saw a tiny black-and-white kitten on the step. Max asked, "May we feed this little cat?"
- 4 Max's mother opened a can of cat food and put the food in a bowl. Max put the bowl on the step outside. "I will call this kitten Puff," he said.



Page 1 of 2

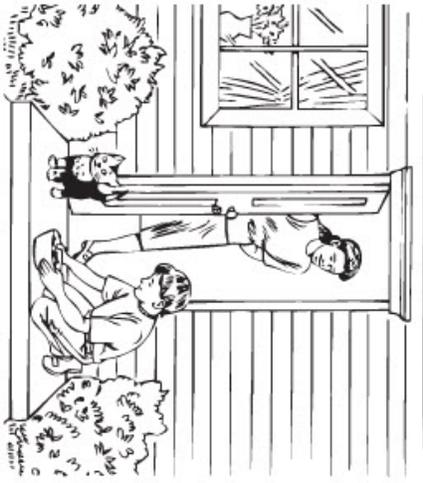
SAMPLE C

Where does Max put the food?

- On the step
- On the grass
- On the table
- On the kitchen floor

A Surprise at the Door

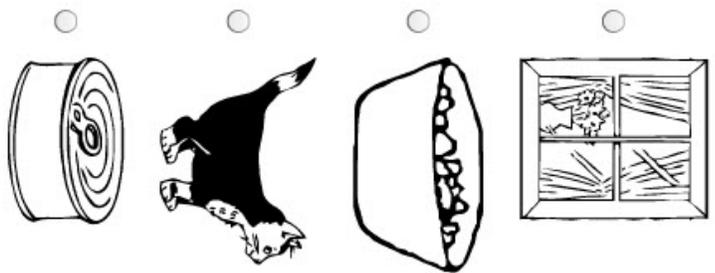
- 1 Max heard a noise at the door. He looked out the window and saw a kitten.
- 2 "Mom!" Max shouted. "Please come look at this!"
- 3 Max's mother saw a tiny black-and-white kitten on the step. Max asked, "May we feed this little cat?"
- 4 Max's mother opened a can of cat food and put the food in a bowl. Max put the bowl on the step outside. "I will call this kitten Puff," he said.



Page 1 of 2

SAMPLE C

Find the word can in paragraph 4. Which picture shows a can?





RAISE YOUR HAND.

THE TEACHER WILL HELP YOU.

- 1
- 2
- 3
- 4
- 5



Instructions



◀ Previous

Next ▶

TELPAS Reading Grade 4-5 Student Tutorial

Exit Test X

Choose a section below or click *SUBMIT* to submit and exit the test.

SECTIONS	STATUS	QUESTIONS
Sample Questions	Opened	1-5
Practice Test Questions	Opened	1-24

SUBMIT
AND EXIT TEST

FIRSTNAME LASTNAME

TELPAS Reading Grade 4-5 Student Tutorial

Choose a section below or click **SUBMIT** to submit and exit the test.

Exit Test X



You are trying to exit the test.
You have 0 unfinished items.

 Return to Test

- I want to return to the test.
- I want to exit this test and finish later.
- I am finished with this test and I want to submit my final answers.
Click the green button to confirm your choice.

Final Submit

SUBMIT
AND EXIT TEST

FIRSTNAME LASTNAME

Save

Print

Close

Report - FIRSTNAME LASTNAME

TELPAS Reading Grade 4-5 Student Tutorial

Sample Questions

Item	Response	Correct Answer	Score
Question 1	A	A	1
Question 2	D	D	1
Question 3	C	C	1
Question 4	A	A	1
Question 5	D	D	1

Practice Test Questions

Item	Response	Correct Answer	Score
Question 1	B	B	1
Question 2	B	B	1
Question 3	A	A	1
Question 4	C	C	1
Question 5	D	D	1

Congratulations! You have completed the tutorial.

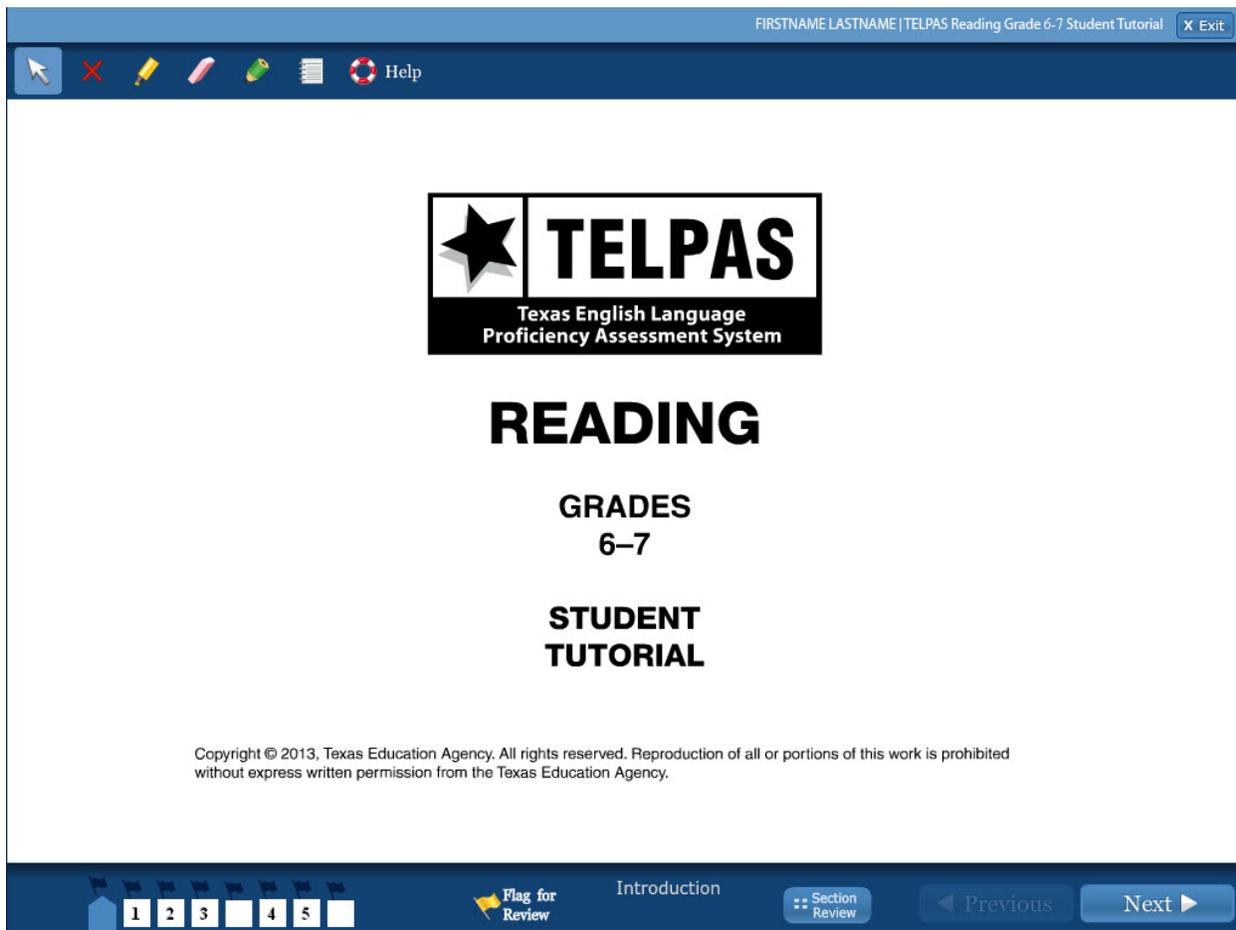
Administration Directions—Grades 6–12

Directions you may read aloud are on the following pages. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with your students. Text that is printed in **bold** type and preceded by the word “**SAY**” is for you to read aloud. Text in *italics* is for you and should not be read to students.

Note that the directions provided assume that the students have the tutorial on their computer screens. If you show them the tutorial on a screen first before having them follow along on their own computers, adjust the directions accordingly.

Before beginning, explain that the tutorial is not a test, but rather an activity to practice using the computer to take the test.

After the student’s name is entered, the first screen is the TELPAS introduction screen displaying the grade. Make sure the students’ computers display the introduction screen before proceeding.



SAY This tutorial is for students to practice using the computer to take a TELPAS reading test. When you take the test, you will answer the questions on the computer.

Look at your computer. Does everyone see the *Introduction* screen with the grade on it? Make sure it includes your grade. Raise your hand if you do not see your grade.

Assist any students whose computers do not display the Introduction screen with the correct grade. When students are ready, continue.

SAY Look at the bottom of the screen. Do you see the blue button that says “Next”? Raise your hand if you do not see the *Next* button.

Help any students having difficulty finding the Next button. You may wish to point to the Next button on the computer screen or on the screen shot on page 50. When students are ready, continue.

SAY During your test you will use the *Next* button to see test questions. Now we are going to practice answering test questions. Click the *Next* button to go to the first sample question.

Assist any students who do not know how to click or have difficulty understanding the directions. Make sure all students are on the right screen before continuing.

SAY This is **SAMPLE A**. Look at the directions for **SAMPLE A** at the top of the screen. Follow along as I read the directions aloud. The directions for **SAMPLE A** say, “Find the word that best completes the sentence.”

Point to the missing word, answer circles, etc., as necessary.

SAY Let's do SAMPLE A together. The sentence says, "This is a [blank]." Look at the words next to the circles: "door, table, house, room." Which word tells what the picture is?

Click the circle next to the answer you choose. Be very careful when you click the buttons on the test. Raise your hand if you need help. When you click an answer, you will see a black dot inside the answer circle. Does everyone see a black dot in the circle next to their answer?

Wait for students to respond. If students do not understand the word "dot," draw a dot for them.

SAY The correct answer is "door." The picture in SAMPLE A is a picture of a door. If you did not click the first answer, "door," change your answer now by clicking the circle next to the word "door."

Point to the word "door" as needed. Assist any students having difficulty.

SAY You can change your answer to any question by clicking another answer. When you change your answer, the black dot will move to the new answer you choose. The computer will let you choose only one answer for each question. Right now I want you to click another answer. You can click the circle next to "table," "house," or "room."

Wait for students to click.

SAY You can change your answer back to "door" by clicking the circle next to "door." Click the circle next to "door" now.

Let's look at the next sample question. Click the Next button at the bottom of the screen now. Be careful not to skip screens.

Observe students clicking the Next button. Assist any students having difficulty.

SAY This screen has a story with a picture. The words "SAMPLE B" are under the directions on the side of the screen. Does everyone see SAMPLE B? The directions say, "Read the selection and choose the word that fits best in each blank." For these kinds of questions, you will see a story with some missing words. Where the words are missing, you will see blank lines.

Now read the story called "Space Shuttles."

Observe students reading the story. Assist any students having difficulty. When all students have finished reading the story, continue.

SAY Is everyone finished reading the story? Let's look at some questions. On your computer you will see the story on one side of the screen. On the other side of the screen is the first question that goes with the story.

Point to the sides of the screen as needed. Assist any students having difficulty.

SAY The question has four words. One of the words belongs on the blank line that is highlighted in the story. Choose the word that fits best in the sentence. Click the circle next to the word.

Wait for students to read and answer the question before continuing. Assist any students having difficulty. When students are ready, continue.

SAY Let's go over the answer to this question. The correct answer is "class" because the sentence should say, "Mr. Porter shows the class a video about space shuttles."

If you did not click the circle next to “class,” click it now to change your answer. You should see a black dot in the circle next to this answer. Remember, the computer will let you choose only one answer for each question. Are there any questions?

Assist any students having difficulty.

SAY Now we will go to the next question for the story. Click the *Next* button at the bottom of the screen now.

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY On this screen you will see the same story again on one side of the screen and a new list of words on the other side of the screen. A different blank line in the story is now highlighted. Does everyone see the story and the new list of words?

Assist any students whose computers are on the wrong screen.

SAY We will now look at the tools. Find the tool that has a red “X” on it at the top of the screen. This tool can help you cross out answers that you think are wrong. Does everyone see this tool? Click the red “X” now.

Point to the tool with a red “X” on it in the upper left corner of the computer screen. Wait for students to find the tool and click it. Assist any students having difficulty.

SAY You are ready to cross out answers that you think are not correct. Read the question and the answers. Cross out two answers that you think are wrong by clicking them. If you change your mind, you can click the answer again to remove the red “X.”

Assist any students having difficulty using this tool.

SAY Remember you turn on a tool by clicking the picture of the tool one time. When you are ready to choose an answer, turn the tool off by clicking the picture of the tool again. Another way you can turn off a tool is by clicking the picture of the arrow at the top of the screen. Find the tool with the arrow next to the tool with a red “X” on it and click it now. Then choose the answer you think is correct by clicking the circle next to it. If you have any questions, raise your hand.

Wait for students to read and answer the question before continuing. Assist any students who need it. When students are ready, continue.

SAY Let’s go over the answer. The correct answer is “read” because the sentence should say, “Then the students read about space shuttles in their science book.”

Point to the answer choice that says “read.”

SAY If you did not click the circle next to the word “read,” click it now. There should be a black dot in the circle next to this answer. An answer choice with a red “X” cannot be chosen as the answer until you have removed the red “X”. If you try to choose an answer with a red “X,” you will see a box asking you if you are sure you want to choose that answer. It will have “Yes” or “No” buttons for you to answer the question.

Are there any questions?

Observe students clicking the answer. Assist any students having difficulty. Answer any questions students have before continuing.

SAY We have practiced using the *Next* button to go to the next question. But you can also go back to look at questions you already saw. If you want to go back to look at the question before this one, you can do that by clicking the *Previous* button at the bottom of the screen. If you do not see the *Previous* button, raise your hand. Click the *Previous* button now.

*Observe students clicking the **Previous** button. Assist any students having difficulty.*

SAY You should now see the first question we answered for this story. The answer we chose for that question, “class,” is still there. Raise your hand if you do not see this question.

Assist any students having difficulty.

SAY You can use the *Previous* button and *Next* button whenever you want to move back and forth in the test. Click the *Next* button again.

Assist any students having difficulty.

SAY You should see the second question about the story. We chose the answer “read.” You should see that your answer is still marked. Now click the *Next* button.

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY This screen has a story and a picture. The words “SAMPLE C” are under the directions on the side of the screen. Does everyone see SAMPLE C?

Assist any students who are on the wrong screen.

SAY Let’s look at the directions on the side of the screen. The directions say, “Read the selection and choose the best answer to each question.”

Some stories you read may be short, or they may be long. Sometimes you will need to click the arrows at the bottom of the stories to see other pages of the stories.

Point to the arrows below the story.

SAY This story has two pages. Click the right arrow at the bottom of the story to go to the next page.

Observe students clicking the right arrow. Assist any students having difficulty.

SAY Now click the left arrow to go back to the first page of the story and read the story called “Nothing to Do.”

Observe students reading the story. Assist any students having difficulty. When all students have finished reading the story, continue.

SAY Let’s look at the first question about this story. Click the *Next* button to see the question.

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY Remember you will see the story on one side of the screen and the question that goes with the story on the other side of the screen. The question asks “Where is Vanessa in this story?”

Assist any students whose computers are on the wrong screen.

SAY For each question, you can look at the story to find the answer if you need to. Remember to use the arrows at the bottom of the story to go to any page where you may need to find an answer.

Assist any students having difficulty.

SAY Now read the question and answer it by clicking the circle next to the answer you choose. You can use the tool with a red “X” on it to cross out answers that you think are wrong. If you have any questions, raise your hand.

Wait for students to read and answer the question before continuing. Assist any students who need it. When students are ready, continue.

SAY Let’s go over the answer to this question. The correct answer is “Outside her apartment building.” If you did not click the circle next to this answer, click it now to change your answer.

Assist any students having difficulty locating the correct answer.

SAY You should see a black dot in the circle next to this answer.

When you are taking a test, you may want to mark questions so that you can look at them again later. To mark questions that you want to look at again later, you will use the *Flag for Review* button at the bottom of the screen.

*Point to the **Flag for Review** button on students’ computers.*

SAY Now find the numbers 1, 2, 3, and so on at the bottom of the screen. When you click the *Flag for Review* button, a yellow flag will appear above the number of the question you are working on. Click the *Flag for Review* button now. We will return to this question later and review our answer.

*Observe students marking this question for review using the **Flag for Review** button. Assist any students having difficulty.*

SAY Now we will go to the second question. Click the *Next* button at the bottom of the screen now.

*Observe students clicking the **Next** button. Assist any students having difficulty.*

SAY You will see the same story again on one side of the screen and a new question on the other side of the screen. Does everyone see the story with the question?

Assist any students whose computers are on the wrong screen.

SAY When you read a story, you may see words or sentences that you want to mark so that you can remember where they are. You can mark words or sentences in a story or in a question by using the *Highlighter* tool. Find the *Highlighter* tool at the top of the screen. It looks like a yellow marker. Click it now.

*Point to the **Highlighter** tool on students’ computers. Observe students and assist any students having difficulty finding the **Highlighter** tool.*

SAY You are ready to highlight words or sentences in the story or in a question. Right now I want you to highlight the words “Nothing to Do” in the title of this story. You can do this by moving the highlighter to the words and holding down the mouse button while dragging across the words you want to highlight. When you get to the end of the words you want to highlight, let go of the mouse button.

Mark the words “Nothing to Do” with your highlighter now. If you have any questions, raise your hand.

Assist any students having difficulty highlighting the words “Nothing to Do.”

SAY If you want to take away marks that you make with the highlighter, you can use the *Eraser* tool. The *Eraser* tool is at the top of the screen and looks like a pink eraser. Click the *Eraser* tool now.

You are ready to erase the marks you made with the highlighter. To erase highlighter marks, you will click the words that are marked. Click the words “Nothing to Do” now to erase the marks.

*Assist any students having difficulty finding the **Eraser** tool and erasing highlighter marks.*

SAY You can also mark words or sentences in the story or in a question using the *Pencil* tool. Find the *Pencil* tool at the top of the screen. It looks like a green pencil. Click it now.

Point to the Pencil tool on students' computers. Observe students and assist any students having difficulty finding the Pencil tool.

SAY Now mark the words “Nothing to Do” in the title of this story. You can do this by holding down the mouse button and drawing a circle around the words with your cursor. The marks on the screen will be green. When you finish drawing the circle, let go of the mouse button.

Mark the words “Nothing to Do” with the *Pencil* tool now. If you have any questions, raise your hand.

Assist any students having difficulty using the Pencil tool to mark the words “Nothing to Do.”

SAY If you want to take away marks that you made with the *Pencil* tool, you can use the *Eraser* tool. Click the *Eraser* tool now.

You are ready to erase the marks you made with the *Pencil* tool. To erase pencil marks, you will place the *Eraser* tool over the green lines on the screen you want to erase. When you place the *Eraser* tool over the line you wish to erase, it will turn red. Place the *Eraser* tool on the circle you made around “Nothing to Do” now and click the mouse button to erase the marks.

Assist any students having difficulty finding the Eraser tool and erasing pencil marks.

SAY You can use the *Notepad* tool like scratch paper to type out your ideas using the keyboard. Find the *Notepad* tool at the top of the screen. It looks like a notebook. Click it now. A box will appear in the middle of the screen.

Point to the Notepad tool on students' computers. Observe students and assist any students having difficulty finding the Notepad tool.

SAY Now I want you to type the word “nothing” in the box.

Assist any students having difficulty typing in the box.

SAY When you are finished typing in the box, click the X in the top right corner to close the box. Now click the *Notepad* tool again. The word “nothing” should still be in the box. When you use the *Notepad* tool, you can come back and look at the words you typed about a story or question whenever you like. The *Notepad* box will always appear in the middle of the screen. You can move it around the screen by clicking the bar at the top of the box and moving it to a different place on the screen.

Assist any students having difficulty using the Notepad tool.

SAY When you are ready to choose an answer, you need to click the arrow at the top of the screen first. Click the tool with the arrow at the top of the screen now.

Now read the question and then answer it by clicking the circle next to the answer you choose.

Wait for students to read and answer the question. Assist any students who need it. When students are ready, continue.

SAY Let's go over the answer to this question. The question asks “What is Vanessa's main problem at the beginning of the story?” The correct answer to the question is “She wants something to do.” There should be a black dot in the circle next to this answer. Are there any questions?

Assist any students having difficulty.

SAY Remember, you can mark questions that you want to see later by clicking the *Flag for Review* button.

Click the **Flag for Review** button at the bottom of the screen to mark this question now. You will see a yellow flag appear above the number for the question at the bottom of the screen. Raise your hand if you need help finding the **Flag for Review** button.

Observe students and assist any students having difficulty.

SAY Click the **Section Review** button at the bottom of the screen to go to the **Section Review** screen.

You should see the **Sample Questions Review** screen. A section review screen like this one will appear at the end of your test. This screen shows a list of all of the questions that you saw on your test. It also shows any questions that you did not answer or you marked when you clicked the **Flag for Review** button.

Before you submit your answers at the end of the test, you can use the **Section Review** screen to look at questions or stories again. We marked the fourth sample question for review. To return to this question you can click the question name, “Question 4.” Click “Question 4” now.

Observe students and assist any students having difficulty.

SAY You should now see the fourth sample question. If you want to change your answer, you can do so now. When you are finished with this question, click the **Flag for Review** button to remove the yellow flag from above the number of the question at the bottom of the screen.

Now we are finished with this question, so click the **Section Review** button at the bottom of the screen to go back to the **Section Review** screen. You will see that now the fourth sample question is not marked for review.

Observe students and assist any students having difficulty returning to the summary screen.

SAY There is one more question you need to look at again. Click “Question 5” now.

Assist any students having difficulty.

SAY The correct answer to this question is “She wants something to do.” Mark the circle next to “She wants something to do” now. When you are finished with the question, click the **Flag for Review** button to remove the yellow flag.

Assist any students having difficulty.

SAY Remember, when you want to go back to the **Section Review** screen, you will click the **Section Review** button.

Now click the **Next** button. You should see a screen with a red STOP sign on it. Does everyone see the STOP sign?

Assist any students whose computers are not displaying the screen with the STOP sign.

SAY When you come to the screen like this one that has the red stop sign on it, that is the end of the test. You may click the **Next** button to go to the **Section Review** screen that has a list of all of the questions.

Click the **Next** button now. You should see the **Section Review** screen again. Does everyone see the **Sample Questions Review** screen?

Assist any students having difficulty. When all students are ready, continue.

SAY You will take the rest of the tutorial by yourself. When you reach the end of the tutorial, you may check over your answers on the **Section Review** screen and return to any questions that you flagged for review. After you have checked your answers, click the **Continue to Test Overview** button. On the **Test Overview**

screen, click the **Submit and Exit Test** button at the bottom of the screen. Then select the “I am finished with this test and I want to submit my final answers” option and click the **Final Submit** button in the pop-up box. The next screen will provide the correct answers along with your response to each question. If you need help finishing your tutorial, raise your hand and I will help you. Are there any questions?

When students are ready, continue.

SAY Click the **Continue to Test Overview** button at the bottom of the screen, and then click the **Continue to Next Section** button to continue to the rest of the tutorial.

Assist students as they practice on the questions.

You may do this tutorial again with your students if you decide they need additional practice.

NOTE: *After students have finished the practice questions and checked their answers, click the **Continue to Test Overview** button. On the Test Overview screen, click the **Submit and Exit Test** button at the bottom of the screen on each student's computer. Then select the “I am finished with this test and I want to submit my final answers” option and click the **Final Submit** button in the pop-up box. The next screen will provide the correct answers along with the student's response to each question.*

*If you need to close the tutorial before a student has finished, click the **Exit Test** button in the upper right corner of the screen. Then select the “I want to exit this test and finish later” option and click the **Finish Later** button on the final pop-up screen. If a student does exit the tutorial before completing it, all work will be lost and the student will need to begin again.*

Navigation icons: mouse cursor, red X, yellow pencil, pink eraser, green highlighter, list icon, and Help icon.



READING

GRADES
6–7

STUDENT
TUTORIAL

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Progress indicator: A row of five numbered boxes (1-5). Box 1 is filled with blue, box 2 is partially filled, and boxes 3, 4, and 5 are empty.



Introduction

Section Review

Previous

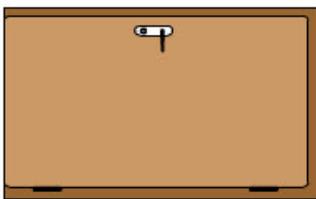
Next

Navigation icons: mouse cursor, red X, yellow pencil, pink eraser, green pencil, notepad, and a red lifebuoy labeled "Help".

DIRECTIONS
Find the word that best completes the sentence.

SAMPLE A

This is a _____.



- door
- table
- house
- room

Progress indicator: a row of five boxes, with the first box containing the number "1".

Flag for Review icon: a yellow flag on a pole.

Question 1 of 5

Section Review icon: a blue button with a white grid icon and the text "Section Review".

Previous button: a blue button with a white left-pointing triangle and the text "Previous".

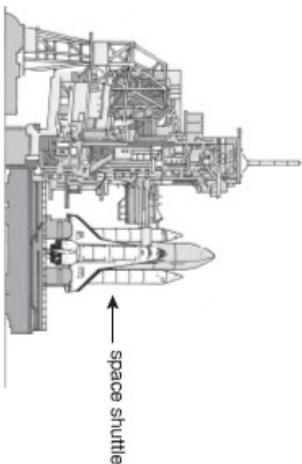
Next button: a blue button with the text "Next" and a white right-pointing triangle.



Space Shuttles

The students in Mr. Porter's class are learning about space.

Today in Mr. Porter's class the students are studying about space shuttles. Mr. Porter shows the _____ a video about space shuttles. Then the students _____ about space shuttles in their science book.



Read the selection and choose the word that fits best in each blank.

SAMPLE B

- paper
- look
- science
- class



Question 2 of 5



Previous

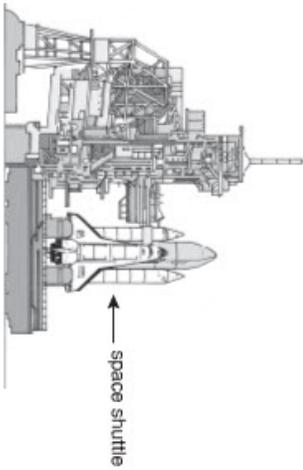
Next

Navigation icons: mouse cursor, red X, yellow pencil, pink eraser, green highlighter, notepad, and a red lifebuoy labeled "Help".

Space Shuttles

The students in Mr. Porter's class are learning about space.

Today in Mr. Porter's class the students are studying about space shuttles. Mr. Porter shows the _____ a video about space shuttles. Then the students _____ about space shuttles in their science book.



SAMPLE B

- sky
- school
- read
- fly

Progress indicator: five numbered boxes (1, 2, 3, 4, 5). Box 3 is highlighted in blue.

Flag for Review icon

Question 3 of 5

Section Review icon

Previous button

Next button

Nothing to Do

- 1 Vanessa had nothing to do. She sat on the steps in front of the building where she lived. She saw Mr. Reyes working on his car. Then Mrs. Reyes came out to help him. The Reyes family lived in the apartment next to Vanessa's family.
- 2 Mr. and Mrs. Reyes sang as they worked. Vanessa knew the song. She sang along. Mr. and Mrs. Reyes smiled at her. Vanessa grinned back.
- 3 A few minutes later Travis walked by. He also lived in Vanessa's apartment building. He was carrying a basketball. "Can you do this?" he asked Vanessa. Travis spun the basketball on the end of one finger.



Page 1 of 2

Read the selection and choose the best answer to each question.

The selection has 2 pages.

SAMPLE C

       Help

- 4 Vanessa said, "No, I can't. Will you show me?"
- 5 Travis showed Vanessa how to make the ball turn on her finger. He showed her other tricks with the basketball too. Vanessa played with Travis and sang songs for the rest of the day.

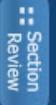
Read the selection and choose the best answer to each question.
The selection has 2 pages.
SAMPLE C

 Page 2 of 2 

 Flag for Review

Reading Passage

 Section Review

 Previous

 Next

Nothing to Do

- 1 Vanessa had nothing to do. She sat on the steps in front of the building where she lived. She saw Mr. Reyes working on his car. Then Mrs. Reyes came out to help him. The Reyes family lived in the apartment next to Vanessa's family.
- 2 Mr. and Mrs. Reyes sang as they worked. Vanessa knew the song. She sang along. Mr. and Mrs. Reyes smiled at her. Vanessa grinned back.
- 3 A few minutes later Travis walked by. He also lived in Vanessa's apartment building. He was carrying a basketball. "Can you do this?" he asked Vanessa. Travis spun the basketball on the end of one finger.



SAMPLE C

Where is Vanessa in this story?

- In Travis's apartment
- Outside her apartment building
- Outside her school
- Inside her apartment

Nothing to Do

- 1 Vanessa had nothing to do. She sat on the steps in front of the building where she lived. She saw Mr. Reyes working on his car. Then Mrs. Reyes came out to help him. The Reyes family lived in the apartment next to Vanessa's family.
- 2 Mr. and Mrs. Reyes sang as they worked. Vanessa knew the song. She sang along. Mr. and Mrs. Reyes smiled at her. Vanessa grinned back.
- 3 A few minutes later Travis walked by. He also lived in Vanessa's apartment building. He was carrying a basketball. "Can you do this?" he asked Vanessa. Travis spun the basketball on the end of one finger.



Page 1 of 2

SAMPLE C

What is Vanessa's main problem at the beginning of the story?

- She wants something to do.
- She can't find Travis.
- She doesn't like to work on cars.
- She doesn't know the song.



X Exit



- 1
- 2
- 3
- 4
- 5



Flag for Review

Instructions



Section Review

Previous

Next

TELPAS Reading Grade 6-7 Student Tutorial

Exit Test X

Choose a section below or click *SUBMIT* to submit and exit the test.

SECTIONS	STATUS	QUESTIONS
Sample Questions	Opened	1-5
Practice Test Questions	Opened	1-24

SUBMIT
AND EXIT TEST

FIRSTNAME LASTNAME

TELPAS Reading Grade 6-7 Student Tutorial

Choose a section below or click **SUBMIT** to submit and exit the test.

Exit Test X



You are trying to exit the test.
You have 0 unfinished items.

 Return to Test

- I want to return to the test.
- I want to exit this test and finish later.
- I am finished with this test and I want to submit my final answers.
Click the green button to confirm your choice.

Final Submit

SUBMIT
AND EXIT TEST

FIRSTNAME LASTNAME

Save

Print

Close

Report - FIRSTNAME LASTNAME

TELPAS Reading Grade 6-7 Student Tutorial

Sample Questions

Item	Response	Correct Answer	Score
Question 1	A	A	1
Question 2	D	D	1
Question 3	C	C	1
Question 4	B	B	1
Question 5	A	A	1

Practice Test Questions

Item	Response	Correct Answer	Score
Question 1	D	D	1
Question 2	A	A	1
Question 3	B	B	1
Question 4	A	A	1

Congratulations! You have completed the tutorial.