



# **Alaska**

## **Alternate Mathematics Assessment**

Training Manual

Administration and Scoring

2008

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## 2007-2008 Task Crosswalk

07-08 TASK #	Grade Band	07-08 STRAND NAME	07-08 TASK NAME*	WHAT'S NEW AND WHAT'S THE SAME	06-07 TASK #	06-07 TASK NAME
1.34A	3/4	Numeration	Copy Numbers	Taken from 06-07 test	Task 2	Copy Numbers
1.34B	3/4	Numeration	Number Line	Taken from 06-07 test	Task 9	Number Line
1.34C	3/4	Numeration	Counting	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
2.34A	3/4	Functions and Relationships	Same or Different	First 4 items taken from 06-07 test, <i>NEW</i> <i>Items 5-9,</i>	Task 5	Discriminate Differences
2.34B	3/4	Functions and Relationships	Shorter or Longer	Taken from 06-07 test	Task 6	Measurement-Size
3.34A	3/4	Geometry	Identify Shapes	Taken from 06-07 test	Task 3	Identify Shapes
3.34B	3/4	Geometry	Same or Different Shapes	<i>Modified content from 06-07 test</i>	<i>Task 5</i>	<i>Discriminate Differences</i>
4.34A	3/4	Process Skills	Story Problem	<i>Modified content from 06-07 test, Modified Scoring</i>	<i>Task 22</i>	<i>NEW</i>

1.56A	5/6	Numeration	Reading and Writing Numbers	Taken from 06-07 test	Task 1 & 2	Identify Numerals (Task1) & Copy Numbers (Task 2)
1.56B	5/6	Numeration	Number Line	Taken from 06-07 test	Task 9	Number Line
1.56C	5/6	Numeration	Counting Objects	<i>Modified content from 06-07 test</i>	<i>Task 12</i>	<i>Ordinal Numbers</i>
1.56D	5/6	Numeration	Counting	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
2.56A	5/6	Estimation and Computation	Simple Addition	Taken from 06-07 test	Task 20 & 21 (untimed)	<i>[Timed]</i> Computation-Addition/Subtractions Facts
3.56A	5/6	Functions and Relationships	Reproducing Simple Patterns	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
4.56A	5/6	Statistics and Probability	Reading Simple Graphs	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
5.56A	5/6	Measurement	Shorter or Longer	Taken from 06-07 test	Task 6	Measurement-Size
5.56B	5/6	Measurement	Identify Money	Taken from 06-07 test	Task 7	Identify Money
6.56A	5/6	Geometry	Identify Shapes	Taken from 06-07 test	Task 3	Identify Shapes
6.56B	5/6	Geometry	Same or Different (shapes)	<i>Modified content from 06-07 test</i>	<i>Task 5</i>	<i>Discriminate Differences</i>
6.56C	5/6	Geometry	Identify Perimeter	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
7.56A	5/6	Process Skills	Story Problems	<i>Modified content from 06-07 test, Modified Scoring</i>	<i>Task 22</i>	<i>NEW</i>

1.78A	7/8	Numeration	Reading and Writing Numbers	Taken from 06-07 test	Task 1, 2 & 4	Identify Numerals (Task1) & Write Numerals (Task 4)
1.78B	7/8	Numeration	Identify Whole and Half	Taken from 06-07 test	Task 16	Fractions
1.78C	7/8	Numeration	Number Line	Taken from 06-07 test	Task 9	Number Line
1.78D	7/8	Numeration	Identify Skip Patterns	<i>NEW</i>	<i>Task 19</i>	Count on Dictation
1.78E	7/8	Numeration	Counting	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
2.78A	7/8	Estimation and Computation	Double Digit Addition and Subtraction	Taken from 06-07 test	Task 20 & 21 (untimed)	[ <i>Timed</i> ] Computation-Addition/Subtractions Facts
3.78A	7/8	Functions and Relationships	Reproducing Simple Patterns	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
3.78B	7/8	Functions and Relationships	Labeling a Set as None or Zero	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
3.78C	7/8	Functions and Relationships	Understanding Symbols	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
4.78A	7/8	Statistics and Probability	Reading Simple Graphs	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
5.78A	7/8	Measurement	Identify Units of Measurement	Taken from 06-07 test	Task 6 & Task 8	Measurement-Size & Time of Day
5.78B	7/8	Measurement	Counting Coins	Taken from 06-07 test	Task 17	Count money
5.78C	7/8	Measurement	Identify Money	Taken from 06-07 test	Task 7	Identify Money
6.78A	7/8	Geometry	Identify Shapes	Taken from 06-07 test	Task 3	Identify Shapes
6.78B	7/8	Geometry	Matching Shapes	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
6.78C	7/8	Geometry	Identify Perimeter	<i>NEW</i>	<i>NEW</i>	<i>NEW</i>
7.78A	7/8	Process Skills	Story Problems	<i>Modified content from 06-07 test, Modified Scoring</i>	<i>Task 22</i>	<i>NEW</i>

1.910A	9/10	Numeration	Identify Place Value	NEW	Task 18	Place Value
1.910B	9/10	Numeration	Identify Fractions	Taken from 06-07 test	Task 16	Fractions
1.910C	9/10	Numeration	Ordering Numbers	Taken from 06-07 test	Task 11	Order Numbers
2.910A	9/10	Estimation and Computation	Rounding Numbers	NEW	NEW	NEW
2.910B	9/10	Estimation and Computation	Double Digit Addition and Subtraction	Taken from 06-07 test	Task 20 & 21 (untimed)	[Timed] Computation-Addition/Subtractions Facts
2.910C	9/10	Estimation and Computation	Multiply Single Digit Numbers	NEW	NEW	NEW
3.910A	9/10	Functions and Relationships	Reproducing Simple Patterns	NEW	NEW	NEW
3.910B	9/10	Functions and Relationships	Fill in Simple Patterns	NEW	NEW	NEW
3.910C	9/10	Functions and Relationships	Understanding Symbols	NEW	NEW	NEW
4.910A	9/10	Statistics and Probability	Creating and Reading Simple Graphs	NEW	NEW	NEW
5.910A	9/10	Measurement	Identify Units of Measurement	Taken from 06-07 test	Task 6 & Task 8	Measurement-Size & Time of Day
5.910B	9/10	Measurement	Counting Money	Modified content from 06-07 test	Task 17	NEW - items need to be written
6.910A	9/10	Geometry	Describing and Comparing Shapes	NEW	NEW	NEW
6.910B	9/10	Geometry	Lines of Symmetry	NEW	NEW	NEW
6.910C	9/10	Geometry	Identify Perimeter	NEW	NEW	NEW
7.910A	9/10	Process Skills	Story Problems	Modified content from 06-07 test, Modified Scoring	Task 22	NEW

\* 3 Error Rule applies to all tasks

<b>WEB TASKS NOT USED IN 2007-2008 ALTERNATE ASSESSMENT</b>		<b>06-07 TASK #</b>	<b>06-07 TASK NAME</b>
		Task 10	Time of Day
		Task 14	Manipulate Math Concepts Count Take Away
		Task 15	Manipulate Math Concepts Quantity

## Introduction

This multimedia training system provides training and proficiency materials for the State of Alaska's Alternate Reading, Alternate Writing, Alternate Mathematics, and Alternate Science Assessments.

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## Training Activities

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The intent of this training program is to provide teachers with the resources needed to understand the specific assessments that comprise the Alternate Assessment options in each content area. All components necessary to become a test administrator are included in the training program and in this manual.

There are two main activities provided as part of this program.

First, training is provided for both the administration and scoring of specific assessments. For each assessment, training is provided via a combined format of audio, text and video components. You are able to access the task overview, considerations for an appropriate administration, as well as a video example of a standard administration. Examples with actual students allow you to see the assessment being administered under standard conditions. Several tasks present modified administration examples as well. Second, opportunities are provided to determine your level of proficiency in scoring actual administration of assessment types as well as actual student responses. For each assessment, scoring guidelines are provided and a description of the scoring system is demonstrated in audio and text format. In addition, examples of scored items are provided via text and video formats. A range of examples is provided for each assessment in order to fully explicate the types of responses that denote a specific score.

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## Proficiency Activities

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### Administration

There are specific scenarios that provide you with opportunities to identify areas of weakness in *administration* of specific tasks.

### Scoring

For each assessment within a content area, there are a series of student responses for you to score to test your proficiency in scoring. You will submit scores for each exercise in each of the content areas and receive immediate feedback on your accuracy. When you have successfully scored each of the proficiency activities (meet or surpass the specified level of accuracy), you are considered proficient in scoring that particular task. Your

progress is recorded based upon your login information. You will be able to see which tasks you have attempted and which you have completed by viewing the menu screens.

### **Parallel Paper Components**

For certain proficiency of scoring activities, parallel paper documents are required. The paper documents generally are provided in instances where actual written responses must be scored or when the student responses are longer than a single word response. Paper responses can be found in Appendix A of the training manual.

#### **Contact Information**

If you have questions about the Alternate Assessments, please contact:

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## Forward

This manual accompanies the web-based training with the similar examples and directions and is intended for teachers and test administrators to use in supplementing the on-line training. Note that this manual is to be used as a compliment to the web training, but is not meant to be the exact same. This manual does not contain any of the proficiency tests that are embedded in the on-line training.<sup>1</sup> As a consequence, teachers and test administrators must complete the proficiency tests on-line in order to become either a qualified assessor or a qualified trainer. For the proficiency examinations, 10 trials are presented with established cut-off scores for passing each task. The materials for taking these proficiency trials are located on the web (<http://ak.k12test.com>) and include all necessary alternate forms of students' responses for tasks that require them.

The current version of the Alternate Math Assessment contains tasks that address a range of skills for becoming proficient in an alternate assessment based on the Extended Grade Level Expectations as part of Alaska's large-scale assessment program. Students taking this test can comprise up to 1% of the population and must have significant cognitive disabilities. Each task presented in this manual uses previous versions of a previously secure test and depicts the kind of items presented in each task, the wording for administration, and directions in scoring student responses. Accommodation and modification issues also are addressed for each task though they need to be considered illustrative rather exhaustive, given the complex nature of disabilities with this population. Finally, with some tasks, clarifying issues and answers are addressed at the end.

As the Alternate assessment is entirely web-based in training, proficiency assessment, distribution of materials, data entry, and reporting, it is important for teachers to have minimal connectivity, use computer systems that are relatively current, and be skilled in navigating the internet. The actual test, however, is administered in a one-to-one situation with a test administrator and a student. Complete flexibility exists in the length or location of the testing situation and in the actual materials that are used. For example, to keep all materials available on the web, some tasks require the use of proxies (e.g., pictures of coins and bills) but they may be substituted with objects from the student's environment (e.g., real coins and bills). Accommodated test administration is a valid indicator of proficiency. However, modified test administration does not indicate proficiency as the content has been modified and no longer addresses the ExGLE. Modified test administration can be used in the growth model to indicate growth over time.

An important component of this assessment is that many tasks have items scored as partially correct. The rationale for this is that the assessment should be sensitive to emerging skills and rather than count performance only as correct (1 point) or incorrect (0 points), the behavior (answer) is broken down into constituent parts with partial credit awarded. This sensitivity of the measure, however, can only be successfully accomplished if it also is accompanied by high quality administration and scoring.

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<sup>1</sup> N.B. On some proficiency trials, the same task is presented more than once but has different student responses. We have done this to show minimum differences in our examples that result in different scoring results.

### Task 1.34A: Copy Numbers

For this task, Copy Numbers, students are asked to copy single and double digit numbers on a blank page. The materials needed are located in the Alternate Math Student Materials section. One page has a single response line (Unassisted Copy Numbers), while the other page provides a dotted line prompt (Assisted Copy Numbers). Choose the most appropriate writing sheet based upon the skill development of the student.

Present the student with a half sheet of numbers to copy by folding the page lengthwise. Say to the student, "**Copy each number in the space next to the number.**" Continue presenting numbers. Prompt the student after three seconds if no response.

As the student responds to the item, responses are documented in the space provided next to the item prompt in the Scoring Table. If the student responds correctly, a plus [+] is recorded in the response box. If the student responds incorrectly, the incorrect response is written in the box. This way, you are marking the protocol for *every student response*, not just for the items that the student responded to incorrectly.

Scoring			
Item	Number	Student Response	Points
1	5		/2
2	9		/2
3	7		/2
4	3		/2
5	1		/2
6	24		/4
7	546		/6
8	80		/4

**Examples of Task Accommodation:** Enlarging the number size for a student with limited vision; using cards that present the letters in a different font; using Braille cards; student responds by signing or using a communication board.

**Examples of Task Modifications:** Substituting the task with numbers not on the original protocol; prompting the student with wording not consistent with the original bolded script; providing hints (like naming the number before or after).

**Administration:** Make sure the test administrator:

- Presents the student with one card at a time.
- Removes cards that have been presented before the next item is presented.
- Records each student response as it is provided.
- Presents all cards in the task.
- Maintains a neutral tone during the presentation.
- Prompts the student after a delay with no response.

### **Scoring**

Student responses are scored for correct digits. Each item is worth two points. Score the digits copied as if viewed by someone not familiar with the student's writing. Record the student's points in the Scoring Table.

Correct digits are scored by comparing the student response to the model of the appropriate response. Digits are scored for correct alignment within the ones, tens, and hundreds place value (ones are the furthest to the right, tens are one digit to the left of the ones, etc.). If the digits are written within the correct place value, then they are scored for the degree of correct formation.

- **2 Points:** Digits correct: (Correct alignment and correct readable digit).
- **1 point:** Digits partially correct: (Correct alignment and distorted but readable digit).
- **0 points:** Incorrect alignment: (illegible/incorrect digit)
- Digits incorrect: 0 points for illegible or incorrect number.

<b>Task 1.34B, 1.56B, 1.78C: Number Line</b>
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This is a student selection exercise. Students are asked to choose the correct number by observing a number line and responding to questions posed by the test administrator.

The materials needed are located in the Alternate Math Student Materials section. Place the number line in front of the student and say, "**Here are many different numbers on a number line. Which number is first on the number line?**" Prompt the student after three seconds if no response is provided, by asking which number comes first on the number line. If the student cannot verbally communicate, they may respond by pointing to a number. Continue asking the questions in the order listed on the scoring protocol.

Scoring			
Item	Question (Answer)	Student Response	Points
1	Number missing? (10)		/1
2	Number before 5? (4)		/1
3	Number after 8? (9)		/1
4	First number on line? (0)		/1
5	Last number on line? (12)		/1

**Examples of Task Accommodation:** Enlarging the number line for a limited vision student; repeating the prompt.

**Examples of Task Modifications:** Providing students with a smaller set of numbers from which to choose their answer, placing the numbers in order.

**Administration:** Make sure the test administrator:

- Prompts verbally by repeating the question if necessary.
- Repeats the question after three seconds if the student hesitates.
- Records the student's response as it is provided.

### Scoring

The student's response is recorded on the scoring protocol. One point is given for a correct response and zero points are awarded for an incorrect or incomplete response.

- Correct Response = 1 point
- Incorrect Response = 0 points

#### **Example:**

Example		
Item	Student Response	Points
Item 1: Which number is missing?	10	1
Item 1: Which number is missing?	8	0

<b>Task 1.34C, 1.56D, 1.78E: Counting</b>
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This task requires students to count sequentially. Depending on grade level, students are asked to count from 1 to 20.

Grade band 3/4	Count from 1 to 5
Grade band 5/6	Count from 1 to 15
Grade band 7/8	Count from 1 to 20

Test administrator sits directly in front of the student. The test administrator says to the student, **“Count to 5.”** The test administrator records the student’s response, verbatim, in the scoring table provided in the scoring protocol. If the student does not respond in five seconds, restate the directions.

*1.34C*

If the student begins counting with a number other than one, restate the directions, **“Count to 5.”**

If the student cannot verbally communicate administer the alternate administration format: place the five flashcards directly in front of the student, in the order: 2, 4, 3, 1, 5. Say to the student: **“Put these numbers in order as if counting to 5.”** Record the students response in the scoring table provide in the scoring protocol.

*1.56D*

**“Start with 1 and count to 15.”**

If the student cannot verbally communicate administer the alternate administration format: place the fifteen flashcards directly in front of the student, in the order: 2, 4, 3, 1, 5, 9, 10, 8, 11, 6, 13, 7, 12, 15, 14. Say to the student: **“Put these numbers in order as if you were counting to 15.”** Record the students response in the scoring table provide in the scoring protocol.

*1.78E*

**“Start with 1 and count to 20.”**

If the student cannot verbally communicate administer the alternate administration format: place the twenty flashcards, in the order: Row 1: 12, 1, 4, 6, 3, 11, 15, 8, 20; Row 2: 5, 18, 2, 16, 9, 13, 10, 17, 14, 19. Say to the student, **“Put these numbers in order as if you were counting to 20.”** Record the students response in the scoring table provide in the scoring protocol.

**Examples of Task Accommodation:** Repeating the directions or prompting the student.

**Examples of Task Modifications:** Substituting tasks not on the original protocol; providing students with a smaller set of tasks.

**Administration:** Make sure the test administrator:

- Says to the student, “**Count to \_\_\_**” or, for non-verbal students, “**Put these numbers in order as if counting to \_\_\_.**”
- Prompts the student verbally by repeating the question, if necessary.

### Scoring

Scoring for this task differs by grade band.

Grade band 3/4 is scored for correct number sequences:

$$1 \ 2 \ 3 \ 4 \ 5 \quad = 6 \text{ points}$$

Grade band 5/6 is scored by sets of 5. By this grade level, the student is expected to have an understanding of counting numbers. The student may receive up to 3 points total for this task:

$$\begin{array}{ll} 1 \ 2 \ 3 \ 4 \ 5 & = 1 \text{ point} \\ 6 \ 7 \ 8 \ 9 \ 10 & = 1 \text{ point} \\ 11 \ 12 \ 13 \ 14 \ 15 & = 1 \text{ point} \end{array}$$

Grade band 7/8 is scored by sets of 5. By this grade level, the student is expected to have an understanding of counting numbers. The student may receive up to 4 points total for this task:

$$\begin{array}{ll} 1 \ 2 \ 3 \ 4 \ 5 & = 1 \text{ point} \\ 6 \ 7 \ 8 \ 9 \ 10 & = 1 \text{ point} \\ 11 \ 12 \ 13 \ 14 \ 15 & = 1 \text{ point} \\ 16 \ 17 \ 18 \ 19 \ 20 & = 1 \text{ point} \end{array}$$

**Task 2.34A, 3.34B, 6.56B: Same or Different**

This is a student selection exercise. Students will compare objects presented to them from flash cards and identify the objects as similar or different. The materials needed are located in the Alternate Math Student Materials section.

**2.34A**

This task is comprised of questions pertaining to shapes or numbers. Present each strip, one at a time, to the student. Present each question to the student as listed in the scoring protocol. Remove the strip before presenting the next item.

As the student responds to the item, the responses are documented in the space provided next to the item prompt in the scoring box. If the student responds correctly, a plus (+) is recorded in the response box. If the student responds incorrectly, the incorrect response is recorded in the box. This way, you are marking the protocol for every student response, not just for the items the student responds to incorrectly.

**3.34B and 6.56B**

In this task, all items pertain to shapes. Present each question to the student as listed in the scoring protocol. Remove the strip before presenting the next item.

As the student responds to the item, the responses are documented in the space provided next to the item prompt in the scoring box. If the student responds correctly, a plus (+) is recorded in the response box. If the student responds incorrectly, the incorrect response is recorded in the box. This way, you are marking the protocol for every student response, not just for the items the student responds to incorrectly.

Scoring			
Item	Question (Answer)	Student Response	Points
1	Which is different? (triangle)		/1
2	Which is different? (apple)		/1
3	Which are the same? (two 4's)		/1
4	Which are the same? (two tallest lines)		/1

**Examples of Task Accommodation:** Enlarging the printed flashcards for a limited vision student, repeating the prompt, having the student point to the answer.

**Examples of Task Modifications:** Substituting shapes and/or pictures not on the original protocol, providing students with a smaller set of objects to compare.

**Administration:** Make sure the test administrator:

- Removes the flashcard before presenting the next item/flashcard.
- Prompts verbally by repeating the question if necessary.
- Prompts the student after a delay with no response.
- Records the student's response as it is provided.

### Scoring

#### 2.34A

The student's response is recorded on the scoring protocol. Some items are worth one point and some are worth three. Items 1 through 4 are worth 1 point. The student earns one point for correctly identifying the answer.

- **1 point:** Correct response
- **0 point:** Incorrect response

For items five through ten, some items are worth one and some items are worth three. Items measuring identification of *sameness* are worth 3 points. Items measuring identification of *difference* are worth 1 one point.

- **3 points:** Correctly identifies all three of the same numbers.
- **2 points:** Student identifies two of the numbers as the same, but the other number was not identified.
- **1 point:** Student identifies one of the numbers as correct, but the other two numbers were not identified.
- **0 points:** Incorrect response

#### 3.34B

Items measuring identification of *sameness* are worth 3 points. Items measuring identification of *difference* are worth 1 one point.

- **3 points:** Correctly identifies all three of the same numbers.
- **2 points:** Student identifies two of the numbers as the same, but the other number was not identified.
- **1 point:** Student identifies one of the numbers as correct, but the other two numbers were not identified.
- **0 points:** Incorrect response

## 6.56B

Each item is worth 1 point. The student receives one point for correctly identifying the shape. The student receives 0 points for identifying the incorrect shape.

Example		
Item	Student Response	Points
Item 1: Which is different?	Points to triangle	1
Item 1: Which is different?	Points to circle	0
Item 2: Which is different?	Says or points to apple	1
Item 3: Which are the same?	Says or points to both 4's	1
Item 3: Which are the same?	Says or points to one 4	0
Item 3: Which are the same?	Says or points to M	0

**Task 2.34B, 5.56A, 5.78A, 5.910A: Shorter or Longer, Identify Units of Measurement**

This is a student selection exercise. Students are asked to compare the relative size of objects presented to them and respond to the administrator's questions about the objects.

The materials needed are located in the Alternate Math Student Materials section. Place the picture sheet in front of the student and say, **“Here is a picture of seven lines. Which lines are the same length?”** Continue asking the questions in the order listed on the scoring protocol. Record the student’s response in the scoring table.

Scoring		
Item	Question (Answer)	Student Response
*1	# lines the same length: (2, Line 1 and Line 4)	
*2	Line longer than line 1: (line 2)	
*3	Line same length as line 1: (line 4)	
*4	Shortest line: (line 5)	

**Examples of Task Accommodation:** Place the picture sheet in front of the student and say, **“Here is a picture of seven lines. Point to the lines that are the same length.”** Continue asking the questions in the order listed on the scoring protocol.

**Examples of Task Modifications:** Substituting shapes and/or pictures not on the original protocol, providing students with a smaller set of objects to compare.

**Administration:** Make sure the test administrator:

- Flips the flashcard after each response.
- Prompts verbally by repeating the question if necessary.
- Prompt after a delay with no response.
- Records the student’s response as it is provided.

### **Scoring**

The student's response is recorded on the scoring protocol. The value of each item is based on the number of correct lines identified per item. One point is given for each line correctly identified.

- Correct Response = 1 point
- Incorrect Response = 0 points

For example, Item 1 has two correct answers. Therefore, the item is worth 2 points. If the student identifies both correct lines, two points are awarded. If the student identifies one correct line and one incorrect line, 1 point is awarded. If the student identifies two incorrect lines, 0 points are awarded.

<b>Task 3.34A, 6.56A, 6.78A: Identify Shapes</b>
--

This task requires the student to name the shapes of geometric objects. The materials you need are located in the Alternate Math Student Materials section. Present the flashcards of shapes in the order shown on the scoring protocol. Present each item exactly as stated in the scoring protocol. Continue presenting the items in the exact order presented in the scoring protocol. Remove the flashcard before presenting the next item. Record the student's actual response and points in the table. This task is scored as correct/incorrect.

As the student responds to the item, the responses are documented in the space provided next to the item prompt in the scoring box. If the student responds correctly, a plus (+) is recorded in the response box. If the student responds incorrectly, the incorrect response is recorded in the box. This way, you are marking the protocol for every student response, not just for the items the student responds to incorrectly.

Scoring			
Item	Shape	Student Response	Points
1	oval		/1
2	rectangle		/1
3	triangle		/1
4	diamond		/1
5	square		/1
6	circle		/1
7	triangle		/1
8	rectangle		/1

**Examples of Task Accommodation:** Enlarging the pictures for a student with limited vision; using wooden shapes; using raised outlines of shapes.

**Examples of Task Modifications:** Substituting shapes not on the original protocol; providing students with a smaller set of shapes; telling the student the names of each shapes.

**Administration:** Make sure the test administrator:

- Records each student response as it is provided.
- Presents all items in the task.
- Maintains a neutral tone during the presentation.
- Prompt after a delay with no response.

### **Scoring**

In this task, each item is worth 1 point. The student earns 1 point for identifying the correct shape. The student receives 0 points for identifying the incorrect shape. The shape name is scored correct if the judgment is made that a person unfamiliar with the student can understand what the student has said.

For example, if the student is prompted with a card that has an oval on it and they respond with “oval” or “ellipse” they receive 1 point. If the student responds with “circle” or “egg”, they receive 0 points.

If the student is prompted with a picture of a square and they respond with “square” or “parallelogram”, they receive 1 point. If the student responds with “box,” “cube,” or any other incorrect response, they receive 0 points.

<b>Task 4.34A, 7.56A, 7.78A, 7.910A: Story Problems</b>
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The materials needed are located in the Alternate Math Student Materials section. Read the story problem aloud to the student. Next, present the student with the appropriate flashcards for each item individually while asking the appropriate questions. Remove flashcards for previous questions before presenting the next question. Record the student's response in the scoring table. Present the remaining items exactly as presented in the scoring protocol.

Scoring					
Item	Problem	Correct Digits	Item	Problem	Correct Digits
1	How many balls? $3 + 1 = \underline{4}$	/1	7	How many candies? $8 - 2 = \underline{6}$	/1
2	$2 + \underline{7} = 9$	/1	8	$12 - 8 = \underline{4}$	/1
3	$\underline{2} + 3 = 5$	/1	9	$9 - 6 = \underline{3}$	/1
4	$\begin{array}{r} 4 \\ + 9 \\ \hline 13 \end{array}$	/2	19	$\begin{array}{r} 25 \\ - 4 \\ \hline 19 \end{array}$	/2
5	$\begin{array}{r} 7 \\ + 4 \\ \hline 11 \end{array}$	/2	11	$\begin{array}{r} 3 \\ - 3 \\ \hline 0 \end{array}$	/1
6	$\begin{array}{r} 25 \\ + 8 \\ \hline 33 \end{array}$	/2	12	$\begin{array}{r} 58 \\ - 27 \\ \hline 31 \end{array}$	/2

**Examples of Task Accommodation:** Enlarging the math problems for limited vision students; repeating the directions or prompting the student; reading the problems out loud.

**Examples of Task Modifications:** Telling the student a specific item requires addition or subtraction; substituting tasks not on the original protocol; providing students with a smaller set of tasks; using a calculator.

**Administration:** Make sure the test administrator:

- Reads the story problem to the student.
- Presents the student with the appropriate flashcards for the item
- Removes the flashcards before presenting the next item.
- Records the student's response.

**Scoring**

*4.34A, 7.56A, 7.78A, 7.910A*

Each item is worth 5 points. The student earns 5 points for selecting the correct answer. The student earns 0 points for selecting the incorrect answer. No partial credit is awarded for this task.

<b>Task 1.56A, 1.78A: Reading and Writing Numbers</b>
---

\*See also Task 1.34A

For this task, students are asked to recognize and then reproduce single and double digit numbers on a blank page. The materials you need are located in the Alternate Math Student Materials section. One page has a single response line (Unassisted), while the other page provides a dotted line prompt (Assisted). Choose the most appropriate writing sheet based upon the skill development of the student.

Present the student with a half sheet of numbers to copy by folding the page lengthwise. Say to the student, **“Say each number as I show you the flashcard.”** Continue presenting numbers in the order presented in the scoring protocol. Prompt the student after three seconds if no response. Record the student’s response in the scoring protocol as the answers are provided.

Next hand the student a pencil. Point to the space next to the number and say, **“Copy (write) each number in the space next to the number.”**

**Example:** Refers to a 1 point response for saying the number correctly.

Scoring			
Item	Numeral	Student Response	Points
1	6		/1
2	3		/1
3	7		/1
4	9		/1
5	5		/1
6	8		/1
7	4		/1
8	0		/1

**Examples of Task Accommodation:** Enlarging the numerals for a student with limited vision; saying the number; verbal prompts; using a computer to enter the numbers.

**Examples of Task Modifications:** Physically guiding the student; using tracing lines; telling the student the name of the number.

**Administration:** Make sure the test administrator:

- Prompts with a physical cue where to write the number.
- Prompts verbally by saying the number.
- Uses a half sheet to limit the distractions.
- Moves systematically down the column.
- Prompt after a delay with no response.

### **Scoring**

Score the digits copied as if viewed by someone not familiar with the student's writing. Record the student's points in the Scoring Table. The student receives 1 point for correctly identifying the number. The student earns two points for writing the number correctly.

Digits are scored for correct alignment within the ones, tens, and hundreds place value (ones are the furthest to the right, tens are one digit to the left of the ones, etc.). If the digits are written within the correct place value, then they are scored for the degree of correct formation.

#### **Scoring for Reading the Number:**

- Number Correctly Identified: **1 point**
- Number Incorrectly Identified: **0 points**

#### **Scoring for Writing the Number:**

- Digits written correctly; **1 point** for *each* readable number. A 2-digit response may receive a total of 2 points.
- Digits incorrect: **0 points** for illegible or incorrect number.

<b>Task 1.56C: Counting Objects</b>
-------------------------------------

Students are asked to count objects, starting from one. The materials you need are located in the Alternate Math Student Materials section. Place the picture chart in front of the student. Cover the number flashcards below the objects. Say to the student, **“Start here. This animal is one. Count the animals.”** Record the student’s response.

If the student cannot use expressive communication (speech, sign language, or communicative device), They may match the number flashcards with the animals. For example, the administrator will start by placing the number 1 by the first animal. Then prompt the student to continue placing the numbers in sequential order. For full credit, the student would have to place each number in the correct sequence.




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3	1	2
---	---	---

**Examples of Task Accommodation:** Enlarging the printed picture chart for a limited vision student; repeating the prompt; substituting three-dimensional objects in place of the picture chart.

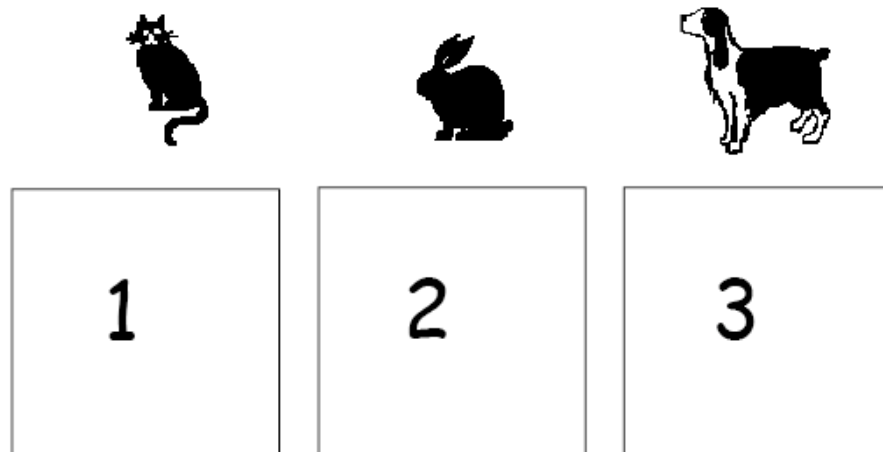
**Examples of Task Modifications:** Changing the number of animals on the original picture chart; providing students with a smaller sequence of items.

**Administration:** Make sure the test administrator:

- Places the picture chart in front of the student.
- Covers the number flashcards.
- Prompts verbally by repeating the question, if necessary.
- Records the student’s response as it is provided.

**Scoring**

This task is scored for correct or incorrect responses. If the student correctly counts the total number of animals, they receive 1 point. If they incorrectly count the number of animals, they receive 0 points.

**Example:**

<b>Task 2.56A, 2.78A, 2.910B: Simple/Double Digit Addition, Subtraction</b>
---

The materials needed are located in the Alternate Math Student Materials section. Present the student with the sheet of mathematics problems. Present the directions as stated in the scoring protocol. Hand the student a pencil and then say, “**Begin.**” If the student does not respond, prompt the student by restating the directions.

Scoring							
Item	Problem	Item	Problem	Item	Problem	Item	Problem
1	$\begin{array}{r} 1 \\ + 2 \\ \hline 3 \end{array}$	6	$\begin{array}{r} 11 \\ + 7 \\ \hline 18 \end{array}$	11	$\begin{array}{r} 5 \\ + 2 \\ \hline 7 \end{array}$	16	$\begin{array}{r} 4 \\ + 9 \\ \hline 13 \end{array}$
2	$\begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array}$	7	$\begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$	12	$\begin{array}{r} 14 \\ + 5 \\ \hline 19 \end{array}$	17	$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$
3	$\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$	8	$\begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$	13	$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$	18	$\begin{array}{r} 7 \\ + 9 \\ \hline 16 \end{array}$
4	$\begin{array}{r} 0 \\ + 1 \\ \hline 1 \end{array}$	9	$\begin{array}{r} 11 \\ + 6 \\ \hline 17 \end{array}$	14	$\begin{array}{r} 14 \\ + 1 \\ \hline 15 \end{array}$	19	$\begin{array}{r} 9 \\ + 9 \\ \hline 18 \end{array}$
5	$\begin{array}{r} 4 \\ + 8 \\ \hline 12 \end{array}$	10	$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$	15	$\begin{array}{r} 2 \\ + 7 \\ \hline 9 \end{array}$	20	$\begin{array}{r} 1 \\ + 9 \\ \hline 10 \end{array}$

**Examples of Task Accommodation:** Repeating the directions or prompting the student; having students complete problems in any specified order; reading the problems.

**Examples of Task Modifications:** Substituting tasks not on the original protocol; providing students with a smaller set of tasks; using a calculator.

**Administration:** Make sure the test administrator:

- States the directions as stated in the scoring protocol.
- Prompts the student if the student does not respond by restating the directions.

### Scoring

#### 2.56A

Score for correct digits. Each *digit* in the correct place is worth 1 point. Record the student's points in the bottom right hand corner of the scoring protocol. Record both correct digits per minute *and* Total Correct Digits. The same procedures are followed for the subtraction fact sheet.

- Each digit in the correct place = 1 point
- Incorrect digit = 0 points

## 2.78A

This task is worth 14 points. Each item is worth two points. Each item is scored for correct digits. Score for correct digits. Each *digit* in the correct place is worth 1 point. Record the student's points in the bottom right hand corner of the scoring protocol. Record both correct digits per minute *and* Total Correct Digits. The same procedures are followed for the subtraction fact sheet.

- Each digit in the correct place = 1 point
- Incorrect digit = 0 points

For example, if the answer is 10 and the student wrote 10, the student would receive 2 points. If the student wrote 20, the student would receive 1 point. If the student wrote 22, the student would receive 0 points.

**Task 3.56A, 3.78A, 3.910A, 3.910B: Reproducing Simple Patterns, Fill in Simple Patterns**

This task requires students to identify the missing components of a simple pattern. The materials you need are located in the Alternate Math Student Materials section. The student is given a flashcard containing a simple pattern and asked to continue the pattern, or fill in the missing elements.

Present the pattern to the student. Say to the student, **“Here is a pattern. Complete this pattern.”** The student may write the answer or simply point to the correct answer. Prompt after a delay of no response.

Reproducing Simple Patterns - Scoring			
Item	Problem	Student Response	Points
1	■ ● ■ ● — —		/2
2	■ ● ● ■ — —		/2
3	⬡ ● ⬡ ● — —		/2
4	1 2 1 2 — —		/2
5	2 4 6 8 — —		/2
6	0 3 6 9 — —		/2
7	3 4 5 3 — —		/2
Total Points			___/14

**Examples of Task Accommodation:** Repeating the directions or prompting the student; having students complete problems in any specified order; reading the problems instead of the student

**Examples of Task Modifications:** Substituting tasks not on the original protocol; providing students with a smaller set of tasks.

**Administration:** Make sure the test administrator:

- Presents the student with the materials, one item flashcard at a time.
- Says, **“Complete this pattern,”** motioning to the blank areas.
- Prompts the student after a delay with no response.

### **Scoring**

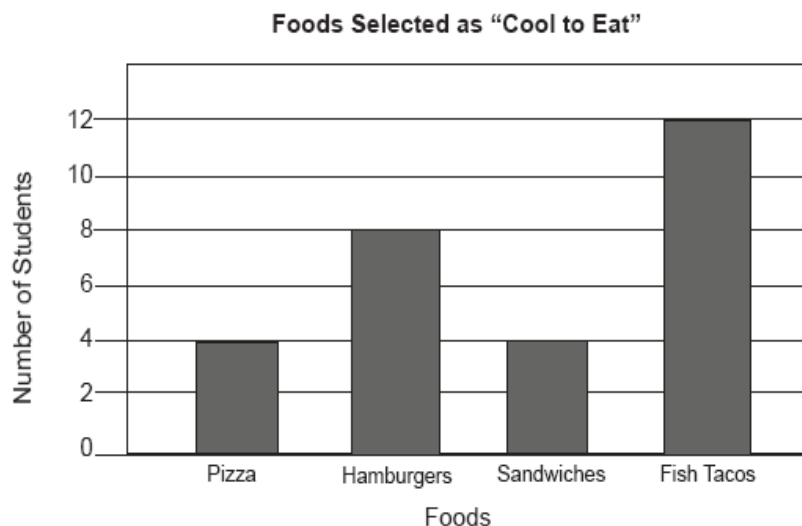
The student earns one point for each correct component in the sequence. Record the student's points and responses in the scoring section provided. If the student responds incorrectly, record his or her response.

- 1 point = Correct Response
- 0 points = Incorrect Response

### Task 4.56A, 4.78A, 4.910A: Reading Simple Graphs

This task requires students to create and read simple graphs. The items increase in complexity with grade level. Grade band 5/6 students are only asked to read simple graphs, where grade band 7/8 and 9/10 are asked to create the graph first, and then read the graphs by answering questions about the information.

The materials needed are located in the Alternate Math Student Materials section. Place the graph directly in front of the student. Say to the student, **“I am going to ask you some questions about this graph.”** Then present the items in the order presented in the scoring protocol. Record the student’s responses in the table provided. For grade bands 7/8 and 9/10, place the components of the graph directly in front of the student and ask them to, **“Place the bars in the correct place on the graph.”** If the student cannot correctly put together the graph, the administrator will put it together for them, then continue asking questions in the order listed in the scoring section.



Reading Simple Graphs - Scoring			
Item	Shape	Student Response	Points
1	ID pizza Column		/1
2	Placement of pizza Column		/1
3	ID hamburger column		/1
4	Placement of hamburger column		/1
5	ID sandwich column		/1

**Examples of Task Accommodation:** Repeating the directions or prompting the student; having

students complete problems in any specified order.

**Examples of Task Modifications:** Substituting tasks not on the original protocol; interpreting the graph; changing the graph.

**Administration:** Make sure the test administrator:

- Presents the student with all materials.
- Prompts the student (depending on grade band) to first identify the correct columns and place them on the graph in the correct places.
- Completes creation of the graph if the student is unable to do so.
- Prompts the student with questions about the graph after completion of the graph.
- Prompts the student after a delay with no response.

### **Scoring**

Score for correct or incorrect responses. Record the student's points and responses in the scoring section provided. If the student responds incorrectly, record his or her response.

- 1 point = Correct Response
- 0 point = Incorrect Response

### Task 5.56B, 5.78C: Identify Money

In this activity, students are required to name bills and coins that are presented to them. If possible, *please use real coins and bills* or cut out the flashcards located in the Alternate Mathematics Student Materials section.

Show the student the flashcard of separate coins and then separate bills. In the order listed on the scoring protocol, point to one coin while covering the others and ask: **“What is this coin?”** Record the student’s response. Then ask, **“How much is this coin worth?”** Continue presenting coins in the order presented in the scoring protocol.

#### *Pointing Option*

If the student cannot name the money using expressive communication (speech, sign language, or communicative device), place the flashcard of the money face-up on the table and say, **“Point to the coin as I say its name.”** Present the first item. Wait for a response. Then place the money values face-up on the table. Ask, **“How much money is the \_\_ worth?”** Continue this presentation format in the order presented in the scoring protocol.

Scoring		
Item	Coin/Bill	Student Response
1	Nickel	
2	Dime	
3	Quarter	
4	Penny	
5	\$20 Bill	
6	\$1 Bill	
7	\$10 Bill	
8	\$5 Bill	
9	*Which Bill(s)	

**Examples of Task Accommodation:** Enlarging the money for a student with limited vision; using real money; repeating the names of coins or bills.

**Examples of Task Modifications:** Substituting money not on the original protocol; providing students with a smaller set of bills and coins; giving the student the name of the coin or bill.

**Administration:** Make sure the test administrator:

- Places cards in front of the student.
- Records each student response as it is provided.
- Maintains a neutral tone during the presentation.
- Re-prompts if the student does not respond within 3 seconds.

### Scoring

Each item is worth 1 point. Coins or bills named correctly are worth one point, and coins or bills named incorrectly are worth zero points. Student also earns one point for correctly identifying the value of each coin or bill.

For example, if the student is prompted with a 1 dollar bill and they respond with “1 dollar” or “1 buck” they would receive 1 point. If they responded with “One,” “Money,” “5 bucks,” “1 cent,” or “Penny” they would receive 0 points. If the student is prompted with a dime, and they respond with “dime” they would receive 1 point. If they responded with “10,” “10 cents,” “Penny,” or any other incorrect response they would receive 0 points.

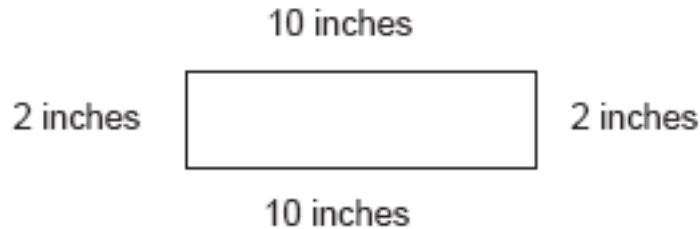
#### **Example:**

<b>Student Prompt</b>	<b>1 Point Response</b>	<b>0 Point Response</b>
<b>1 Dollar Bill</b>	<ul style="list-style-type: none"> <li>• 1 dollar</li> <li>• 1 buck</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> <li>• Money</li> <li>• 5 bucks</li> <li>• 1 cent</li> <li>• Penny</li> </ul>
<b>Dime</b>	<ul style="list-style-type: none"> <li>• Dime</li> </ul>	<ul style="list-style-type: none"> <li>• 10</li> <li>• 10 cents</li> <li>• Penny</li> </ul>

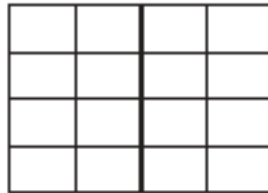
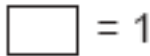
**Task 6.56C, 6.78C, 6.910C: Identify Perimeter**

This task requires students to identify and calculate the perimeter of a rectangular object. The questions increase in complexity by grade band, beginning in grade band 5/6 the student is required to identify the perimeter, and grade band 7/8 and 9/10 the student is required to calculate the perimeter of the object. The materials needed are located in the Alternate Math Student Materials section.

Grade band 5/6:



Grade band 7/8, 9/10:



Present the student with the stimulus sheet. Say to the student, “**Show me the perimeter of this rectangle.**” Record the student’s response and points in the scoring table.

**Examples of Task Accommodation:** Repeating the directions or prompting the student; reading the problems, enlarging the stimulus.

**Examples of Task Modifications:** Substituting tasks not on the original protocol; providing students with different stimulus pictures, counting the squares with the student, explaining to the student what *perimeter* means.

**Administration:** Make sure the test administrator:

- Presents the student with all materials.
- Prompts the student (depending on grade band) to Identify or Calculate the perimeter.
- Prompts the student after a delay with no response.

### **Scoring**

The student receives one point for each side identified – for a maximum of 4 points. Partial credit may be given. For example, if a student identifies three of the four side, the student would receive 3 points. For the later grade bands, the student may receive one point for correctly adding each side of the square, for a total of 4 points.

Correctly identified all 4 sides or correctly added all 4 sides of perimeter	= 4 points
Correctly identified 3 sides or correctly added 3 sides of perimeter	= 3 points
Correctly identified 2 sides or correctly added 2 sides of perimeter	= 2 points
Correctly identified 1 side of perimeter	= 1 point
Incorrect Response	= 0 points

<b>Task 1.78A: Reading and Writing Numbers</b>
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\*See also: Tasks 1.34A and 1.56A

For this task, students are asked to recognize and then reproduce single and double digit numbers on a blank page. The materials you need are located in the Alternate Math Student Materials section. One page has a single response line (Unassisted), while the other page provides a dotted line prompt (Assisted). Choose the most appropriate writing sheet based upon the skill development of the student.

Present the student with a half sheet of numbers to copy by folding the page lengthwise. Say to the student, **“Say each number as I show you the flashcard.”** Continue presenting numbers in the order presented in the scoring protocol. Prompt the student after three seconds if no response. Record the student’s response in the scoring protocol as the answers are provided.

Next hand the student a pencil. Point to the space next to the number and say, **“Copy (write) each number in the space next to the number.”**

Scoring		
Item	Numeral	Student Response
1	14	
2	6	
3	39	
4	71	
5	3	
6	52	
7	8	
8	10	
9	3	
10	67	

**Examples of Task Accommodation:** Enlarging the numerals for a student with limited vision; verbal prompts; using a computer to enter the numbers; adaptive writing utensils.

**Examples of Task Modifications:** Physically guiding the student; using tracing lines, telling the student the name of the number.

**Administration:** Make sure the test administrator:

- Prompts with a physical cue where to write the number.
- Prompts verbally by saying the number.
- Uses a half sheet to limit the distractions.
- Moves systematically down the column.
- Prompts the student after a delay with no response.

### **Scoring**

Score the digits copied as if viewed by someone not familiar with the student's writing. Record the student's points in the Scoring Table. The student receives 1 point for correctly identifying the number. The student earns two points for writing the number correctly.

Correct digits are scored by comparing the student response to the model of the appropriate response. Digits are scored for correct alignment within the ones, tens, and hundreds place value (ones are the furthest to the right, tens are one digit to the left of the ones, etc.). If the digits are written within the correct place value, then they are scored for the degree of correct formation.

- Digits correct: **1 points** for *each* correctly readable number.
- Digits incorrect: 0 points for illegible or incorrect number.

**Task 1.78B, 1.910B: Identify Whole and Half, Identify Fractions**

In this task, the student is asked to demonstrate an understanding of fractions. Students must recognize portions of objects presented to them on flashcards as well as be able to manipulate physical objects to illustrate segments of groups.

All manipulation tasks require the flashcards or chips to be distributed in front of the student in the same order as the prompts listed in the Scoring Table. If after prompting, the student does not understand the task, repeat the prompt. Prompt after a delay with no response.

The materials you need are located in the Alternate Math Student Materials section. Place the student stimulus sheet directly in front of the student. Say, **“I am going to ask you some questions about these shapes.”** Present the items exactly as presented in the scoring protocol. Record the student’s response in the scoring table.

Scoring			
Item	Question (Answer)	Student Response	Points
1	Triangle exactly 1/2?		/1
2	Fraction of squares? (1/4)		/1
3	1/3 of circle?		/1
4	Give 1/4 chips? (gives 2)		/1
5	Fraction of blue chips? (1/2 or 4/8)		/1

**Examples of Task Accommodation:** Enlarging the printed flashcards for a limited vision student, repeating the prompts, using kinesthetic cues instead of color for students with visual impairments, using different objects (for example, beans or coins).

**Examples of Task Modifications:** Substituting tasks not on the original protocol, providing students with a smaller set of tasks.

**Administration:** Make sure the test administrator:

- Ensures the student is watching when distributing materials.
- Presents chips flat on the table, not stacked.
- Prompts verbally by repeating the question if necessary.

## Scoring

The student's response is recorded on the scoring protocol. One point is given for a correct response and zero points are awarded for an incorrect response.

- Correct response = 1 point
- Incorrect response = 0 points

Example		
Item	Student Response	Points
Item 2: Please tell me what fraction of the squares is colored.	one fourth	1
	one	0

### Task 1.78D: Identify Skip Patterns

This task requires students to identify skip patterns. The materials needed are located in the Alternate Math Student Materials section. The student is presented with 3 different patterns and asked by the administrator, “**Point to the pattern that counts by 5’s.**” Record the student’s response in the scoring table.

Identify Skip Patterns - Scoring			
Item	Number	Student Response	Points
1	20 25 30 35 40		/1

**Examples of Task Accommodation:** Enlarging the math problems for limited vision students; repeating the directions or prompting the student; reading the problems out loud.

**Examples of Task Modifications:** Substituting tasks not on the original protocol; providing students with a smaller set of tasks.

**Administration:** Make sure the test administrator:

- Presents the student with all materials.
- Says “**Point to the pattern that counts by 5’s.**”
- Prompts the student after a delay with no response.

### Scoring

Score for correct or incorrect responses. Record the student’s points and responses in the scoring section provided. If the student responds incorrectly, record his or her response.



- 1 point = Correct Response
- 0 point = Incorrect Response

### Task 3.78B: Labeling a Set as None or Zero

This task requires students to label a set as none or zero. The materials you need are located in the Alternate Math Student Materials section. The student is presented with subtraction equations involving patterns and numbers and asked to complete the problem. For example, the administrator will ask “**If I have 3 circles, and I take away 3 circles, how many circles do I have left?**”

Example:



Labeling a Set as None or Zero - Scoring			
Item	Question	Student Response	Points
1			/1
2			/1

**Examples of Task Accommodation:** Enlarging the math problems for limited vision students, repeating the directions or prompting the student, reading the problems out loud.

**Examples of Task Modifications:** Substituting tasks not on the original protocol, providing students with a smaller set of tasks.

**Administration:** Make sure the test administrator:

- Presents the student with materials, one item at a time.
- Asks the student the questions one at a time in the order listed on the scoring protocol.
- Prompts the student after a delay with no response.

### Scoring

Score for correct or incorrect responses. Record the student’s points and responses in the scoring section provided. If the student responds incorrectly, record his or her response.

- 1 point = Correct Response
- 0 point = Incorrect Response

### Task 3.78C, 3.910C: Understanding Symbols

This task requires students to show comprehension of mathematical symbols in grade band 7/8 and 9/10. The administrator will present the student with a mathematical symbol and three equations that are missing a mathematical symbol. For example, the administrator will show a plus sign and three equation answer options, saying, “**Here is a plus sign. Which equation needs a plus sign?**” Student materials are located in the Alternate Math Student Materials section.

Place the student materials directly in front of the student. Present the items exactly as presented in the scoring protocol. Record the student’s response in the scoring table.

3.78C - Understanding Symbols - Scoring			
Item	Correct Equation	Student Response	Points
1	$2 + 3 = 5$		/1
2	$9 - 2 = 7$		/1
Total Points			____/2

**Examples of Task Accommodation:** Enlarging the math problems for limited vision students, repeating the directions or prompting the student, reading the problems out loud.

**Examples of Task Modifications:** Substituting tasks not on the original protocol, providing students with a smaller set of tasks, identifying the symbol as the symbol is presented.

**Administration:** Make sure the test administrator:

- Presents the student with materials, one item at a time.
- Asks the student the questions one at a time in the order listed on the scoring protocol.
- Prompts the student after a delay with no response.

### Scoring

Score for correct or incorrect responses. Record the student’s points and responses in the scoring section provided. If the student responds incorrectly, record his or her response.

- 1 point = Correct Response
- 0 point = Incorrect Response

### Task 5.78A, 5.910A: Identifying Units of Measurement

This task measures two different understandings of measurement. Some items measure awareness of length, and some items measure awareness of time of day. This is a student selection exercise. Students are asked to choose the correct answer by selecting pictures on flashcards placed in front of them.

#### *Length*

The materials needed are located in the Alternate Math Student Materials section. Place the picture sheet in front of the student and say, "**Here is a picture of seven lines. Which lines are the same length?**" Continue asking the questions in the order listed on the scoring protocol. Record the student's response in the scoring table.

#### *Time of Day*

Place all three time of day flashcards in front of the student. Read each card to the student, indicating the time shown on the clock. Present each item exactly as presented in the scoring protocol. Record the student's response.

Scoring			
Item	Time	Student Response	Points
1	Night time		/1
2	Morning		/1
3	Day time		/1

**Examples of Task Accommodation:** Enlarging the printed flashcards for a limited vision student, repeating the prompt.

**Examples of Task Modifications:** Using pictures other than those provided in the Student Materials, providing students with a smaller set of flashcards from which to choose their answer.

**Administration:** Make sure the test administrator:

- Places the student materials directly in front of the student.
- Prompts verbally, repeating the question if necessary.
- Records the student's response as it is provided.

## Scoring

### *Length*

The student's response is recorded on the scoring protocol. The value of each item is based on the number of correct lines identified per item. One point is given for each line correctly identified.

- Correct Response = 1 point
- Incorrect Response = 0 points

For example, if the answer to an item contains 2 lines, the item is worth 2 points total. If the student identifies both correct lines, two points are awarded. If the student identifies one correct line and one incorrect line, 1 point is awarded. If the student identifies two incorrect lines, 0 points are awarded.

### *Time of Day*

The student's response is recorded on the scoring protocol. One point is given for identifying the correct picture and zero points are awarded for an incorrect response. No partial credit is awarded.

- Correct Response = 1 point
- Incorrect Response = 0 points

### **Example:**

Example		
Time	Student Response	Points
Night time	picture with child sleeping	1
Night time	picture with sun and bird	0

<b>Task 5.78B, 5.910B: Counting Coins, Counting Money<sup>2</sup></b>
---

This task measures simple addition of money. The materials you need are located in the Alternate Math Student Materials section. Present the flashcards of coins in the order shown in the left hand column of the Scoring Table. Present the first flashcard and ask, **“How much money is this?”** Record the student's actual response and points in the Scoring Table.

Scoring			
Item	Coin/Bill	Student Response	Points
1	Thirteen (N, N, P, P, P)		/2
2	Thirty Six (D, D, D, N, P)		/2
3	Eighty (Q, Q, D, D, D)		/2
4	Fifty Seven (Q, Q, N, P, P)		/2
5	Units correct (at least once)		/1

**Examples of Task Accommodation:** Enlarging the money for a student with limited vision; using real money.

**Examples of Task Modifications:** Substituting money not on the original protocol; providing students with a smaller set of bills and coins; giving the student the name of the coin or bill.

**Administration:** Make sure the test administrator:

- Places all cards in front of the student.
- Records each student response as it is provided.
- Maintains a neutral tone during the presentation.
- Re-prompts if the student does not respond within 3 seconds.

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<sup>2</sup> Content has been modified in the 2007-2008 Alternate Assessment

### Scoring

Record the student's actual response and points in the Scoring Table.

- 2 points = Numbers correct (*all* coins or bills added correctly)
- 1 point = Nearly correct numbers (*some* coins or bills added correctly)
- 0 points = Number incorrect (no coins added or coins added incorrectly)

Note: Task 5.910B has an item worth three points and an item worth four points. The scoring principle above applies to task 5.910B

For example, if the student is given a prompt of 4 dimes, which equals 40 cents, and they respond with 40 cents, they receive 2 points. If the student says 30 cents, they receive 1 point for three of the coins added correctly. If the student responds with six, they receive 0 points.

#### **Example:**

Student Prompt	2 Point Response	1 Point Response	0 Point Response
40 cents	<ul style="list-style-type: none"> <li>• 40 cents</li> </ul>	<ul style="list-style-type: none"> <li>• 30 cents</li> </ul> (3 coins added correctly)	<ul style="list-style-type: none"> <li>• Six</li> </ul>

### Task 6.78B, 6.910A: Matching, Describing and Comparing Shapes

This task requires students to match shapes in different positions. The materials you need are located in the Alternate Math Student Materials section. The student is presented with flashcards of shapes at different angles. The administrator will prompt the student by pointing to a shape and saying “Which shape is like this one?” Present the items exactly as presented in the scoring protocol.

Examples:



Student responses are recorded on the scoring protocol.

Matching Shapes - Scoring			
Item	Number	Student Response	Points
1	Matching Rectangles		/1
2	Matching Triangles		/1
3	Matching diamonds		/1

**Examples of Task Accommodation:** Enlarging the math problems for limited vision students, repeating the directions or prompting the student, reading the problems out loud, coloring the shapes.

**Examples of Task Modifications:** Substituting tasks not on the original protocol, providing students with a smaller set of tasks, moving the shapes around for the student, telling the student to move the shapes around.

**Administration:** Make sure the test administrator:

- Presents the student with materials.
- Prompts the student with the questions listed on the scoring protocol.
- Prompts the student after a delay with no response.

### Scoring

Score for correct or incorrect responses. Record the student’s points and responses in the scoring section provided. If the student responds incorrectly, record his or her response.

- 1 point = Correct Response
- 0 point = Incorrect Response

<b>Task 1.910A: Identify Place Value</b>
--

This exercise requires students to recognize place value of numbers. Students are asked to identify how many ones, tens or hundreds make up a specific number represented on flashcards.

The materials needed are located in the Alternate Math Student Materials section. For Example: Place the card that has the number 35 on the table in front of the student. Say to the student, "**Which digit is in the tens place?**" Record the student's response. Continue presenting the items in the order listed in the scoring protocol.

Scoring			
Item	Task (Answer)	Student Response	Points
1	35 (3)		/1
2	628 (8)		/1
3	628 (6)		/1

**Examples of Task Accommodation:** Repeating the numbers or commands; enlarging the numbers; changing the font of the numbers.

**Examples of Task Modifications:** Substituting tasks not on the original protocol; providing students with a smaller set of tasks.

**Administration:** Make sure the test administrator:

- Places the flashcards directly in front of the student.
- Asks for a verbal response to clarify the student's choice, if necessary.
- Records student response in the scoring table.

## Scoring

The student's response is recorded on the scoring protocol. One point is given for a correct response and zero points are awarded for an incorrect or incomplete response.

- Correct response = 1 point
- Incorrect response = 0 points

### Example:

Example		
Number	Student Response	Points
Item 1: 35	Identifies the 3	1
	Identifies the 5	0
Item 3: 628	Says 6	1
	Says 62	0
	Says 2	0
	Says 8	0

<b>Task 1.910C: Ordering Numbers</b>
--------------------------------------

This task requires the student to place cards in order from smallest to largest. This task uses the same materials used for the task Identify Numerals. Present the number cards in the specified order and say, "**Place these numbers in order from smallest to largest.**"

Record the student's actual response and points in the table. This task is scored as correct or incorrect. All numbers must be in the correct order to receive 1 point.

Scoring			
Item	Order	Student Response	Points
1	0, 2, 5, 9		/1

**Examples of Task Accommodation:** Enlarging the numbers for a student with limited vision.

**Examples of Task Modifications:** Substituting numbers not on the original protocol; providing students with a smaller set of numbers.

**Administration:** Make sure the test administrator:

- Places all cards in front of the student.
- Doesn't remove any of the cards until the entire task has been administered.
- Records each student response as it is provided.
- Maintains a neutral tone during the presentation.
- Prompts the student after a delay with no response.

### Scoring

Each response is scored as correct or incorrect. Partial credit is **NOT** awarded for this task, even if some of the numbers are in the correct order

- Correct order = 1 points
- Incorrect order = 0 points.

For example, the student is presented with 5, 2, 9, 0 in that order. If they put the cards in order 0, 2, 5, 9 they receive 1 point. If they put the cards in any other order, such as 0, 2, 9, 5 they receive 0 points. They can only receive 1 point, which is full credit, for the numbers 0, 2, 5, 9 in that particular order.

#### Example:

Student Prompt	1 Point Response	0 Point Response
5, 2, 9, 0	<ul style="list-style-type: none"> <li>• 0, 2, 5, 9</li> </ul>	<ul style="list-style-type: none"> <li>• 0, 2, 9, 5</li> <li>• 9, 2, 5, 0</li> </ul>

### Task 2.910C: Rounding Numbers

This task requires students to round numbers to the nearest ten. Students are presented with a number, and asked **“Round this number to the nearest ten.”** Students who cannot verbally respond are presented with flashcards containing the correct answer, and 2 distracter cards and asked to point to the correct answer.

Scoring			
Item	Question (Answer)	Student Response	Points
*1	32 to nearest ten 30		/1
*2	48 to nearest ten 50		/1
*3	13 to nearest ten 10		/1
*4	19 to nearest ten 20		/1

**Examples of Task Accommodation:** Enlarging the numbers for a student with limited vision.

**Examples of Task Modifications:** Substituting numbers not on the original protocol; providing students with a smaller set of numbers.

**Administration:** Make sure the test administrator:

- Places cards in front of student one item at a time.
- Records each student response as it is provided.
- Maintains a neutral tone during the presentation.
- Prompts the student after a delay with no response.

### Scoring

This task is scored for correct or incorrect responses. No partial credit is given for this task.

Correct response      = 1 point  
 Incorrect response    = 0 points

### Task 2.910B: Addition, Subtraction, Multiplication

This task requires students to add, subtract, and multiply single and double digit numbers. The materials needed are located in the Alternate Math Student Materials section. The student is presented with a worksheet containing addition, subtraction, and multiplication problems. The test administrator prompts the student by saying “**Here are some addition, subtraction and multiplication problems. Try to do each problem. If you don’t know the answer to a problem, skip it and go to the next problem. Do you have any questions? Begin.**” This is not a timed task.

Addition, Subtraction, and Multiplication - Scoring			
Item	Problem	Student Response	Points
1	$\begin{array}{r} 16 \\ + 7 \\ \hline 23 \end{array}$		/2
2	$\begin{array}{r} 12 \\ + 7 \\ \hline 19 \end{array}$		/2
3	$22 - 7 =$		/2
4	$16 - 4 =$		/2
5	$2 \times 4 =$		/1
6	$5 \times 2 =$		/2

**Examples of Task Accommodation:** Enlarging the math problems for limited vision students, repeating the directions or prompting the student, reading the problems out loud.

**Examples of Task Modifications:** Telling the student a specific item requires addition, subtraction, or multiplication, substituting tasks not on the original protocol, providing students with a smaller set of tasks, using a calculator.

**Administration:** Make sure the test administrator:

- Presents the student with the worksheet.
- Prompts the student to complete the problems.
- Does not time this task.
- Prompts the student after a delay with no response.

**Scoring**

This task is scored for correct digits. The student may receive one point for each correct digit in the correct place.

Correct Digit in Correct Place	= 1 point
Incorrect Digit or Incorrect Place	= 0 points

<b>Task 6.901B: Line of Symmetry</b>
--------------------------------------

This task measures awareness of symmetry. The materials needed for this task are located in the Alternate Math Student Materials Section. Place the flashcard directly in front of the student. Say, “**Which Image shows a line of symmetry?**” Record the student’s response in the scoring table. Continue presenting items in the order listed in the scoring table.

6.910B - Lines of Symmetry- Scoring			
Item	Question	Student Response	Points
1	Symmetry Line (Square)		/1

**Examples of Task Accommodation:** Enlarging the images for limited vision students, repeating the directions or prompting the student, reading the problems out loud.

**Examples of Task Modifications:** Explaining what symmetry means, providing students with a smaller set of tasks.

**Administration:** Make sure the test administrator:

- Presents the student with the stimulus sheet.
- Presents the item.
- Prompts the student after a delay with no response.
- Records the student’s response.

### Scoring

The student earns one point for correctly identifying the shape with a line of symmetry. No partial credit is awarded.

Correctly identified shape with line of symmetry	= 1 points
Incorrectly identified shape	= 0 points

# Appendix A

## Mathematics Proficiency Trials<sup>1</sup>

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<sup>1</sup> Note: These proficiency examples were extracted from the 2006-2007 User Manual, please ignore page numbering as it is not applicable to this document.

## COUNT ON DICTATION – Test Your Proficiency

TRIAL 1	Item	Student Response	Pts
	11, 12, 13,		/9
	1, 2, 3,		/9
	3, 4, 5,		/9
	17, 18, 19,		/9
	6, 7, 8,		/9
	8, 9, 10,		/9
	2, 4, 6,		/8
	27, 28, 29,		/8
	25, 30, 35,		/8
	13, 14, 15,		/8

TRIAL 4	Item	Student Response	Pts
	17, 18, 19,		/9
	8, 9, 10,		/9
	6, 7, 8,		/9
	3, 4, 5,		/9
	40, 50, 60,		/8
	5, 10, 15,		/8
	27, 28, 29,		/8
	2, 4, 6,		/8
	6, 8, 10,		/8
	25, 30, 35,		/8

TRIAL 2	Item	Student Response	Pts
	8, 9, 10,		/9
	17, 18, 19,		/9
	6, 7, 8,		/9
	3, 4, 5,		/9
	1, 2, 3,		/9
	11, 12, 13,		/9
	5, 10, 15,		/8
	10, 20, 30,		/7
	40, 50, 60,		/8
	6, 8, 10,		/8

TRIAL 5	Item	Student Response	Pts
	10, 20, 30,		/7
	6, 7, 8,		/9
	8, 9, 10,		/9
	3, 4, 5,		/9
	17, 18, 19,		/9
	1, 2, 3,		/9
	11, 12, 13,		/9
	13, 14, 15,		/8
	2, 4, 6,		/8
	27, 28, 29,		/8

TRIAL 3	Item	Student Response	Pts
	6, 8, 10,		/8
	10, 20, 30,		/7
	40, 50, 60,		/8
	5, 10, 15,		/8
	13, 14, 15,		/8
	2, 4, 6,		/8
	27, 28, 29,		/8
	25, 30, 35,		/8
	11, 12, 13,		/9
	1, 2, 3,		/9

TRIAL 6	Item	Student Response	Pts
	6, 8, 10,		/8
	3, 4, 5,		/9
	11, 12, 13,		/9
	1, 2, 3,		/9
	5, 10, 15,		/8
	10, 20, 30,		/7
	40, 50, 60,		/8
	17, 18, 19,		/9
	6, 7, 8,		/9
	8, 9, 10,		/9

## COUNT ON DICTATION – Test Your Proficiency (continued)

TRIAL 7	Item	Student Response	Pts
	8, 9, 10,		/9
	17, 18, 19,		/9
	5, 10, 15,		/9
	6, 7, 8,		/9
	10, 20, 30,		/7
	40, 50, 60,		/8
	3, 4, 5,		/9
	11, 12, 13,		/9
	1, 2, 3,		/9
2, 4, 6,		/8	

TRIAL 9	Item	Student Response	Pts
	2, 4, 6,		/8
	25, 30, 35,		/8
	27, 28, 29,		/8
	13, 14, 15,		/8
	3, 4, 5,		/9
	6, 8, 10,		/8
	5, 10, 15,		/8
	6, 7, 8,		/9
	8, 9, 10,		/9
17, 18, 19,		/9	

TRIAL 8	Item	Student Response	Pts
	5, 10, 15,		/8
	40, 50, 60,		/8
	10, 20, 30,		/7
	1, 2, 3,		/9
	11, 12, 13,		/9
	27, 28, 29,		/8
	2, 4, 6,		/8
	25, 30, 35,		/8
	6, 8, 10,		/8
13, 14, 15,		/8	

TRIAL 10	Item	Student Response	Pts
	17, 18, 19,		/9
	8, 9, 10,		/9
	6, 7, 8,		/9
	10, 20, 30,		/7
	40, 50, 60,		/8
	3, 4, 5,		/9
	11, 12, 13,		/9
	1, 2, 3,		/9
	2, 4, 6,		/8
27, 28, 29,		/8	

## MATH CONCEPTS – Test Your Proficiency

<b>TRIAL 1</b>	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1
	6		/1
	7		/1
	8		/1
9		/1	

<b>TRIAL 4</b>	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1
	6		/1
	7		/1
	8		/1
9		/1	

<b>TRIAL 2</b>	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1
	6		/1
	7		/1
	8		/1
9		/1	

<b>TRIAL 5</b>	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1
	6		/1
	7		/1
	8		/1
9		/1	

<b>TRIAL 3</b>	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1
	6		/1
	7		/1
	8		/1
9		/1	

<b>TRIAL 6</b>	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1
	6		/1
	7		/1
	8		/1
9		/1	

**MATH CONCEPTS – Test Your Proficiency (continued)**

<b>TRIAL 7</b>	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1
	6		/1
	7		/1
	8		/1
9		/1	

<b>TRIAL 9</b>	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1
	6		/1
	7		/1
	8		/1
9		/1	

<b>TRIAL 8</b>	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1
	6		/1
	7		/1
	8		/1
9		/1	

<b>TRIAL 10</b>	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1
	6		/1
	7		/1
	8		/1
9		/1	

## FRACTIONS – Test Your Proficiency

TRIAL 1	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1

TRIAL 4	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1

TRIAL 2	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1

TRIAL 5	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1

TRIAL 3	Item	Student Response	Points
	1		/1
	2		/1
	3		/1
	4		/1
	5		/1